

THE UNIVERSITY OF WYOMING

MINUTES OF THE TRUSTEES

September 13-15, 2017

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

University of Wyoming Mission Statement (July 2017)

We honor our heritage as the state's flagship and land-grant university by providing 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.

TRUSTEES OF THE UNIVERSITY OF WYOMING AGENDA
September 13-15, 2017

WORK SESSIONS

Biennium Budget Committee, McKinley	1
• Update re: Science Initiative Exception Request language for Agency 067 – Jewell/Mai	
• Standard Narrative for Agency 069 – WICHE – Jewell	
• Modified Exception Request for Agency 069 – WICHE – Jewell	
• Standard Narrative for Agency 167 – UW Medical Education – Jewell	
• Modified Exception Request for Agency 167 – UW Medical Education – Jewell	
• Medical Education B-11 Funding for CFO Position – Jones/Jewell <i>(item removed during meeting)</i>	
• Reserve Account Resolutions – Evans/Mai/Jewell	
Fiscal and Legal Affairs Committee, Marsh.....	5
• Internal Audit Update – Marsh/Kathleen Miller	
• External Auditor Pre-Audit Briefing – Lowe/Mai	
Financial Management and Reporting Committee, True.....	6
• WyoCloud Update – Mai/Aylward/Jewell	
Facilities Contracting Committee, McKinley	7
• University Reserve Uses and Exemptions – Jewell	
• Veterans Center and Union Renovation Phase I – Blackburn	
• Report re: AMK and permit extension – Evans/Mai	
• Construction Updates – Mai	
• Update re: Science Initiative Design Status – Mai	
Honorary Degrees and Awards Committee, Sullivan.....	10
Vice President and Dean Search Committee, True.....	11
• Updates on Searches – True	
Legislative Relations Committee, Brown	12
• Response to Budget Footnote: 15 th Street	
UW Regulation Review Committee, MacPherson	13
• UW Regulatory Structure Review Update – Evans	
• UW Regulation 1-1(Organization of the University) – Evans	
• UW Regulation 8-3 (Admission of Undergraduate and Graduate Students) – Miller/Evans	
• UW Regulatory Structure Review Section 4: Diversity and Equal Opportunity – Evans	
Academic/Student Affairs Committee Discussion <i>(added following discussion in meeting)</i>	15
Annual Accomplishments re: enrollment, budget, strategic plan, and other – Nichols.....	16
HLC Accreditation – Miller/Alexander	17
Intercollegiate Athletics (update and vision) – Burman	18
10-Year Housing Plan Presentation/Preliminary Report – Blackburn/consultants	20
Open Discussion for Trustees	21
Foundation (development) investment & initiatives – Blalock	23

Capacity Study Contract – Nichols/Andrew Laws	25
Program Fee Proposal Update – Jewell/Blackburn/Alexander/Godby	26
Update re: Lumina Foundation and Response to Budget Footnote: Wyoming’s College’s	
Recruitment and Retention Plan – Nichols/Miller/Aguayo	28
Update on ENDOW Advisory committee meeting held on 8/15 – Nichols	30
Fall 2017 Preliminary Enrollment – Blackburn/Miller/Jewell/Moore.....	31
Post-July Meeting Update re: UW-Casper – Miller	32
Response to Budget Footnote: 15th Street – Boswell (participate by phone)/Laramie Mayor/City Manager	34

BUSINESS MEETING.....36

Roll Call

Approval of Board of Trustees Meeting Minutes

July 18-21, 2017

August 9, 2017 (conference call)

Approval of Executive Session Meeting Minutes

August 9, 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

ACTION TAKEN DURING MEETING:

- Anchor Easement with Rocky Mountain Power
- Changes to Engineering Education and Research Building Exterior
- Renaming of the Red House to the Native American Education, Research, and Cultural Center
- Fundraising Priorities
- Approval of Contracts and Grants
- Personnel Section (final public document uploaded online)

New Business

Date of Next Meeting – October 18, 2017 (conference call)

Adjournment

THE UNIVERSITY OF WYOMING
MINUTES OF THE BOARD OF TRUSTEES
September 13-15, 2017
Marian H. Rochelle Gateway Center, Salon D/E

As will be reflected in the Public Session and Executive Session meeting minutes, the Board of Trustees of the University of Wyoming met in Laramie, Wyoming, Wednesday, September 13 through Friday, September 15, 2017. The meeting was held at the Marian H. Rochelle Gateway Center, Salon D/E. Committees met Wednesday morning, September 13. The Board entered Public Session at 2:00 p.m. and Executive Session around 5:00 p.m. on September 13. The Board adjourned Executive Session that evening.

On Thursday, September 14, the Board met at 8:00 a.m. in Public Session and covered a variety of topics. At 6:00 p.m., the Board met with new, tenure, and promoted faculty for dinner.

On Friday, September 15, the Board met in public session. The Board entered the Business Meeting portion of the day at 10:06 a.m. and adjourned the meeting at 10:53 a.m.

AGENDA ITEM TITLE: Biennium Budget Committee, McKinley

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Trustee President John MacPherson thanked everyone for their committee work. He then re-introduced Megan Degenfelder, who once served as a representative of students, and was now assisting State Superintendent Jillian Balow.

Update re: Science Initiative Exception Request language for Agency 067, Jewell/Mai

Trustee President MacPherson read a letter from the Governor dated August 16, 2017 [See Attachment I]. He stated that he wanted everyone to be aware of the Governor's intentions for the Science Initiative.

Trustee John McKinley noted that he would focus this portion of the presentation on budget requests. He added that once they got to the Facilities Committee, there would be a more in-depth discussion on the Science Initiative.

Trustee McKinley noted that the Board had the materials for this item, which included the handout for the 067 Budget [See Attachment II]. He noted that this handout included some clean-up changes that had been made, including the Science Initiative schedule change. He noted there was discussion regarding addendums to that budget, which would include reports that usually were provided. He added that the Biennium Budget Committee thought it best to attach those items and noted that it did not require formal action.

Approved 9-13-17 @ 2:29 p.m.

Standard Narrative for Agency 067

Trustee McKinley moved to approve the 067 Standard Budget to the extent if there are any amendments from the August approval and to include the addendums requested by LSO; Trustee Scarlett seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Approved 9-13-17 @ 2:29 p.m.

Modified Exception Request for Agency 067

Trustee McKinley moved to approve the 067 Exception Budget as presented to the Board of Trustees in their materials with the amendments proposed by the Biennium Budget Committee on page two of the handout provided to the Trustees. This includes the priority #1 Science Initiative and the changes in that narrative; Trustee Marsh seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Standard Narrative for Agency 069 – WICHE, Jewell

Trustee McKinley provided the Board with an update based on the actions taken during the Biennium Budget Committee's meeting. He noted that it seemed as though everything was proceeding as anticipated. He added that the Biennium Budget Committee had discussed the resolutions for various reserve accounts, which were established by trustees in previous meetings. Trustee McKinley noted that General Counsel Evans had provided resolutions for consideration by the committee to the full board. He added that they had been looked at by the committee and were in the Board's materials. He stated that there were a couple minor changes that were shown in the red line version with suggested changes by the Biennium Budget Committee.

Trustee McKinley then began discussion on the Standard 167 and 069 Budgets. He noted that the budgets had been presented to the Biennium Budget Committee and that the committee was recommending Board approval.

Approved 9-13-17 @ 2:29 p.m.

Standard Narrative for Agency 069 – WICHE

Trustee McKinley moved to approve the 069 Standard Budget as presented to the Board of Trustees in their materials; Trustee Marsh seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Modified Exception Request for Agency 069 – WICHE, Jewell

Trustee John McKinley discussed the Agency 069 Exception Budget and noted there had been a change in the funding dollars noted on paper, as was reflected in the materials [See Board Report; pages 5-15].

Approved 9-13-17 @ 2:29 p.m.

Modified Exception Request for Agency 069 – WICHE

Trustee McKinley moved to approve the 069 Exception Budget as presented to the Board of Trustees in their materials; Trustee Scarlett seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Standard Narrative for Agency 167 – UW Medical Education, Jewell

Trustee McKinley had already provided discussion on this item with the Standard Narrative for Agency 069.

Trustee Marsh asked a question regarding the CFO salary. Special Advisor to the President on External Relations Meredith Asay responded. She said that Interim Dean of the College of Health David Jones was there to help field questions. Interim Dean Jones noted that that CFO's position would probably be okay, but he thought that they might be on the low side for the Director of Medical Education's position. He added that they were more locked into a salary for the medical record position, as this was a part of the Standard 167 Budget. He then said that they had more flexibility with the CFO position because of the source of the funds. Trustee Marsh thanked Interim Dean Jones for this explanation.

Approved 9-13-17 @ 2:28 p.m.

Standard Narrative for Agency 167 – Medical Education

Trustee McKinley moved to approve the 167 Standard Budget as provided to the Board of Trustees; Trustee Scarlett seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Modified Exception Request for Agency 167 – UW Medical Education, Jewell

Trustee John McKinley explained that the Agency 167 Exception Budget was included in the materials [See Attachment III]. He noted that the committee had recommended approval of this item. He added that the only correction was a number added to the handout.

Approved 9-13-17 @ 2:28 p.m.

Modified Exception Request for Agency 167 – UW Medical Education

Trustee McKinley moved to approve the 167 Exception Budget as presented to the Board of Trustees in their materials; Trustee Scarlett seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Medical Education B-11 Funding for CFO Position, Jones/Jewell

Trustee McKinley noted that this item had been removed from the agenda.

Reserve Account Resolutions, Evans/Mai/Jewell

Trustee McKinley noted that this item was included in the Board's materials [See Attachment IV]. He noted that the changes in the handout were from the committee's discussion in the morning. He then explained the purpose of the resolution and the changes. He further explained when and how the reserve accounts were established, and the purposes they serve.

Trustee McKinley discussed the Residence Hall Reserve and the Recruitment and Retention Reserve accounts and the slight changes made to those accounts. He added that they were hoping to approve clarification of the purpose of the Special Projects Reserve account. He then reminded the Board on the action taken and the discussion on the indirect funds.

Trustee Marsh asked for clarification on the amount that could be in a reserve account, to which Trustee McKinley explained. There was further discussion on reserve accounts and endowment funds.

Trustee Sullivan asked for the background on the Recruitment and Retention Reserve account, to which Trustee McKinley provided the relevant history.

Trustee True asked for clarification on the term "quasi-endowment", to which Trustee McKinley explained the definition and purpose for using the word.

Trustee Fall asked what happened to the indirect funds now that they had been returned, to which Trustee McKinley said that those funds were a part of the budget process and further explained how the funds were identified. He then explained where the funds would be used after the action taken at the July meeting. He added that they were not included in the Operation Budget for FY18.

Approved 9-13-17 @ 2:49 p.m.

Reserve Account Resolutions

Trustee McKinley moved to approve all of the reserve account official resolutions as amended by the Biennium Budget Committee and in front of the full Board on the two-page handout; Trustee Scarlett seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

AGENDA ITEM TITLE: Fiscal and Legal Affairs Committee, Marsh

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Internal Audit Update, Marsh/Kathleen Miller

Trustee Jeff Marsh provided an update on the internal audit, noting that the audit schedule had been modified to some degree for particular colleges.

Trustee Baldwin stated that he was pleased with the internal audits. He added that in looking at the responses, all of the minor changes had been taken care of. He noted that there was a lot of reporting and that this was also being taken care of. He stated that they were responding well overall to the internal audits.

External Auditor Pre-Audit Briefing, Lowe/Mai:

Trustee Jeff Marsh provided an update to the Board on the external auditing [See Attachment V]. He noted that the committee had focused on the audit schedule for outside auditors. He added that he would send out materials with regards to the outside auditors, but noted that there were no significant changes. He mentioned that a couple of the audits were not required this year. Trustee Marsh added that they would be busy with staff to try to get it up and running, as this was the last audit on the previous system. He noted that the staff had been over-taxed, as they were working with the old and new systems simultaneously.

Trustee Baldwin stated that he thought it was important to note that the audit revealed a savings, to which Trustee Marsh noted the exact savings.

AGENDA ITEM TITLE: Financial Management and Reporting Committee, True

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

WyoCloud Update, Mai/Aylward/Jewell

Trustee True updated the Board on WyoCloud. He then reported on WyoCloud's timeline and budget. He added that they had had discussed this item in the Financial Management and Reporting Committee. He reminded the Board that the project was broken into segments, and the Financial Management segment had gone live on July 17. He added that there were some challenges to this segment, but they were being worked through. He then explained the details of the next segments and their launch dates.

Trustee Scarlett congratulated Vice Presidents Mai and Jewell and staff for all of their work. Trustee True noted that with the implementation of the system, there had been an excess of work to be done. He stated that this may need addressed with additional resources.

Trustee True then provided information on the office supplies, budgetary, and contingency components of the update.

AGENDA ITEM TITLE: Facilities Contracting Committee, McKinley

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

University Reserve Uses and Exemptions, Jewell

Trustee McKinley stated this was one of the clean-up items requested by the administration regarding the moving of funds from reserve accounts. He noted that this item was in the Board's materials [See Board Report; pages 102-103]. He added that these amounts were not included in the FY18 Operating Budget or in the FY18 Capital Improvement Budget.

Approved 9-13-17 @ 3:05 p.m.

IT Requests

Trustee McKinley moved to approve the transfer and expenditure Information Technology requests as reflected on page 102 of the Board's materials; Trustee Scarlett seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Approved 9-13-17 @ 3:06 p.m.

Special Projects Reserve Account

Trustee McKinley moved to approve the expenditure from the Special Project Reserve Account for the WyoCloud expenditure reflected on page 102 of the Board's materials; Trustee Scarlett seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Veterans Center and Union Renovation Phase I, Blackburn

Trustee John McKinley explained the timeline and fundraising details of the Veterans Center. He noted that the request was to remove \$433,000 from the Special Project Reserve account for this fund. He added that the Biennium Budget Committee had passed a motion looped in with the Facilities Committee, providing further updates of what the renovations would be. He also explained why the proposed motion would include language regarding a loan.

Approved 9-13-17 @ 3:12 p.m.

Veterans Center and Union Renovation Phase I

Trustee McKinley moved to approve a \$433,000 expenditure from the Special Projects Reserve Account for the Veteran's Center renovation with the requirement that \$125,000 of that amount be recognized as a loan to be repaid to the Special Projects Reserve Account, as the pledges of private funding are received by the University of Wyoming; Trustee Marsh seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Report re: AMK and permit extension, Evans/Mai

Trustee John McKinley presented an update on AMK and permit extension. He noted that there had been some issues that had become apparent in the summer. He stated that those were removed through a cooperative effort by the removal agency, the Park Service, and UW. He noted that the issue was related to the removal of bats on the property. Trustee McKinley added that the roof was on schedule to be in place before snowfall.

Trustee McKinley stated that in terms of the permit renewal and extension, there were three years remaining on the permit. He added that Vice President for Administration Bill Mai and General Counsel Tara Evans were working with the Park Service to obtain the extension of the permit. He noted that this included UW's commitment to do the new roofs, to fund waste water disposal, and to complete new waste water upgrades. Trustee McKinley stated that the commitment from the Park Service to address the fresh water service was also included.

Trustee McKinley noted that the issue being conveyed was the Park Service's reluctance to signing a document committing them to funding \$1.5 million for the fresh water upgrade. He added that they would prefer to have language that provided them with funding flexibility. He noted that from UW's standpoint, if UW was putting funds into a long-term project for AMK, UW would want a corresponding permanent commitment from the Park Service on the fresh water upgrade and the preservation of important structures. He added that Vice President for Administration Bill Mai and General Counsel Tara Evans would report back in November as to what the progress was.

Construction Updates, Mai

Trustee McKinley provided the Board with the University's construction updates. He noted that the majority of the Facilities Committee meeting had dealt with the ongoing construction of the Science Initiative.

Trustee McKinley then discussed that the BSL3 was on schedule and in the commission stage. He noted that the administration would report back to the committee in November to provide a more detailed timeline on the certification process. He added that they were working to make certain they were in compliance with the CDC.

Trustee McKinley added that the incinerator was proceeding on schedule, and the total cost would likely be more than anticipated. He then encouraged the Board to stop by the Engineering Building. He noted that it was also proceeding on schedule.

Trustee McKinley stated that the renovations to the Arena Auditorium were on schedule and on budget. He noted that he was assured that it would be completed a week prior to the first basketball game. He added that it was possible to get a tour of the building if so desired.

Trustee McKinley noted that the High Altitude Performance Center was proceeding on schedule. He added that at the previous game, people were able to see the exterior, and he noted that the glass would be installed by the Oregon game. He stated that it was proceeding on schedule and was planned to be fully operational by July.

Trustee McKinley added that the High Bay Research Facility had been removed from the list and that WWAMI was on track and would be done in May of 2018.

Update re: Science Initiative Design Status, Mai

Trustee McKinley provided the Board with an update on the Science Initiative design status. He started by updating the Board on the recent trip to Stanford, noting that UW's architects were on track for functionality and use of space. He then encouraged everyone to read the materials included in the packet [See Attachment VI] and to discuss the trip with Provost Miller, Vice President for Administration Mai, and Vice President for Research and Economic Development Synakowski.

Trustee McKinley reminded the Board that they did not need to take action on this item. He then explained the specifics of the committees working on this item.

Trustee Brown commented that this was an exciting project, as science was accelerating at a fast rate. He noted that they were encouraged that UW's architects were consistent with Stanford's latest building. He then explained the process at Stanford for faculty to be chosen to be in the Stanford building. He mentioned that they had asked their tour guide at Stanford what their biggest mistake was, and the guide had said that when constructing the building, no one person had taken ownership of it through the entire process. Trustee Brown said that it was important to have someone knowledgeable in charge of the Science Initiative building, so they did not run into this problem. He added that it was important for them to stay consistent with what was presented to the Governor.

Policy Advisor Mary Kay Hill provided the Board with a little insight into the conversations in the Governor's Office, noting that they were pleased at the enthusiasm for the original mission in this project. She noted that she was happy to report this back to the Governor.

Trustee McKinley reiterated the importance of having someone in charge early in the process. Trustee Sullivan added that that person needed to be the right person, as not all people had the ability to envision a facility that did not yet exist.

Trustee Fall noted his enthusiasm for the project. Trustee MacPherson stated that this project would be difficult, but he added that the support of Senator Phil Nicholas would be key to the success of this project. Trustee Brown noted that he had spoken with Senator Nicholas on the phone, and he was enthused about the project as well.

AGENDA ITEM TITLE: Honorary Degrees and Awards Committee, Sullivan

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Trustee Sullivan reminded the Board of the purpose of the Honorary Degree Committee, noting that the Honorary Degrees were given in the spring. She added there was also a subset of the committee who nominated trustees for the trustee award. She noted that there would be a conference call on September 27th, and then there would be a review process, followed by the final recommendations. She added that nominations should be presented to the committee and encouraged people to reach out to the committee if they knew of someone worthy of the award.

AGENDA ITEM TITLE: Vice President and Dean Search Committee, True

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Updates on Searches, True

Trustee Dave True provided an update to the Board on the searches taking place at the University, and he noted there was only one active search left, and it was in its final stage. He noted that this Board meeting would finalize that search. He added that the search process was drawing to a conclusion.

AGENDA ITEM TITLE: Legislative Relations Committee, Brown

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Response to Budget Footnote: 15th Street, Brown

Trustee MacPherson reminded the Board that this item was also set for discussion on Friday.

Trustee Brown noted that the Legislative Relations Committee had its meeting that morning. He added that Mayor Andi Summerville and City Manager Janine Jordan were in attendance. He stated that in their meeting, they had discussed public perception of the 15th Street project. He added that the budget footnote was very specific, but the feedback they had received from the public was generic up until that point. Trustee Brown noted that it would be a timely process. He stated that he did not have a lot to report, but he added that they would try to make a statement at the November meeting.

Trustee MacPherson noted that this item would be discussed later with Mayor Summerville and City Manager Jordan. Trustee McKinley noted that with the report due in November, the Trustees would need to take action at the October meeting.

**This item was discussed further on Friday, September 15, 2017.*

AGENDA ITEM TITLE: UW Regulation Review Committee, MacPherson

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

UW Regulatory Review Structure Update, Evans

General Counsel Tara Evans noted that the regulatory structure review was going well. She added that she would like to thank UW President Nichols and the Regulation Committee. She reminded the Board that there were three regulations on the agenda to be approved.

UW Regulation 1-1 (Organization of the University), Evans

General Counsel Tara Evans explained that the changes to UW Regulation 1-1 were only clean-up edits [See Attachment VII]. She added that it was not comprehensive, but that the edits needed to be made at this meeting.

Trustee McKinley asked if the changes to these regulations would go into effect at that moment or in the future, if they were passed. General Counsel Evans responded that UW Regulations 1-1 and 8-3 were immediate, but Section 4 would go into effect in July 2018.

Trustee MacPherson asked what the process was for reviewing regulations. General Counsel Evans replied that she worked with the President on the changes, would then get endorsed by the committee, and then the changes were brought to the Board. She added that depending on the regulation, the process was a little different.

Approved 9-13-17 @ 4:13 p.m.

UW Regulation 1-1 (Organization of the University)

Trustee McKinley moved to authorize the housekeeping edits of UW Regulation 1-1 (Organization of the University) as presented to the Board and attached in the red line version of the regulation on pages 1-4 of the Board Report; Trustee Fall seconded the motion. There was a friendly amendment to spell out the acronym "HLC" to Higher Learning Commission. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Trustee Dick Scarlett asked for clarification as to what HLC stood for, to which UW President Nichols responded that it stood for "Higher Learning Commission". Trustee McKinley moved to accept spelling out "Higher Learning Commission" as a friendly amendment to the motion.

UW Regulation 8-3 (Admission of Undergraduate and Graduate Students), Miller/Evans

General Counsel Evans explained to the Board that the changes to UW Regulation 8-3 would be effective immediately. She noted that the changes were simply housekeeping, and they were just aiming to change the concordance table between ACT and SAT, as listed in the UW Regulation, so that it was up to date.

Approved 9-13-17 @ 4:14 p.m.

UW Regulation 8-3 (Admission of Undergraduate and Graduate Students)

Trustee McKinley moved to authorize the attached housekeeping edits [See Attachment VIII]. Trustee Fall seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

UW Regulatory Structure Review Section 4: Diversity and Equal Opportunity, Evans

General Counsel Evans directed the Board to page 165 of the Board materials to view the Section 4 UW Regulation that they were looking to approve [See Attachment IX].

She noted that if the Board recalled, there were 12 new sections to approve, and this was the first of 12 that the Board would be discussing, noting that four sections were included in this section. She noted that the changes were included in the materials and most were changes per new federal guidelines. She said that these changes included input from ASUW and Faculty and Staff Senates.

Approved 9-13-17 @ 4:16 p.m.

UW Regulatory Structure Review Section 4: Diversity and Equal Opportunity

Trustee Scarlett moved to authorize the adoption of the new Section 4 Diversity and Equal Opportunity Regulations, as presented to the Board; Trustee Tully seconded the motion. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

AGENDA ITEM TITLE:

Academic/Student Affairs Committee Discussion *(added following discussion in meeting)*

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

MINUTES OF THE MEETING:

Trustee MacPherson noted that there had been discussion in the past on the lack of knowledge of the academic side of the University. He added that it might be appropriate to have dialogue on the possibility of an Academic Affairs Committee.

Trustee Sullivan noted that she would send a memo to the Board regarding this. She noted that Academic and Student Affairs Committees were consistent across universities. She added that there would be many benefits to such a committee, including allowing the Trustees to do a deeper examination of purposes and deliberations of administration that were kept or eliminated, for example. She stated that AGB had posted an article on this, and she would send it out. She then noted these committees' importance for accountability of what students learn and paying attention to learning outcomes. Trustee Sullivan added that the Trustees needed to provide oversight, and she encouraged the Board to consider this.

UW President Laurie Nichols stated that she endorsed the idea of reactivating the Academic Affairs Committee. She added that including the Student Affairs Committee would be important as well. She stated that having these committees would allow things to go much smoother.

Provost Kate Miller noted that to her understanding, there was a committee in the past that was combined with the Honorary Degrees Committee. She added that discussions on topics such as the Honors College and the reorganization of Academic Affairs could have benefitted from these committees. She stated that she would appreciate support from the Board on this.

Vice President for Student Affairs Sean Blackburn noted that he appreciated the opportunity. He added that he thought it would work well. ASUW President Ben Wetzel added that the two committees should come together since most issues affected both divisions. He expressed his support for the committees.

Trustee MacPherson encouraged the Board to think about this. He noted that in November they could possibly have a discussion on it.

Trustee True asked about developing a charter statement for the committees. Trustee MacPherson asked Trustee Sullivan to work on the charter statement, and she agreed.

AGENDA ITEM TITLE:

Annual Accomplishments re: enrollment, budget, strategic plan, and other, Nichols

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

MINUTES OF THE MEETING:

UW President Laurie Nichols began her presentation on the University's annual accomplishments [See Attachment X]. She noted that this had been discussed a little bit at the July meeting. She added that when talking about accomplishments, she was speaking for a wide range of people at the University, and not just herself. She stated that she welcomed any comments or questions throughout the presentation. She discussed the budget first, including the budget reduction, the standardized workload for faculty, and the consolidation of programs. She then talked about the implementation of WyoCloud and new facilities over the past year. She mentioned their improvements in recruitment efforts and the Grand Opening of the Native American Education and Cultural Center. UW President Nichols also discussed the Strategic Plan and the Housing Plan.

Trustee True asked about the plans to visit the colleges to develop their strategic plans, to which UW President Nichols responded that each Vice President and Dean was working on a plan for their respective colleges and departments, and those were due January 1.

UW President Nichols then discussed the Enrollment Management Plan. She noted the new marketing campaign, and how UW had seen its largest incoming class in UW history. She also noted her travels around the State, as well as new hires over the past year.

Trustee True noted that a lot had been accomplished over the past year, and he encouraged her to keep up the outreach work in the State.

Chief Policy Advisor Degenfelder noted that she, on behalf of K-12 Education, was excited for the partnership being fostered through the new Native American Education and Cultural Center.

Trustee Sullivan stated her appreciation for the attention to outreach and the trust developing in communities. She noted her support for those efforts.

ASUW President Wetzel thanked her for her shared governance model. He noted that he appreciated the personal interactions and the ability to be involved.

AGENDA ITEM TITLE: HLC Accreditation, Miller/Alexander

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Provost Kate Miller discussed HLC Accreditation with the Board. She began by reminding the Board that the University would be accredited by the Higher Learning Commission (HLC), and there would be a full review in 2019. She noted that there would be obligations that would be important to the Board.

Associate Vice President for Undergraduate Education Anne Alexander gave a presentation to the Board on the accreditation process [See Attachment XI]. She explained the importance of accreditation and the process for the next review. She also discussed the Board's role in the process. She added that it was recommended that the Board be informed about the standards, participate in the accreditation process, and assure faculty participation.

Trustee Scarlett asked who constituted the HLC that came in to observe the Board, to which Vice President Alexander said that the peer review team was appointed from the people that had gone through the training on how to do peer reviews, which were typically higher education leaders.

Trustee Sullivan asked about what else the Board should be aware of, to which Vice President Alexander explained that the guiding values were most important. She noted that assessment, documentation, and the collection of data were all important as well.

AGENDA ITEM TITLE: Intercollegiate Athletics (update and vision), Burman

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Athletics Director Tom Burman provided an intercollegiate athletics update to the Board.

University Police Chief Mike Samp started the presentation with an update on how the previous football game went [See Attachment XII]. He noted that the game had gone well. He stated that a lot of credit went to Director Burman and his staff and the people ensuring the changes in processes and logistics were advertised well. He then gave the Board statistics on citations, arrests, etc. He noted that overall, most people were compliant with the new rules. He added that they saw a decrease in people leaving at halftime and less hard alcohol brought into the game.

Trustee MacPherson asked why alcohol was not charged up front. Director Burman responded that it was a standard process and explained their reasoning behind it. ASUW President Wetzel discussed the increase in ticket sales and the waiting time for buying bracelets and beer at the game.

Trustee MacPherson added that it was too early to tell how this would do financially, since the numbers were less than forecasted.

Trustee McKinley gave an example of someone who had been negatively affected by the no reentry policy, and he noted that there should possibly be more education in the process to prevent instances such as that. Director Burman responded that they would look closely at the policy. He also mentioned the complaints he had heard about shutting down tailgating at kickoff.

Director Burman then gave an overview of the previous year in athletics and academics to the Board [See Board Report; page 185].

Trustee True asked how the matching would be maintained, to which Director Burman responded that it was in the budget going forward. Trustee McKinley further explained the budget, noting that the 1-to-1 match by private funds would require legislative action to remove.

Director Burman continued his presentation. Trustee Scarlett inquired about the debt service on expenses, to which Director Burman explained that the video scoreboard upgrade borrowed money from UW, for which they were paying back annually over nine years. Director Burman then showed a marketing video titled, "One Wyoming."

ASUW President Wetzel asked more on how the budget cuts had affected Athletics, to which Director Burman noted that none of the cuts had hurt students. He added that they had reduced staffing numbers at that moment, but he noted that he could not guarantee not hurting the athletic experience going forward. He stated that the Oregon game helped a lot with revenue.

Trustee Brown noted that one of his concerns was that coaches be educated in the academics of the University, as they had more contact with students and young people in the state than most. Director Burman responded that they could do a better job at training them. He noted that they would work with them to enhance their knowledge and the Strategic Plan.

Trustee McKinley asked if there was someone who could address the academic side at the larger events. Director Burman responded that that was not done at that moment, but they could work on it.

AGENDA ITEM TITLE:

10-Year Housing Plan Presentation/Preliminary Report, Blackburn/consultants

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Vice President for Student Affairs Sean Blackburn, Executive Director of Residence Life and Dining Services Eric Webb, and consultants from KSQ Design presented to the Board on the 10-Year Housing Plan. Vice President Blackburn noted that they would discuss the Housing Plan, but they were far from designing buildings at that point.

Consultant Thomas Hire gave a presentation on the Housing Plan [See Attachment XIII]. He discussed housing design options and the social life beyond the residence halls. He also provided a peer overview with regards to housing and noted some of the issues with Washakie halls currently. He mentioned the facility audit, including whether it was better to renovate or not.

Trustee Brown noted that he was interested in how UW's sophomore population compared to others. Trustee Marsh stated that the costs to the Washakie complex seemed reasonable. He then discussed the Hill and Crane Hall demolition components. He noted that the process seemed reasonable and that they could work towards getting the cost estimates and sketches completed.

Trustee McKinley discussed the importance of recruitment and retention when considering the different options and asked how different buildings would be handled. Consultant Hire responded that each building would be considered separately. He reiterated the importance of sophomore spaces.

Staff Senate President Rachel Stevens noted that she had a concern with the traffic flow as it fit with the housing plan, to which Consultant Hire responded that it had not been discussed yet, but it would be in later stages. Staff Senate President Stevens then asked a question regarding infrastructure changes for HVAC. Consultant Jamie Cali responded that that would be an issue more likely addressed in a future Campus Master Plan. Trustee Fall asked if they had discussed parking, to which it was noted that they had not addressed that. ASUW President Wetzel mentioned that a point of community for all students was important to consider as well.

Trustee Sullivan asked about how they could work on becoming more competitive in the housing market in Laramie as far as costs were concerned. Consultant Hire noted that a part of the reason it was so expensive was because of the fixed costs they were having to cover. He added that solutions to this could be addressed, especially in the long term.

AGENDA ITEM TITLE: Open Discussion for Trustees

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Trustee President John MacPherson noted that they were transitioning into the time set aside for the Trustees to talk about their topics of interest.

Trustee MacPherson reminded the Board that they would be at the Holiday Inn at the November Meeting, and he stated his interest in meeting in the mornings at 7:00 a.m. He also mentioned to the Board the AGB book included in their folder materials and urged the Board to read it.

Trustee MacPherson and UW President Nichols discussed the Wyoming Research Institute. She noted that Vice President for Research and Economic Development Ed Synakowski was familiarizing himself with the Institute. They also discussed what the Art Department was doing with regards to Neltje's work. UW President Nichols noted that Provost Miller had a trip planned to visit Neltje and that they were all working on a plan to move forward.

Trustee MacPherson then began discussion on Athletics tickets. Trustee Marsh asked why the process with tickets had changed. UW President Nichols explained that a discussion had taken place with regards to who uses which tickets. Policy Advisor Mary Kay Hill noted that the Governor was also limited in the number of tickets he could have as well. Trustee Fall asked a question with regards to how tickets were dispersed. Trustee McKinley discussed more on the ticket memorandum he created. Trustee Sullivan noted that the importance of having Trustees at public events and recommended that that be included in the policy. She added that the process needed to be more seamless.

UW Foundation Vice President for Administration and Donor Relations Mary Ivanoff provided a background on tickets and discussed the current allocations. Trustee McKinley explained the ticket process in more detail. Trustee Brown noted his concerns with the ticket allocations for legislators for the basketball season. Trustee Marsh responded with some possible solutions. Trustee MacPherson discussed trustee concerns with the Albany and Laramie County trustees being allocated more tickets than other trustees. Trustee True and the UW Foundation Vice President further discussed trustee ticket allocations.

Trustee MacPherson then assigned Trustees Brown, Marsh, and Fall to look at this criteria and make a recommendation.

Trustee Brown then went on to discuss Neltje. He noted that he would like to visit again and urged Trustees to do the same. He added that she had made a sincere commitment to the University, and that that should be honored.

Trustee Sullivan noted that she would find that very meaningful. She added that if anyone came to visit Neltje to let her know. She added that there was always the possibility to integrate the Trustees and President near Neltje in a retreat. She noted that the Ucross Foundation also had a lovely space to host a retreat.

Trustee Scarlett stated that the Neltje item had been brought before the Board when President Buchanan was in office, and he noted that he did not know if the litigation issue had been resolved. Trustee MacPherson noted that this was material to be discussed during Executive Session.

Trustee Sullivan then began discussion on the different media outlets who had contacted the President's Office regarding DACA, asking for a fact sheet to be put together. She added that she had e-mailed the fact sheet to the Trustees [See Attachment XIV] and that administration was able to answer any questions in the next few days, if necessary.

UW President Nichols noted that the next week a small group would be in Casper at the Boys and Girls Club meeting that they do each year. She added that they would be announcing a three-fold partnership. She stated that they would work with them on a recruitment event, a mentorship program, and a scholarship program.

AGENDA ITEM TITLE: Foundation (Development) Investment & Initiatives, Blalock

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

MINUTES OF THE MEETING:

Chair of UW Foundation Investment Committee Frank Mendicino began UW Foundation's presentation by noting the make-up and logistics of the Investment Committee, stating that this committee was important to understand in order to understand the UW Foundation. He stated that they had hired Meketa Investment Group, and he added they were pleased with their performance overall.

Managing Principal Mika Malone then walked the Board through Meketa's functions. She noted that the Group had always had an academic focus. She stated that UW Foundation was ahead of its benchmark with strong performance generally. She then noted a few areas of improvement UW had when the company first came in.

Chair Mendicino explained the committee's goals regarding investment. Managing Principal Malone noted these expectations were updated every year.

Trustee Sullivan and Managing Principal Malone discussed active private strategies and the differences between "objective" and "benchmark".

Trustee MacPherson asked how UW's realized return compared to its peers, to which Managing Principal Malone responded that UW was right in line with peers and then provided more specific information in regards to peer comparison. Chair Mendicino further explained ways to compare to peer institutions.

Trustee Scarlett asked if Meketa was at the level of other major private equity funds. Managing Principal Malone responded that Meketa avoided the large name products and often was more involved with the middle market.

Trustee Marsh asked for clarification on the target allocations. Chair Mendicino said that it would take some time to get to those targets, but explained that they were working towards it. Managing Principal Malone explained that the numbers were not exactly accurate, as they did not always have the necessary insight.

Trustee McKinley asked if the Trustees needed to do anything in addition to make sure the cash at the UW Foundation had the ability to run into the corpus on a long-term basis. Chair Mendicino replied that they were doing work on what funds they could use and explained more investment

processes. He added that any of the Trustees were welcome to sit in on Investment Committee meetings.

UW Foundation President Blalock reminded the Board that the Foundation Board was meeting the next week. He discussed fundraising efforts and state matching funds, noting high level fundraising opportunities. He then noted some of the focus of the Board moving forward.

UW Foundation Board Chair April Brimmer Kunz explained how traveling increased donor opportunities. She thanked the Board for their efforts in recognizing the UW Foundation as a partner and in making the experience great for all. She added that the future of the Gateway would be a topic of importance moving forward, as the lease was close to expiring.

Trustee MacPherson noted that the Foundation Board Committee would be better able to discuss this matter. He stated that he would ask the committee to meet with the UW Foundation to look at what was being requested and come back to the board with a recommendation and a factual justification for the recommendation. Trustee Bostrom noted that they would be attending the Foundation Board meeting. They then discussed a time to meet that week to discuss this item.

Trustee MacPherson thanked the UW Foundation and UW Foundation Board for all they did for the University.

AGENDA ITEM TITLE: Capacity Study Contract, Nichols/Andrew Laws

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

UW President Laurie Nichols began her update on the University's Capacity Study. She provided a background on the study, noting that Huron Consulting was in charge of the study.

Consultant from Huron Consulting, Andrew Laws then gave a presentation to the Board [See Attachment XV]. He began by introducing his team, and then gave the Board the project overview and discussed what they were looking for in the study. He added that they would have the study completed by the end of the calendar year and that their findings would be presented at the January Board meeting.

Trustee Brown asked about how the excess capacity and the incoming freshman class would function together. Consultant Laws noted that this was one of the problems that UW faced, as it was an institution that did not require the declaration of a program until after admittance. He added that this would be something to look into. He stated that it would come down to the portfolio of programs and how to market and think about new tuition pricing.

Trustee Brown said that the elasticity of summer school and extra terms needed to be considered as well. Consultant Laws noted that that would be a part of the classroom capacity component. Trustee McKinley asked about refining the marginal cost of the analysis. He added that capping programs was not the goal, but rather recognizing which programs were more popular. Consultant Laws said that he agreed, and the Strategic Plan was a part of that foundation.

UW President Nichols thanked the Board.

AGENDA ITEM TITLE: Program Fee Proposal Update, Jewell/Blackburn/Alexander/Godby

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

MINUTES OF THE MEETING:

Program Fee Committee Chair Rod Godby provided the Board with an update on the program fee proposal [See Attachment XVI]. He began by reminding the Board of the purpose of the program fees, and he mentioned the number of fees that had been added. He explained what program fees looked like at UW's comparator schools and why the fees often differed in amount. He discussed the elements they had just added, including advising and student service fees, and what the proposed student services looked like.

Associate Vice President for Undergraduate Education Anne Alexander talked about the new advising model and the purposes behind it. She noted the shortage they currently had of not having enough year round advisors, but she stated that there would be a transition process until they could hire more.

Trustee True noted that it would be important to map the process to ensure all of the information was transferred correctly. Trustee Marsh asked what the training would look like. He noted that this was important, as mistakes costing students time and money was not fair.

Trustee McKinley asked a question regarding proposed fees, while referring to the handout [See Attachment XVII]. Chair Godby discussed the comparative tuitions and how that related to the proposed fees. He explained the purposes behind program fees, including the ability to know how much a semester would cost before taking the classes. Trustee True provided numbers to show how much of an increase students were going to see. Chair Godby responded that it depended on the program. He added that these fees also covered the advising costs.

Staff Senate Chair Rachel Stevens asked how this pertained to non-degree seeking students, to which Chair Godby responded that they would still pay the fees, as they were per credit hour and those students would still be seeking those services.

Faculty Chair Michael Barker noted that some faculty members were not very educated in advising students. He added that this new advising model would do more to support students.

Associate Vice President Alexander stated that research showed that implementing a system such as this new advising model would increase retention, GPAs, and provide more persistence and better career placement.

Trustee MacPherson asked why this was only geared toward undergraduate students. Chair Godby responded that professional graduate programs were already charging differential tuition, and graduate programs also did not utilize the advising component.

Trustee McKinley asked if Outreach students paid the same fees as those on campus, to which Chair Godby noted that these fees were only for on-campus students.

ASUW President Wetzel noted that the ASUW committee had worked hard on this item, and they were happy with the outcomes. He added that they were working on setting up a survey. He then reiterated the benefits of the program fees.

Trustee MacPherson asked about the revenue that had come from the process, to which Chair Godby explained the revenue as it was listed in the handout, as well as the program fees process moving forward. He added that they were working with ASUW on preparing the survey and that they would present the final proposal in November.

AGENDA ITEM TITLE:

Update re: Lumina Foundation and Response to Budget Footnote: Wyoming's College's Recruitment and Retention Plan, Nichols/Miller/Aguiayo

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

MINUTES OF THE MEETING:

Enrollment and Policy Strategist Mary Aguiayo gave a presentation to the Board on the Lumina Foundation and Wyoming's College's Recruitment and Retention Plan [See Attachment XVIII]. UW President Nichols also provided a handout to the Board on the topic [See Attachment XIX].

Trustee Sullivan asked if there would be any dialogue about setting a goal specific to workforce needs, to which UW President Nichols responded that that question would be answered in the following presentation.

Trustee MacPherson referred to the presentation and asked if there was a recommended option out of the three that had been given. UW President Nichols responded that she did not think there was a preferred alternative, but she noted that the Trustees and Legislature would be coming together to figure out which alternative was best. She then explained each of the options in depth.

Policy Advisor Mary Kay Hill noted that the Governor would want input from the Trustees on this, as the effort was seen as hand in hand.

Trustee Brown said that the Legislature had talked about changing the graduation requirement quite a bit, noted there was resistance on that idea, and explained why the State was resisting.

Policy Advisor Hill noted that the dropout age would not be as much of an issue, if the key themes in the presentation were addressed. She then discussed the fact that Wyoming had the highest percentage of middle class paying jobs, and she explained why this was positive and negative.

Trustee Brown added that parent mentoring was an important part of this initiative and that that should be a focus.

Trustee MacPherson asked for clarification on what the Trustees' next steps were since no action was required. Enrollment and Policy Strategist Mary Aguiayo said that they were providing an update in terms of progress at that moment, and in November, there would be Board action as they request approval. She noted that there would be a process for setting the post-secondary attainment goal.

UW President Nichols discussed the meeting she had had with the community college presidents and Wyoming Community College Commission Executive Director Jim Rose. She added that a first draft of the plan had gone out, and they were planning to meet to finalize that plan to take to the Legislature.

Provost Kate Miller added that they had a report due September 30 to the Legislature to provide a progress update.

Enrollment and Policy Strategist Aguayo noted that they had indicated to the Legislature that they were working on a plan and were hosting meetings. She reminded the Board that they were not yet indicating strategies, so that the Board and community colleges were in agreement before anything was decided upon.

AGENDA ITEM TITLE:

Update on ENDOW Advisory committee meeting held on 8/15, Nichols

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

MINUTES OF THE MEETING:

UW President Laurie Nichols gave a presentation on the ENDOW Advisory Committee meeting [See Attachment XX]. She noted that the presentation was a report on her engagement with ENDOW in Jackson and provided more details about the Advisory Committee.

Wyoming Community College Commission Executive Director Jim Rose explained more information about the event and its attendees.

UW President Nichols mentioned that UW had been brought up as a key partner and was working with community colleges on workforce development. She added that computer science and technology was a key sector they ought to focus on in the future with regards to the Wyoming workforce. Director Rose reiterated the importance of the need for an educated workforce in the State.

Chief Policy Advisor Megan Degenfelder discussed the work that the Department of Education had been doing with computer science. She noted that there had been work on expanding those courses in schools throughout the State.

AGENDA ITEM TITLE: Fall 2017 Preliminary Enrollment, Blackburn/Miller/Jewell/Moore

CHECK THE APPROPRIATE BOX(ES):

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

MINUTES OF THE MEETING:

Provost Miller provided the Fall 2017 preliminary enrollment update to the Trustees. Associate Vice President for Enrollment Management Kyle Moore began by noting several of the positive aspects of the University pertaining to enrollment. He then referred to a handout given to the Board [See Attachment XXI] and noted that they would work towards a full report, as this one was just preliminary. He added that overall, UW was up in enrollment, had a strong graduating class, and was doing well with community college transfers.

ASUW President Wetzel asked about the overall student count and the differentiation in numbers, to which Associate Vice President Moore explained the reasons behind a lower continuing student number.

AGENDA ITEM TITLE: Post-July Meeting Update re: UW-Casper, Miller

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

MINUTES OF THE MEETING:

Provost Miller provided a presentation to the Board on the items discussed at a retreat in early September regarding UW-Casper [See Attachment XXII]. She began by noting that there was a legislative request to partner with the community colleges to increase attainment. She updated the Board on the status of UW-Casper, noting that enrollment was down. She then explained the profile of students attending UW-Casper. She added that they were able to create a vision for UW-Casper that would be finalized by the end of the year.

Provost Miller detailed the members who were in attendance and the schedule of the retreat. She explained the initial vision that was reached during the retreat, including aligning UW-Casper with the overall Strategic Plan, and fulfilling the higher education and distance education needs of the state. She added that they discussed the degree strategy and workforce needs. She noted the MOUs that the University had with Casper, and added that they needed to better understand the relationship they had. She continued that they discussed higher education needs statewide, including enrollment growth, the authorization of new programs, regional centers and their roles, and the implementation of the new budget model.

Trustee Brown asked if there was a correlation between UW-Casper and Casper College numbers. Provost Miller noted that this had not been done in detail, but she provided the Board with the numbers she had comparing the two.

Trustee Brown noted that one of the Legislature's concerns was if UW-Casper was technologically advanced enough to deliver classes in a similar manner to that in Laramie.

Provost Miller stated that they were in the process of reorganizing the Outreach School. She added that having facilities in Casper was a part of the ongoing distance education discussion.

Trustee Sullivan noted that she had been at the retreat on the first day, and she said that the speaker she had seen was very insightful. She mentioned that they had had discussion about branch campuses having the opportunity to be innovative like large campuses were unable to. She added that she thought of UW-Casper as complimentary to UW.

Trustee Scarlett inquired about the difference in costs in educating a student in Laramie and in Casper, to which Provost Miller replied that they did not have that exact information, but they planned on working on cost saving measures as they addressed UW-Casper further.

Wyoming Community College Commission Executive Director Jim Rose asked what conversations had occurred with the faculty in Casper. Provost Miller stated that there was no faculty at the retreat, but she added that she thought there was dialogue happening among faculty members.

Trustee McKinley asked about the possibility of having an anchor program in Casper. Provost Miller discussed the program types at UW-Casper.

Trustee Brown noted that Gillette College should be on the radar to be considered for the same sort of relationship as well. Trustee Fall noted that they would be happy to move forward with that. Trustee MacPherson stated that they could put Gillette College on the next Board meeting agenda.

ASUW President Wetzel discussed UW-Casper's model and how non-traditional students should not be forced into being traditional students, but rather their needs should be met. Trustee MacPherson noted the importance of taking care of these Wyoming communities' educational needs.

AGENDA ITEM TITLE:

Response to Budget Footnote: 15th Street, Boswell (participate by phone)/Laramie Mayor/City Manager

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

MINUTES OF THE MEETING:

Vice President for Governmental and Community Affairs Chris Boswell provided an update on 15th Street. He noted that this item was a budget footnote coming out of the 2017 Legislative Session and that it had been discussed in the Legislative Relations committee. He stated that Laramie Mayor Andi Summerville and City Manager Janine Jordan attended that committee meeting, along with a few trustees. He noted that the footnote was added to the budget with House support, but without Senate support. He stated that they had originally added the item with the intentions of exploring the vacation of 15th street.

Vice President Boswell noted that UW was asked to have a meeting with the City regarding this item. He added that UW was required to have a report by November 1, and he noted that they would have that draft available to trustees in the coming weeks. He mentioned that he was unsure if Trustee action was needed, but if it were, it would need to happen during the October 18 conference call. He added that this was a good opportunity for discussion between the University and the City and noted some of the concerns and considerations involved. Vice President Boswell noted that ASUW had planned meetings in October to discuss this item, and that Staff and Faculty Senates were also aware of this issue. He added that other input was invited.

Trustee Kermit Brown then introduced Mayor Summerville and City Manager Jordan. Mayor Summerville stated that this was an opportunity to collaborate on a problem that faced both the University and the City. She noted that the City Council had had a work session to brainstorm preliminary ideas, and she mentioned some of the options that they had been exploring. She then provided background on the Iverson Street reconstruction and its current status. She noted that they were in touch with ASUW President Wetzel on the plan to hold joint meetings to gather public input on the footnote. She then discussed some of the concerns of 15th Street. She added that it was important to appreciate one another's solutions and to work together moving forward.

ASUW President Wetzel discussed safety as a major concern. He then brought up how the issue related to retention and recruitment, as students on one side of the street did not feel a sense of belonging with the separation. He noted the example of Prexy's Pasture, and how there was disagreement with that idea when it had originally been proposed. He added that now it was a great part of campus that was still accessible by emergency vehicles. He stated that when looking

at the longevity of campus and the sense of belonging, the closure of 15th would decrease the divide and help in that. He noted that he was interested to work on the feedback.

Trustee Brown noted how the dynamic would change, as WYDOT built the new overpass on Harney Street. Trustee Marsh added that the overpass would be completed in the fall.

Trustee President MacPherson stated that it was premature to take action until the results from the sessions came back. He noted that it was good to have discussion on the item though. He thanked everyone for participating in the dialogue.

Mayor Summerville added that the City Council did not yet have a position on the issue.

Friday, September 15, 2017

Business Meeting

Marian H. Rochelle Gateway Center, Salon D/E

Roll Call

The business meeting was called to order at 10:06 a.m. Secretary for the Board of Trustees Jeff Marsh took roll.

Trustees participating: Mel Baldwin, Dave Bostrom (on phone), Kermit Brown, David Fall, John MacPherson, Jeff Marsh, John McKinley, Dick Scarlett, Michelle Sullivan, Dave True, and Wava Tully. Trustees Larry Gubbels was not in attendance. Ex-officio Trustees: University President Laurie Nichols and ASUW President Ben Wetzel were in attendance. Governor Matt Mead was not in attendance; Policy Director Mary Kay Hill participated on his behalf. Wyoming Community College Commission Executive Director Jim Rose was in attendance. State Superintendent of Public Instruction Jillian Balow was not in attendance, but Policy Advisor Megan Degenfelder participated on her behalf.

Approval of Board of Trustees Meeting Minutes

July 18-21, 2017

August 9, 2017 (conference call)

Trustee Baldwin moved to approve the Board of Trustees Meeting minutes for July 18-21, 2017 and August 9, 2017. Trustee Fall seconded. All trustees were in favor; the motion passed unanimously.

Approval of Executive Session Meeting Minutes

August 9, 2017 (conference call)

Trustee Baldwin moved to approve the Executive Session Board of Trustees Meeting minutes for August 9, 2017. Trustee Fall seconded. All trustees were in favor; the motion passed unanimously.

ASUW

ASUW President Ben Wetzel provided an update to the Board on ASUW. He noted that ASUW had not passed a lot of legislation, as it was early in the year, but he noted that they were still busy. He stated that they had realigned unspent costs to cover benefits for a full-time employee. He added that they had also changed the authority of the ASUW President. He then discussed the UW Regulation change process. He added that they had created the Campus Pride and Traditional Committee to work on the sense of belonging on campus. ASUW President Wetzel noted that Homecoming would be a big opportunity for that presence. He then discussed their plan for 15th Street listening sessions, their efforts with the No More campaign, and how they had been handling DACA issues as they arose.

Staff Senate

Staff Senate Chair Rachel Stevens mentioned that Staff Senate also had a number of representatives on campus in different committees. She then discussed the resolutions they passed and stated that the newsletter had been passed around [See Attachment XXIII]. She noted that its

purpose was to continue to increase communication. She added that she was happy to see UW President Nichols at many of their events. Staff Senate President Stevens noted that they were planning to do a holiday market and that they were fundraising for a staff scholarship.

Faculty Senate

Faculty Senate Chair Michael Barker commended UW President Nichols for her work thus far. He noted that she was thrust into a situation of survival, but UW did not appear to have taken such a cut. He added that the Strategic Plan was a great way forward. He noted that UW needed to remove the message of uncertainty, and to bring in a time for stabilization.

Faculty Senate President Barker stated that the Faculty Senate would be working on re-writing UW Regulations over the next year and changes to the bylaws for their effectiveness. He then mentioned the legislation and discussion regarding UW-Casper, the new Dean of the Honors College, and the Associate Vice President for Graduate Education. He noted that the faculty acknowledged the responsibility to move UW forward through the Strategic Plan, especially.

Public Testimony

ASUW Senator Joel Defebaugh spoke to the Board during Public Testimony. Senator Defebaugh began by stating that he wanted to discuss reserve dollars that had been swept in July. He noted that ASUW President Wetzel could explain the numbers best. He then provided the Board with information on ASUW reserve policies and how reserve dollars were typically used. He then stated his concerns with not having that money in the reserve accounts. He noted ASUW's role in representing the students, and mentioned that though he understood the general sweep, he wanted to speak up, noting that ASUW wanted that reserve money allocated.

Trustee McKinley stated that he appreciated Senator Defebaugh's attendance. They then discussed where ASUW received its revenues from. Trustee McKinley explained the reasoning behind the sweep, and he mentioned how accounts were classified during this process. He added that there were mechanisms in place to address this issue and that harm was not meant in the process. He noted that when Associate Vice President for Budgeting and Fiscal Planning David Jewell brought the materials before the Board in November, they would revisit the specific issues that were identified.

ASUW President Wetzel responded that ASUW had been on the Budget Committee's agenda, but they were removed prior to the September meeting. Trustee President MacPherson noted that whatever the Trustees needed to do, they would. ASUW Senator Defebaugh said that he did not mean to be accusatory, but that he just wanted to raise the issue. He reiterated the importance of the reserves to ASUW specifically. Trustee President MacPherson noted that they would address any needs of ASUW's and that he recommend taking the issue to the Budget Committee.

Associate Vice President Jewell responded that ASUW and his office could work together on sorting through those numbers. ASUW President Wetzel noted that they would set up a meeting, but he added that he still had concerns with the reserves in relation to scholarship allocations they would need to make in the coming months. Associate Vice President Jewell added that the numbers ASUW President Wetzel had were preliminary and that they would need to work on the issues with the endowment separately.

Trustee McKinley noted that ASUW needed to work with the administration on the funds for the endowment. ASUW President Wetzel responded that they would work with Associate Vice President Jewell and have that prepared for the November meeting.

Trustee Sullivan said that it might be important to define what “restricted” means.

Trustee President MacPherson then introduced John Hursh to speak before the Board.

Mr. John Hursh began his presentation to the Board. He noted his gratitude for moving the Veteran’s Center project forward. He then invited the Board to an event the next Saturday morning at 10:00 a.m. to dedicate the Veteran’s Plaza. He noted that UW President Nichols and the Governor would both be speaking at that event.

Committee of the Whole- REGULAR BUSINESS

Board of Trustees Committee Reports

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

Liaison to Other Boards

- *UW Alumni Association Board – Wava Tully*

Trustee Tully noted that she met with UW Alumni Association Executive Director Keener Fry and discussed some highlights of the UW Alumni Association. She stated that they had completed their Strategic Plan for 2017-22 and would adopt it on September 16. She added that this document was included in their folder materials. She then discussed their statewide events, their outreach to prospective students, and the successes of the Wyoming License Plate Program. She noted that if they were to sell 7,000, the next eight years in scholarships would be funded.

**Following an e-mail notification, UW President Nichols announced that UW had received the \$20 million NSF Grant for EPSCoR research.*

- *Foundation Board – Jeff Marsh & Dave Bostrom*

Trustee Marsh stated that the UW Foundation was committed to the mission of the University and doing what was right for the students. He then discussed the Gateway lease and the work that was being done on that. He noted that the trajectory looked good for the year.

- *Haub School of Environment & Natural Resources – Michelle Sullivan*

Trustee Sullivan updated the Board on the Haub School. She noted that the new dean, Melinda Benson, had spent her first few weeks at UW traveling the state. She added the success the week long program in Saratoga had had, which was through the Haub School. She noted that they had a new hire, Dan McCoy, whose position was Natural Resources, Recreation, and Tourism Degree Program Coordinator. She added that he would be overseeing the new degree program that was in collaboration with the College of Business. Trustee Sullivan stated that they did not have a process of alerting trustees of new degree programs. She noted that this degree was in the planning phases and had yet to come before the Board. She stated that the Ruckelshaus Institute would host a wind planning conference in October, addressing important policy issues.

- *Energy Resources Council – Dave True*
Trustee True noted that UW had officially opened the High Bay Research Facility. He added the School for Energy Resources had organized a Japanese coal workshop to be held in Gillette. He then mentioned the Carbon Engineering program and its successes. He then discussed grants that SER had received in relation to energy.
- *Cowboy Joe Club – John McKinley*
Trustee McKinley discussed the membership make-up and its fundraising successes and goals. He added that this was important to keep student-athletes competitive in the Mountain West. He then discussed the Cowboy Joe Club Golf Series as a recruitment tool. He mentioned that the W Club Weekend and the Cowboy Joe Club Auction were coming up and encouraged attendance. He ended by stating that the Arena Auditorium's grand opening was scheduled for November 3.

PROPOSED ITEMS FOR ACTION:

Approved 9-15-17 @ 10:48 a.m.

Anchor Easement with Rocky Mountain Power

Trustee McKinley moved to approve the anchor easement with Rocky Mountain Power as presented to the Facilities Committee and the Board members. Second by Trustee Scarlett. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Approved 9-15-17 @ 10:49 a.m.

Changes to Engineering Education and Research Building Exterior

Trustee McKinley moved to approve the recommendations made by the Facilities Contracting Committee on September 13, 2017, regarding the design of the Engineering Building center. Second by Trustee Marsh [See Board Report; pages 137-40]. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Approved 9-15-17 @ 10:50 a.m.

Renaming of the Red House to the Native American Education, Research, and Cultural Center

Trustee McKinley moved to approve the name change of the Red House to the Native American Education, Research, and Cultural Center as presented to the Facilities Committee and the Board members. Second by Trustee Scarlett. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Approved 9-15-17 @ 10:51 a.m.

Fundraising Priorities

Trustee McKinley moved that the Board support the Strategic Plan for private support as presented to the Board [See Attachment XXIV]. Second by Trustee Bostrom. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Approved 9-15-17 @ 10:52 a.m.

Approval of Contracts and Grants

Trustee McKinley moved to approve the contracts and grants as presented in the Board Report. Second by Trustee McKinley. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Approved 9-15-17 @ 10:53 a.m.

Personnel Section (final public document uploaded online)

Trustee McKinley moved to approve the personnel appointments and updates as recommended by the administration. Second by Trustee Fall. The motion passed with a unanimous decision. Trustee Gubbels was not in attendance.

Trustee President MacPherson stated that he voted in the affirmative with the understanding that there would be further discussion on stipends.

New Business

There was no new business to come before the Board.

Date of Next Meeting

October 18, 2017 (conference call)

Adjournment

The Board adjourned the meeting at 10:53 a.m.

Respectfully submitted,



Shannon Polk
Deputy Secretary, Board of Trustees



Kaila Mills
Administrative Assistant

The University of Wyoming
Minutes of the Trustees
September 13-15, 2017
Page 41

MATTHEW H. MEAD
GOVERNOR



2323 Carey Avenue
CHEYENNE, WY 82002

Office of the Governor



August 16, 2017

Dr. Laurie Nichols, President
University of Wyoming
1000 E. University Avenue
Laramie, WY 82071

John MacPherson, President
University of Wyoming Board of Trustees
P.O. Box 690
Saratoga, WY 82331

Dear Laurie and John,

The University of Wyoming's (UW) Science Initiative is a powerful effort to enhance the teaching and learning of science disciplines for a full array of students and researchers. The Initiative is important to the continuing success of the Tier 1 Engineering effort.

The Science Initiative includes funding for both innovative programs and for the construction of world class teaching and research facilities. The initial recommendations of the Governor's UW Top-Tier Science Programs and Facilities Task Force serve as the foundation of the effort.

I am one of many Wyoming citizens involved in this effort who have had the benefit of traveling to Stanford University to tour the Clark Center. This facility stands as a model for some of what we hope to accomplish at UW.

The Initiative is at a critical point with UW's request for release of the previously appropriated funds for the Science facilities. The original recommendations and vision must be honored in order to assure support for the effort and the integrity of the project.

I have asked Phil Nicholas to be my volunteer representative and liaison to the University in implementation of the task force recommendations. Phil served on the original task force and as the President of the Wyoming Senate worked to secure funding for the Science Initiative. Please include Phil in the planning and discussions related to both conceptual programmatic use and the interior design of facilities. I understand Phil is currently a member of the Trustee's exterior design advisory committee for this facility. I expect the UW Board of Trustees, the UW Administration, campus representatives to work with Phil and for Phil to work with them as the project moves forward. I have asked Phil to report directly to me.

Dr. Nichols, Mr. MacPherson
August 16, 2017
RE: Science Initiative-Phil Nicholas
Page 2

This is an exciting time for the University of Wyoming. I appreciate the leadership you both provide on so many opportunities available to UW and our state. Thank you for recognizing the importance of the Science Initiative planning and implementation work and for involving Phil

Sincerely,

A handwritten signature in blue ink, appearing to read "Matthew H. Mead".

Matthew H. Mead
Governor

MHM:dp

cc John McKinley
Kermit Brown
Phil Nicholas

2019-2020 Biennial Budget Request Agency 067 (University of Wyoming)

1. PRIORITY #1 TOP TIER SCIENCE INITIATIVE, PHASE I – FUNDING RELEASE

Amount Requested: Release of previously appropriated construction funds in the amount of \$100,000,000

A. EXPLANATION OF REQUEST:

The University of Wyoming requests release of all funds appropriated for deposit to the UW science initiative account created through Section 317(c), Chapter 142, Session Laws of Wyoming, 2015 [UNIVERSITY OF WYOMING TOP-TIER SCIENCE PROGRAMS & FACILITIES].

The University of Wyoming is ready to begin construction in the fall of 2018 and is requesting release of all previously appropriated funds. No new General Funds are being requested through this priority.

The Wyoming Governor's UW Top-Tier Science Programs and Facilities Task Force and the University of Wyoming have proposed a strategic investment, known as UW's Science Initiative, to build on emerging growth areas in scientific imaging and integrative biology that will elevate UW's core science disciplines to nationally recognized top-quartile status.

Two phases of development are envisioned for the Science Initiative. Development of both phases is essential to achieve the goal of top-quartile status in the core sciences. In Phase I, two new research centers, ~~four large~~ active learning classrooms, and a teaching and mentoring program would be developed. In Phase II, vacated lab spaces in the Biological and Physical Sciences buildings, the Aven Nelson Building, and the east wing of the Animal Sciences-Molecular Biology Building would be renovated, and a new 4.3-meter telescope center would be developed on Jeiln Mountain.

Phase I of the Science Initiative involves the following central elements:

1. State-of-the-art facilities for scientific imaging in the Center for Advanced Scientific Imaging;
2. State-of-the-art plant growth facilities in the Center for Integrative Biological Research, and needed upgrades in existing animal rearing facilities;
3. ~~A suite of four large~~ ~~a~~Active learning classrooms and programs to fundamentally transform science education in the state; and
4. Programs to enhance the initiative's goal of fundamentally transforming science education and research in Wyoming.

Two new research centers—the Center for Advanced Scientific Imaging and the Center for Integrative Biological Research—will form an innovative nexus to stimulate external funding and research productivity and to train the next generation of Wyoming science scholars, teachers and researchers. The centers will be designed to include strategically placed collaboration spaces to foster transdisciplinary research activities focusing on grand challenges facing Wyoming and the nation, and involving chemists, physicists, astronomers and biologists. The collaborative research activities across core sciences disciplines catalyzed by these centers will transform the way the university investigates and teaches science.

The Center for Advanced Scientific Imaging (CASI) will co-locate UW's highly regarded imaging scientists, their student teams, and unique instrumentation in a state-of-the-art staffed laboratory, allowing them to achieve unprecedented sensitivities and efficiencies in probing the fundamental interactions at the atomic, molecular, and cellular levels underlying all next-generation technologies. The Center will rank among the world's best, attracting faculty and students from across the globe as it spotlights Wyoming's commitment to the sciences that serve state and national needs. The CASI will consist of configurable, state-of-the-art rooms to host existing and new microscopy and imaging instruments that require vibration-free and radiation-free, climate-controlled environments. The new microscopy and imaging instruments to be housed in the CASI will include atomic force microscopes, transmission electron microscopes, and X-Ray photoelectron spectrometers, which are essential to modern nanomolecular materials research.

The Center for Integrative Biological Research (CIBR) will bring together UW's world-recognized biologists into a single collaborative space to foster innovation

and convergent research activities, which will address some of Wyoming's most pressing environmental, agricultural and health-related challenges. The CIBR will be organized around state-of-the-art plant growth and laboratory animal research facilities specially designed for studies using model and transgenic organisms with appropriate safeguards. The Plant Growth Facility will consist of a centralized shared facility with state-of-the-art greenhouses, growth chambers, and teaching and research laboratories. In addition, the CIBR will include shared faculty research labs and office suites for faculty, research staff, and graduate students from the departments of Botany and Molecular Biology.

A new suite of active learning classrooms (ALCs) will enable UW to surpass peer institutions in the proportion of students educated in such an immersive pedagogical setting, which will ensure their success in a 21st century technological society. These transformative classrooms will be fully leveraged with instructors who are appropriately trained in their use. In these ALCs, working groups of 6 to 9 students will gather around tables supported by computers and video displays that can be connected and shared across the class.

Planning:

The Exterior Design Advisory Committee (EDAC or Committee) for the Science Initiative Facility has been meeting regularly with representatives from the Division of Administration and the design architect to determine the exterior design concept of this new building as it will be the gateway to the northwest corner of campus.

The programmatic interior allocation of space ~~will be allocated competitively and approved by UW on an on-going basis. has been guided by the December 2014 Top-Tier Science Task Force Report and the EDAC is supportive of the space assignment and utilization plans.~~

Anticipated Timeline:

Start Date	End Date	Event
September November 2017		UW Board Of Trustees (BOT) Vote on Exterior Design and Project Design
October November 2017	April 2018	Schematic Design (\$3M included in FY18 Budget Plan – funding would come from reserves established by the BOT)
March 2018		Anticipated Approval by Legislature & Governor of Release of Funds
May 2018	October 2018	Construction Documents
July 2018		Funds Officially Released by State
November 2018		Break ground- concrete piers and foundation
April 2019		Vertical concrete walls and steel erection
June 2020		Substantial Completion
July 2020	June 2021	Warranty Period
August 2020		Move-in

2019 - 2020 BIENNIUM

DEPARTMENT BUDGET SUMMARY TABLE

3

DEPARTMENT UW - MEDICAL EDUCATION						DEPT 167	
1	2	3	4	5	6	7	
Description	Code	*STANDARD BUDGET	SECTION 320 REDUCTIONS	EXCEPTION REQUEST	TOTAL BUDGET REQUEST		
DIVISION							
FAMILY MEDICAL RESIDENCY PROGRAM	0100	31,223,963	0	2,454,944	33,678,907	0	0
WWAMI MEDICAL EDUCATION	0200	14,289,831	0	1,512,050	15,801,881	0	0
DENTAL CONTRACTS	0400	4,630,862	(140,444)	0	4,490,418	0	0
NURSING PROGRAM	0500	221,625	0	0	221,625	0	0
ADMINISTRATION	0700	0	0	856,290	856,290	0	0
WWAMI SPACE - LEVEL II	7000	0	0	0	0	0	0
TOTAL BY DIVISION		50,366,281	(140,444)	4,823,284	55,049,121	0	0
OBJECT SERIES							
PERSONAL SERVICES	0100	28,277,670	0	2,342,348	30,620,018	0	0
SUPPORTIVE SERVICES	0200	4,463,153	0	126,923	4,590,076	0	0
GRANTS & AID PAYMENT	0600	15,168,873	(140,444)	1,109,877	16,138,306	0	0
CAPITAL EXPENDITURES	0700	0	0	0	0	0	0
NON-OPERATING EXPENDITURES	0800	229,861	0	0	229,861	0	0
CONTRACTUAL SERVICES	0900	2,226,724	0	1,244,136	3,470,860	0	0
TOTAL BY OBJECT SERIES		50,366,281	(140,444)	4,823,284	55,049,121	0	0
SOURCES OF FUNDING							
GENERAL FUND/BRA	G	33,889,085	(280,888)	705,103	34,313,300	0	0
OTHER FUNDS	Z	16,477,196	140,444	4,118,181	20,735,821	0	0
TOTAL BY FUNDS		50,366,281	(140,444)	4,823,284	55,049,121	0	0
AUTHORIZED EMPLOYEES							
FULL TIME EMPLOYEE COUNT		135	0	8	143	0	0
PART TIME EMPLOYEE COUNT		24	0	(1)	23	0	0
AWEC EMPLOYEE COUNT		5	0	0	5	0	0
TOTAL AUTHORIZED EMPLOYEES		164	0	7	171	0	0

2019 - 2020 BIENNIUM

DEPARTMENT NARRATIVE

7

DEPARTMENT UW - MEDICAL EDUCATION

DEPT 167

SECTION 7. DEPT. EXCEPTION REQUEST PRIORITIES

167 - UW Medical Education 2019-2020 Biennium Budget Request									
Priority	Unit #	Description	Department Request		Governor's Recommendation				
			Amount	Pos	Amount	GF	FF	OF	Pos
1	0201	WWAMI Tuition and Fee Inflation of 3% Per Year	\$705,100	0	\$0	\$0	\$0	\$0	0
2	0201	Spending Authority for HB85 Additional Year on Campus	806,949	2					
3	0101	340B Pharmacy	481,000	0					
4	0101	Community Link Consulting	369,136	0					
5	0101	Physician Faculty Compensation	216,664	0					
6	0101/0701	Medical Education Reorganization	0	1					
7	0101	Inflation and Support Costs	50,700	0					
8	0102	Building Renovations	875,000	0					
9	0101	Add on-Pay	499,196	0					
10	0101	4FT Positions & Benefits	486,793	4					
11	0101	Section 320 Reduction - Revenue Shift to GME Funds	0	0					
12	0401	Section 320 Reduction	(140,444)	0					
Totals			4,677,840	7					
General Fund			\$424,215						
Federal Funds			\$0						
Other Funds			\$4,258,625						
Total Request			\$4,682,840						

Extended Approval- Chapter 31, Section 167, Footnote 1 of the 2016 Session Laws:

2. Funds appropriated for 100 series personal services for section 167 may be transferred and expended for contract services for instructors, physicians and other health care providers for the University of Wyoming family practice residency and WWAMI medical education programs. The University of Wyoming shall report any transfers and expenditures pursuant to this footnote in accordance with section 308 of this act.

Footnote Request:

2019 - 2020 BIENNIUM

DIVISION BUDGET REQUEST SUMMARY TABLE

52

DEPARTMENT UW - MEDICAL EDUCATION						DEPT 167	
DIVISION ADMINISTRATION						DIV NO 0700	
1	2	3	4	5	6	7	
Division	Code	*STANDARD BUDGET	SECTION 320 REDUCTIONS	EXCEPTION REQUEST	TOTAL BUDGET REQUEST		
UNIT							
ADMINISTRATION	0701	0	0	856,290	856,290	0	0
TOTAL BY UNIT		0	0	856,290	856,290	0	0
OBJECT SERIES							
PERSONAL SERVICES	0100	0	0	851,290	851,290	0	0
SUPPORTIVE SERVICES	0200	0	0	5,000	5,000	0	0
TOTAL BY OBJECT SERIES		0	0	856,290	856,290	0	0
SOURCES OF FUNDING							
GENERAL FUND/BRA	G	0	0	856,290	856,290	0	0
TOTAL BY FUNDS		0	0	856,290	856,290	0	0
AUTHORIZED EMPLOYEES							
FULL TIME EMPLOYEE COUNT		0	0	2	2	0	0
TOTAL AUTHORIZED EMPLOYEES		0	0	2	2	0	0

2019 - 2020 BIENNium

UNIT NARRATIVE

54

DEPARTMENT UW - MEDICAL EDUCATION
DIVISION ADMINISTRATION
UNIT ADMINISTRATION

Wyoming On Line Financial Codes
DEPT DIVISION UNIT FUND APPR
167 0700 0701 001 701

B. REQUEST BY OBJECT CODE, FUNDING AMOUNT AND FUND SOURCE:

Unit	POS#	Year	0103-Salary	0105- Benefits	0196- Health Insurance	0197- Retiree Health Insurance	Funding Source
0101	1216	2019	(\$200,004)	(\$47,901)	(\$9,967)	(\$1,200)	General Fund
0101	1216	2020	(200,004)	(47,901)	(10,366)	(1,200)	General Fund
0701	1216	2019	200,004	47,901	9,967	1,200	General Fund
0701	1216	2020	200,004	47,901	10,366	1,200	General Fund
		Total	\$0	\$0	\$0	\$0	General Fund - 1001

Unit	Object Code	Amount	Funding Source
0101	0231- Office Suppl-Printng	(\$5,000)	General Fund
0701	0231- OfficeSuppl-Printng	5,000	General Fund
	Total	\$0	General Fund - 1001

C. PERFORMANCE JUSTIFICATION: The reorganization will allow the Administration unit-0701 to serve the entire Medical Education Department. In providing guidance and unity towards one common goal of educating Wyoming students and providing medical serves to Wyoming citizens.

CFO POSITION

A. EXPLANATION OF REQUEST: The Dean of the College of Health Sciences has been informally responsible for the administration of these programs since the separate agency was created. The University would like to put in place a more formal structure for the administration and accountability of these programs.

Within its new Administrative Unit, the University of Wyoming would like to request a new position, funded with existing funds, to create a position for a Chief Financial Officer over Agency #167. The creation of this position is necessary to bring clarity, accountability and efficiency to the Medical Education Programs.

Over the past several years, there has not been one person responsible for the budget and financial functions of Agency #167. This has been problematic. Two years ago, the University assigned one of its budget staffers to oversee the budgets of Agency #167. This person has been instrumental in bringing clarity and organization to the budgets of the Medical Education programs. This person has acted as a CFO for the Medical Education programs and exhibited the benefits of this position to the programs. This position, however, has many other responsibilities and is unable to continue to perform this work.

The Medical Education programs' budgets and finances have become more complex in recent years necessitating more dedicated personnel. The UW Family Medicine Residency Programs have become full federally qualified health centers which enables them to receive greater reimbursements from Medicaid and

2019 - 2020 BIENNIUM

UNIT BUDGET REQUEST

56

DEPARTMENT DIVISION UNIT		Wyoming On Line Financial Codes					
UW - MEDICAL EDUCATION ADMINISTRATION ADMINISTRATION		DEPT 167		DIVISION 0700	UNIT 0701	FUND 001	APPR 701
1		2	3	4	5	6	7
Description	Code	*STANDARD BUDGET	SECTION 320 REDUCTIONS	EXCEPTION REQUEST	TOTAL BUDGET REQUEST		
EXPENDITURES							
SALARIES CLASSIFIED	0103	0	0	630,009	630,009	0	0
EMPLOYER PD BENEFITS	0105	0	0	150,888	150,888	0	0
EMPLOYER HEALTH INS BENEFITS	0196	0	0	66,613	66,613	0	0
RETIREEES INSURANCE	0197	0	0	3,780	3,780	0	0
PERSONAL SERVICES	0100	0	0	851,290	851,290	0	0
SUPPLIES	0230	0	0	5,000	5,000	0	0
SUPPORTIVE SERVICES	0200	0	0	5,000	5,000	0	0
EXPENDITURE TOTALS		0	0	856,290	856,290	0	0
SOURCE OF FUNDING							
GENERAL FUND	1001	0	0	856,290	856,290	0	0
GENERAL FUND/BRA	G	0	0	856,290	856,290	0	0
TOTAL FUNDING		0	0	856,290	856,290	0	0
AUTHORIZED EMPLOYEES							
FULL TIME EMPLOYEE COUNT		0	0	2	2	0	0
TOTAL AUTHORIZED EMPLOYEES		0	0	2	2	0	0

BOT Approved 9-15-17

Resolutions – Reserve Accounts

Passenger Plane Reserve Account

Pursuant to Board of Trustees action at the June 7, 2017, conference call and the July 18-21, 2017, Board of Trustees meeting, the Board established a Passenger Plan Reserve Account and directed the UW President to immediately fund the Account with an initial amount of \$1,000,000. The Board also directed the UW President to add an expense line to all future University Operating Budgets for an annual payment of \$140,000 to the Passenger Plan Reserve Account.

Funds in this Passenger Plane Reserve Account are intended to be used for funding the future replacement of the passenger plane. Funds in the account shall be expended only with the approval of the Board of Trustees, upon recommendation of the UW President and the Budget Committee. The Vice President for Administration shall report regularly to the Board on the balance in the account and any recent transactions.

Risk Pool/Litigation Reserve Account

Pursuant to Board of Trustees action at the June 7, 2017, conference call and the July 18-21, 2017, Board of Trustees meeting, the Board established a Risk Pool/Litigation Reserve Account and directed the UW President to immediately fund the Account with an initial amount of \$5,000,000.

Funds in this Risk Pool/Litigation Reserve Account are intended to be used for annual expenditures for insurance, claims, legal services and other unfunded risk and litigation expenses exceeding the Office of General Counsel's approved annual budget. Funds in the account shall be expended only with the approval of the Board of Trustees, upon recommendation of the UW President and the Budget Committee. The Vice President for Administration shall report regularly to the Board on the balance in the account and any recent transactions.

Residence Hall Reserve Account

Pursuant to Board of Trustees action at the June 7, 2017, conference call and the July 18-21, 2017, Board of Trustees meeting, the Board established a Residence Hall Reserve Account and directed the UW President to immediately fund the Account with an initial amount of \$14,000,000.

Funds in this Residence Hall Reserve Account are intended to be used to fund the demolition, construction and/or renovation of residence halls. Funds in the account shall be expended only with the approval of the Board of Trustees, upon recommendation of the UW President and the Budget Committee. The Vice President for Administration shall report regularly to the Board on the balance in the account and any recent transactions.

Recruitment & Retention Reserve Account

Pursuant to Board of Trustees action at the June 7, 2017, conference call and the July 18-21, 2017, Board of Trustees meeting, the Board established a Recruitment & Retention Reserve Account and directed the UW President to immediately fund the Account with an initial amount of \$10,400,000. Of the \$10,400,000, \$400,000 shall be available for expenditures in FY 2018, and the balance of \$10,000,000 shall be held in a quasi-endowment fund and only the annual income shall be available for expenditure.

BOT Approved 9-15-17

Funds in this Recruitment & Retention Reserve Account are to be used to create a quasi-endowment fund solely for one-time recruitment, and retention funding. Said recruitment and retention payments shall only be made for one-time payments, and shall not be on-going obligations or additions to salary or compensation. Said account shall be University of Wyoming funds and held by and invested by the UW Foundation. The funds shall be held in a quasi-endowment fund and only the annual income shall be available for expenditure unless approved by the Board of Trustees, upon recommendation of the UW President and the Budget Committee. The Vice President for Administration shall report regularly to the Board on the balance in the account and any recent transactions.

Special Projects Reserve Account

Pursuant to Board of Trustees action at the June 7, 2017, conference call and the July 18-21, 2017, Board of Trustees meeting, the Board established the Special Projects Reserve Account and directed the UW President to immediately fund the Account with an initial amount of \$50,585,000.

Funds in this Special Projects Reserve Account are intended to be used to fund such programs, expenses, and other matters deemed important and necessary by the University of Wyoming. Funds in the account shall be expended only with the approval of the Board of Trustees, upon recommendation of the UW President and the Budget Committee. The Vice President for Administration shall report regularly to the Board on the balance in the account and any recent transactions.

University of Wyoming

**Pre-Audit Meeting
with
McGee, Hearne & Paiz, LLP**

September 13, 2017

UNIVERSITY OF WYOMING

PRE-AUDIT MEETING SEPTEMBER 13, 2017

AGENDA

1. Communication Letter to the Fiscal and Legal Affairs Committee (FLAC) and the Board of Trustees (Section I)

Communication

Independence

The Audit Planning Process

The Concept of Materiality in Planning and Executing the Audit

Our Approach to Internal Control and Compliance Relevant to the Audit

Using the Work of Internal Auditors

Timing of the Audit

2. Detailed Timeline of the Audit

See enclosed Timeline (Section II)

3. Recent Pronouncements

There are no standards that will be effective in the current year.

Upcoming Standard for Fiscal Year 2018

GASB Statement No. 75: Accounting and Financial Reporting for Postemployment Benefits Other than Pensions

The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (OPEB). This Statement replaces the requirements of Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, as amended.

This Statement is effective for FYE June 30, 2018. Changes for the University's financials will include a change in the actuarial methodology utilized within the OPEB calculation, a change in which amount is reported in the financial statements (likely resulting in a significant increase), and additional disclosures and requirement supplementary information.

4. Understand and Concur with the Proposed Scope of the Audit Services

- See Arrangement Letters (Section III)
 - University of Wyoming's Financial Statements and Single Audit
 - Bond Fund Financial Statements
 - Wyoming Public Media's Financial Statements
 - University of Wyoming – NCAA Agreed-Upon Procedures
- Fee Adjustment for Change in Scope of Single Audit (Section IV)

5. Material Judgments and Estimates to be Made by the University of Wyoming

- Pension Liability
- Allowance for Doubtful Accounts (Receivables and Student Loans)
- Scholarship Allowance
- Unpaid Claims Liability
- Other Post-Employment Benefits Liability

6. Inquiry of Those Charged with Governance (FLAC)

- Your Views About:
 - The risks of fraud
 - The University's objectives and strategies, and the related business risks that may result in material misstatements
 - Matters you believe warrant particular attention during the audits
 - Areas where you request additional procedures to be undertaken
 - Significant communications with regulators
 - Other matters you believe are relevant to the audit services
- Your knowledge of fraud or suspected fraud affecting the University of Wyoming
- Extent of your involvement in the oversight of fraud risk assessment and programs and controls established to mitigate fraud risk, including actions concerning the University's internal control and its importance
- Nature and extent of communication about misappropriation perpetrated by lower level employees you desire to receive
- The nature and extent of communication about fraud obtained from any whistle-blower programs
- Any actions in response to developments in financial reporting, laws, accounting standards, corporate governance practices and related matters
- Any actions in response to previous communications with McGee, Hearne & Paiz, LLP

7. Other Items

- System conversion
- Single Audit findings
- McGee, Hearne & Paiz, LLP Peer Review results

8. Deliverables

- Audited Financial Statements – University of Wyoming
- Compliance Report – University of Wyoming
- Letter to the Fiscal and Legal Affairs Committee
- Letter Regarding Internal Accounting Control (*if applicable*)
- Letter of Management Advice Suggestions (*if applicable*)
- Audited Financial Statements – University of Wyoming Bond Funds
- Audited Financial Statements – Wyoming Public Media
- Report on Agreed-Upon Procedures – University of Wyoming Intercollegiate Athletics Department (NCAA)

9. Staffing

Wayne Herr, Partner, Audit Partner Responsible, Partner Review – Main, Bond Funds, NCAA, and Wyoming Public Media

Brandy Marrou, Partner, Partner Review – Single Audit

Brittany Wilson, Manager, Fairness Review – Main and Student Financial Aid

Laura Bump, Manager, Fairness Review – Single Audit

Andrew Roberts, Senior Manager, Fairness Review – Bond Funds, NCAA, and Wyoming Public Media

Kyle Gruver, Senior Associate, In-Charge – Main

Taylor Ockinga, Senior Associate, In-Charge – Single Audit

Erika Varela-Ortega, Senior Associate, In-Charge – Bond Funds

Allison Kerkvliet, Associate, In-Charge – NCAA

Josh Burgener, Associate, In-Charge – Wyoming Public Media

10. Desired Communication During Fieldwork

11. Future Activities

November 6, 2017: Exit Conference Call with University personnel

November 10, 2017: Conference Call with the FLAC

November 15-17, 2017: Meeting with the Board of Trustees

Section I

Communication Letter to the Fiscal and Legal Affairs Committee and the Board of Trustees



August 1, 2017

To the Fiscal and Legal Affairs Committee
Board of Trustees
University of Wyoming
Dept. 3314, 1000 East University Avenue
Room 202G, Old Main
Laramie, Wyoming 82071-3314

This letter is intended to communicate certain matters related to the planned scope and timing of our audit of the University of Wyoming's financial statements and compliance, certain Bond Funds' financial statements, and the Wyoming Public Media's financial statements (collectively, the "University") as of and for the year ending June 30, 2017.

Communication

Effective two-way communication between our Firm and the Board of Trustees (Fiscal and Legal Affairs Committee) is important to understanding matters related to the audit and developing a constructive working relationship.

Your insights may assist us in understanding the University and its environment, identifying appropriate sources of audit evidence, and providing information about specific transactions or events. We will discuss with you your oversight of the effectiveness of internal control and any areas where you request additional procedures to be undertaken. We expect that you will timely communicate to us any matters you consider relevant to the audit. Such matters might include strategic decisions that may significantly affect the nature, timing, and extent of audit procedures, your suspicion or detection of fraud or abuse, or any concerns you may have about the integrity or competence of senior management.

We will timely communicate to you any fraud involving senior management and other fraud that causes a material misstatement of the financial statements, illegal acts, instances of noncompliance with laws and regulations, or abuse that come to our attention (unless they are clearly inconsequential), and disagreements with management and other serious difficulties encountered in performing the audit. We also will communicate to you and to management any significant deficiencies or material weaknesses in internal control that become known to us during the course of the audit. Other matters arising from the audit that are, in our professional judgment, significant and relevant to you in your oversight of the financial reporting process will be communicated to you in writing after the audit.

314 West 18th Street
Cheyenne, WY 82001
(307) 634-2151

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University of Wyoming
August 1, 2017
Page 2

Independence

Our independence policies and procedures are designed to provide reasonable assurance that our Firm and its personnel comply with applicable professional independence standards. Our policies address financial interests, business and family relationships, and nonaudit services that may be thought to bear on independence. For example, partners and professional employees of McGee, Hearne & Paiz, LLP are restricted in their ability to own a direct financial interest or a material indirect financial interest in a client or any affiliate of a client. Also, if an immediate family member or close relative of a partner or professional employee is employed by a client in a key position, the incident must be reported and resolved in accordance with Firm policy. In addition, our policies restrict certain nonaudit services that may be provided by McGee, Hearne & Paiz, LLP and require audit clients to accept certain responsibilities in connection with the provision of permitted nonaudit services.

The Audit Planning Process

Our audit approach places a strong emphasis on obtaining an understanding of how your entity functions. This enables us to identify key audit components and tailor our procedures to the unique aspects of your operations. We will be responsible as group auditor for auditing all components of the University, with the exception of the University of Wyoming Foundation, which is audited by a component auditor. Based on our communication with this component auditor, we will make reference to the audit of the University of Wyoming Foundation by the component auditor in our auditor's report on the group financial statements of the University. The development of a specific audit plan will begin by obtaining information from you and management to obtain an understanding of business objectives, strategies, risks, and performance.

As part of obtaining an understanding of your organization and its environment, we will obtain an understanding of internal control. We will use this understanding to identify risks of material misstatement and noncompliance, which will provide us with a basis for designing and implementing responses to the assessed risks of material misstatement and noncompliance. We will also obtain an understanding of the users of the financial statements in order to establish an overall materiality level for audit purposes. We will conduct formal discussions among engagement team members to consider how and where your financial statements might be susceptible to material misstatement due to fraud or error or to instances of noncompliance, including abuse.

The Concept of Materiality in Planning and Executing the Audit

We apply the concept of materiality in both planning and performing the audit; evaluating the effect of identified misstatements or noncompliance on the audit and the effect of uncorrected misstatements, if any, on the financial statements; forming the opinion in our report on the financial statements; and determining or reporting in accordance with *Government Auditing Standards* and other compliance reporting requirements. Our determination of materiality is a matter of professional judgment and is affected by our perception of the financial information needs of users of the financial statements. We establish performance materiality at an amount less than materiality for the financial statements as a whole to allow for the risk of misstatements that may not be detected by the audit. We use performance materiality for purposes of assessing the risks of material misstatement and determining the nature, timing and extent of further audit procedures. Our assessment of materiality throughout the audit will be based on both quantitative and qualitative considerations. Because of the interaction of quantitative and qualitative considerations, misstatements of a relatively small amount could have a material effect on the current financial statements as well as financial statements of future periods. We will accumulate misstatements identified during the audit, other than those that are clearly trivial. At the end of the audit, we will inform you of all individual uncorrected misstatements aggregated by us in connection with our evaluation of our audit test results.

University of Wyoming
August 1, 2017
Page 3

Our Approach to Internal Control and Compliance Relevant to the Audit

Our audit of the financial statements, including compliance, will include obtaining an understanding of internal control sufficient to plan the audit and determine the nature, timing, and extent of audit procedures to be performed. An audit is not designed to provide assurance on internal control or identify significant deficiencies or material weaknesses. Our review and understanding of the University's internal control is not undertaken for the purpose of expressing an opinion on the effectiveness of internal control.

We will issue reports on internal control related to the financial statements and major programs. These reports describe the scope of testing of internal control and the results of our tests of internal control. Our reports on internal control will include any significant deficiencies and material weaknesses in the system of which we become aware as a result of obtaining an understanding of internal control and performing tests of internal control consistent with the requirements of Government Auditing Standards issued by the Comptroller General of the United States, the Single Audit Act, and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR 200 (Uniform Guidance).

We will issue reports on compliance with laws, regulations, and the provisions of contracts or grant agreements. We will report on any noncompliance that could have a material effect on the financial statements and any noncompliance that could have a direct and material effect on each major program. Our reports on compliance will address material errors, fraud, abuse, violations of compliance requirements, and other responsibilities imposed by state and Federal statutes and regulations and assumed contracts; and any state or Federal grant, entitlement, or loan program questioned costs of which we become aware, consistent with the requirements of the standards identified above.

Using the Work of Internal Auditors

As part of our understanding of your organization and its environment, we will obtain and document an understanding of your internal audit function. We will read relevant internal audit reports issued during the year to determine whether such reports indicate a source of potential error or fraud that would require a response when designing our audit procedures. Because internal auditors are employees, they are not independent and their work can never be substituted for the work of the external auditor. We may, however, alter the nature, timing, and extent of our audit procedures, based upon the results of the internal auditor's work or use the internal audit reports to provide direct assistance to us during the performance of our audit.

Timing of the Audit

We have scheduled final fieldwork commencing the week of September 25, 2017. Management's adherence to its closing schedule and timely completion of information used by us in performance of the audit is essential to timely completion of the audit.

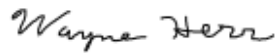
University of Wyoming
August 1, 2017
Page 4

Closing

We will be pleased to respond to any questions you have about the foregoing. We appreciate the opportunity to continue to be of service to the University.

This communication is intended solely for the information and use of the Board of Trustees and the Fiscal and Legal Affairs Committee and is not intended to be and should not be used by anyone other than these specified parties.

McGEE, HEARNE & PAIZ, LLP

A handwritten signature in cursive script that reads "Wayne Herr".

Wayne R. Herr, Partner

Section II

Timeline

UNIVERSITY OF WYOMING

FISCAL YEAR 2017 AUDIT TIMELINE

Date	Schedule Summary
5/1/2017	Single Audit preliminary work on audit of Student Financial Aid Cluster
5/24/2017	Entrance Conference
7/17/2017	Single Audit of Student Financial Aid Cluster
7/21/2017	Single Audit Status of Prior Year Findings completed
8/21/2017	Single Audit of Cooperative Extension Service begins
9/13/2017	Meet with the Fiscal and Legal Affairs Committee (FLAC)
9/20/2017	Final listing of Federal Awards available
week of 9/25/2017	Single Audit final fieldwork begins Bond Funds audit fieldwork begins
week of 10/2/2017	Main audit fieldwork begins NCAA AGP fieldwork begins Bond Funds audit fieldwork continues Single Audit final fieldwork concludes
week of 10/9/2017	Wyoming Public Media audit fieldwork Main audit fieldwork continues Bond Funds audit fieldwork concludes NCAA AGP fieldwork concludes
week of 10/16/2017	Main audit fieldwork concludes
11/1/2017	Report drafts to University personnel for review
11/6/2017	Exit Conference with University personnel
11/10/2017	Conference Call with FLAC
11/15-17/2017	Meeting with the Board; Final Approval

Section III

Arrangement Letters



August 1, 2017

To the Fiscal and Legal Affairs Committee
Board of Trustees
University of Wyoming
Dept. 3314, 1000 East University Avenue
Room 202G Old Main
Laramie, Wyoming 82071-3314

Attention: Janet S. Lowe, CPA, Associate Vice President for Fiscal Administration

The Objective and Scope of the Audit of the Financial Statements

You have requested that we audit the financial statements of University of Wyoming (the "University"), which comprise the business-type activities and the discretely presented component unit as of and for the year ending June 30, 2017, which collectively comprise the basic financial statements. Our audit will include the University as a whole and you acknowledge that we are the group auditor of the University's basic financial statements as of and for the year ending June 30, 2017. We will not audit the financial statement of the component unit, University of Wyoming Foundation. Those financial statements will be audited by component auditors. You have also requested that we report on whether the supplementary information included with the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole. The Governmental Accounting Standards Board (GASB) requires that required supplementary information (RSI) be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by GASB who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We will apply certain limited procedures to the RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). We will not express an opinion or provide any assurance on the information because the limited procedures will not provide us with sufficient evidence to express an opinion or provide any assurance. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

Our audit will be conducted with the objective of our expressing an opinion on the financial statements.

We will also perform the audit of the University as of June 30, 2017, so as to satisfy the audit requirements imposed by the Single Audit Act and Subpart F of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

314 West 18th Street
Cheyenne, WY 82001
(307) 634-2151

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University of Wyoming
August 1, 2017
Page 2

The Responsibilities of the Auditor

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (GAAS); *Government Auditing Standards* issued by the Comptroller General of the United States (GAS); the provisions of the Single Audit Act and Subpart F of Title 2 U.S. CFR Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*; and the U.S. Office of Management and Budget's (OMB) Supplement; and guidance provided in the Compliance Supplement for Audits of Institutions of Higher Learning and Other Non-Profit Institutions, in accordance with the guidance provided in the National Association of College and University Business Officers' Publication, *College and University Business Administration* and the Governmental Accounting Standards Board. Those standards, regulations, supplements, and guides require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS. Also, an audit is not designed to detect errors or fraud that are immaterial to the financial statements. The determination of abuse is subjective; therefore, GAS does not expect us to provide reasonable assurance of detecting abuse.

In making our risk assessments, we consider internal control relevant to the University's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

We will also communicate to the Board of Trustees and Fiscal and Legal Affairs Committee: (a) any fraud involving senior management and fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements that becomes known to us during the audit, and (b) any instances of noncompliance with laws and regulations that we become aware of during the audit (unless they are clearly inconsequential).

The Federal financial assistance programs and awards that you have told us that the University participates in and that are to be included as part of the single audit will be provided at a later date.

The component unit whose financial statements you have told us are to be included as part of the University's financial statements is the University of Wyoming Foundation.

We are responsible for the compliance audit of major programs under the Uniform Guidance, including the determination of major programs, the consideration of internal control over compliance, and reporting responsibilities.

University of Wyoming
August 1, 2017
Page 3

Our reports on internal control will include any significant deficiencies and material weaknesses in controls of which we become aware as a result of obtaining an understanding of internal control and performing tests of internal control consistent with requirements of the standards and regulations identified above. Our reports on compliance matters will address material errors, fraud, abuse, violations of compliance obligations, and other responsibilities imposed by state and Federal statutes and regulations or assumed by contracts, and any state or Federal grant, entitlement, or loan program questioned costs of which we become aware, consistent with requirements of the standards and regulations identified above.

**The Responsibilities of Management and Identification of the
Applicable Financial Reporting Framework**

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. To evaluate subsequent events through the date the financial statements are issued or available to be issued, and to disclose the date through which subsequent events were evaluated in the financial statements. Management also agrees that they will not evaluate subsequent events earlier than the date of the management representation letter referred to below;
3. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
4. For establishing and maintaining effective internal control over financial reporting and for informing us of all significant deficiencies and material weaknesses in the design or operation of such controls of which it has knowledge;
5. For report distribution; and
6. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the University from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit, including among other items:

1. That management has fulfilled its responsibilities as set out in the terms of this letter; and
2. That management believes the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

University of Wyoming
August 1, 2017
Page 4

Management is responsible for identifying and ensuring that the University complies with the laws and regulations applicable to its activities, and for informing us about all known material violations of such laws or regulations. In addition, management is responsible for the design and implementation of programs and controls to prevent and detect fraud or abuse, and for informing us about all known or suspected fraud or abuse affecting the University involving management, employees who have significant roles in internal control, and others where the fraud or abuse could have a material effect on the financial statements or compliance. Management is also responsible for informing us of its knowledge of any allegations of fraud or abuse, or suspected fraud or abuse, affecting the University received in communications from employees, former employees, analysts, regulators or others.

Management is responsible for the preparation of the RSI and supplementary information in accordance with accounting principles generally accepted in the United States of America. Management agrees to include the auditor's report on the RSI and supplementary information in any document that contains the RSI and supplementary information and indicates that the auditor has reported on such RSI and supplementary information. Management also agrees to present the supplementary information with the audited financial statements or, if the supplementary information will not be presented with audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance of the supplementary information and the auditor's report thereon.

Because the audit will be performed in accordance with the Single Audit Act and the Uniform Guidance, management is responsible for (a) identifying all federal awards received and expended; (b) preparing the Schedule of Expenditures of Federal Awards (including notes and noncash assistance received) in accordance with Uniform Guidance requirements; (c) internal control over compliance; (d) compliance with federal statutes, regulations, and the terms and conditions of federal awards; (e) making us aware of significant vendor relationships where the vendor is responsible for program compliance; (f) following up and taking corrective action on audit findings, including the preparation of a summary Schedule of Prior Audit Findings and a Corrective Action Plan; and (g) submitting the reporting package and data collection form.

The Board of Trustees and Fiscal and Legal Affairs Committee are responsible for informing us of its views about the risks of fraud or abuse within the University, and its knowledge of any fraud or abuse or suspected fraud or abuse affecting the University.

Our association with an official statement is a matter for which separate arrangements will be necessary. The University agrees to provide us with printer's proofs or masters of such offering documents for our review and approval before printing and with a copy of the final reproduced material for our approval before it is distributed. In the event our auditor/client relationship has been terminated when the University seeks such consent, we will be under no obligation to grant such consent or approval.

The University agrees that it will not associate us with any public or private securities offering without first obtaining our consent. Therefore, the University agrees to contact us before it includes our reports or otherwise makes reference to us, in any public or private securities offering.

Because McGee, Hearne & Paiz, LLP will rely on the University and its management, Board of Trustees and Fiscal and Legal Affairs Committee to discharge the foregoing responsibilities, the University holds harmless and releases McGee, Hearne & Paiz, LLP and its partners and employees from all claims, liabilities, losses and costs arising in circumstances where there has been a knowing misrepresentation by a member of the University's management that has caused, in any respect, McGee, Hearne & Paiz, LLP's breach of contract or negligence. This provision shall survive the termination of this arrangement for services.

University of Wyoming
August 1, 2017
Page 5

Records and Assistance

If circumstances arise relating to the condition of the University's records, the availability of appropriate audit evidence or indications of a significant risk of material misstatement of the financial statements because of error, fraudulent financial reporting or misappropriation of assets which, in our professional judgment, prevent us from completing the audit or forming an opinion, we retain the unilateral right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

During the course of our engagement, we may accumulate records containing data that should be reflected in the University's books and records. The University will determine that all such data, if necessary, will be so reflected. Accordingly, the University will not expect us to maintain copies of such records in our possession.

The assistance to be supplied by the University personnel, including the preparation of schedules and analyses of accounts, will be discussed and coordinated with Juanita Carroll, Manager of Accounting. The timely and accurate completion of this work is an essential condition to our completion of the audit and issuance of our audit report.

In connection with our audit, you have requested us to perform certain nonaudit services necessary for the preparation of the financial statements, including the following:

- Drafting the Data Collection Form
- Computing the provision for pension expense and related disclosures, including the allocation of the expense to various entities within their stand-alone financial statements

These nonaudit services do not constitute an audit under GAS and such services will not be conducted in accordance with GAS. We will perform the services in accordance with applicable professional standards.

The GAS independence standards require that the auditor maintain independence so that opinions, findings, conclusions, judgments, and recommendations will be impartial and viewed as impartial by reasonable and informed third parties. Before we agree to provide a nonaudit service to the University, we determine whether providing such a service would create a significant threat to our independence for GAS audit purposes, either by itself or in aggregate with other nonaudit services provided. A critical component of our determination is consideration of management's ability to effectively oversee the nonaudit services to be performed. The University has agreed that Megan Hanneman, University Controller, possesses suitable skill, knowledge, or experience and that the individual understands the nonaudit services above to be performed sufficiently to oversee them. Accordingly, the management of the University agrees to the following:

1. The University has designated Megan Hanneman, University Controller, as a senior member of management who possesses suitable skill, knowledge and experience to oversee the services;
2. Megan Hanneman, University Controller will assume all management responsibilities for subject matter and scope of the services performed;
3. The University will evaluate the adequacy and results of the services performed; and
4. The University accepts responsibility for the results and ultimate use of the services.

GAS further requires that we establish an understanding with the University's management and, when appropriate, those charged with governance, of the objectives of the nonaudit services, the services to be performed, the University's acceptance of its responsibilities, the auditor's responsibilities and any limitations of the nonaudit services. We believe this letter documents that understanding.

University of Wyoming
August 1, 2017
Page 6

Other Relevant Information

From time to time and depending upon the circumstances, we may use third-party service providers to assist us in providing professional services to you. In such circumstances, it may be necessary for us to disclose confidential client information to them. We enter into confidentiality agreements with all third-party service providers and we are satisfied that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others.

In accordance with GAS, a copy of our most recent peer review report is enclosed for your information.

Fees, Costs, and Access to Workpapers

Our fees for the services described above are based upon the value of the services performed and the time required by the individuals assigned to the engagement plus direct expenses including report processing, travel, meals, and fees for services from other professionals. Our fees for rendering the services described in this letter for the year ending June 30, 2017 are as follows:

University of Wyoming – Single Audit	\$102,150
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Our Single Audit fee estimate assumes the following major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA Number</u>
Student Financial Assistance	Cluster
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334
Research and Development	Cluster

A fee modification will be submitted upon receipt of the final SEFA to reflect the changes for major programs under the Uniform Grant Guidance.

University of Wyoming Financial Statements	\$156,310
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Our fees and completion of our work are based upon the following criteria:

1. Anticipated cooperation from the University personnel
2. Timely responses to our inquiries
3. Timely completion and delivery of client assistance requests
4. Timely communication of all significant accounting and financial reporting matters
5. The assumption that unexpected circumstances will not be encountered during the engagement

If any of the aforementioned criteria are not met, then fees may increase. Interim billings may be submitted as work progresses and as expenses are incurred. Billings are due upon submission.

Our professional standards require that we perform certain additional procedures, on current and previous years' engagements, whenever a partner or professional employee leaves the Firm and is subsequently employed by or associated with a client in a key position. Accordingly, the University agrees it will compensate McGee, Hearne & Paiz, LLP for any additional costs incurred as a result of the University's employment of a partner or professional employee of McGee, Hearne & Paiz, LLP.

In the event we are requested or authorized by the University or are required by government regulation, subpoena, or other legal process to produce our documents or our personnel as witnesses with respect to our engagement for the University, the University will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expenses, as well as the fees and expenses of our counsel, incurred in responding to such requests.

University of Wyoming
August 1, 2017
Page 7

The documentation for this engagement is the property of McGee, Hearne & Paiz, LLP. However, you acknowledge and grant your assent that representatives of the cognizant or oversight agency or their designee, other government audit staffs, and the U.S. Government Accountability Office shall have access to the audit documentation upon their request and that we shall maintain the audit documentation for a period of at least three years after the date of the report, or for a longer period if we are requested to do so by the cognizant or oversight agency. Access to requested documentation will be provided under the supervision of McGee, Hearne & Paiz, LLP audit personnel and at a location designated by our Firm.

Claim Resolution

The University and McGee, Hearne & Paiz, LLP agree that no claim arising out of services rendered pursuant to this agreement shall be filed more than two years after the date of the audit report issued by McGee, Hearne & Paiz, LLP or the date of this arrangement letter if no report has been issued. The University waives any claim for punitive damages. McGee, Hearne & Paiz, LLP's liability for all claims, damages and costs of the University arising from this engagement is limited to the amount of fees paid by the University to McGee, Hearne & Paiz, LLP for the services rendered under this arrangement letter.

If any term or provision of this agreement is determined to be invalid or unenforceable, such term or provision will be deemed stricken, and all other terms and provisions will remain in full force and effect.

Reporting

We will issue a written report upon completion of our audit of the University's financial statements. Our report will be addressed to the Board of Trustees and Fiscal and Legal Affairs Committee of the University. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

In addition to our report on the University's financial statements, we will also issue the following types of reports:


1. A report on the fairness of the presentation of the University's Schedule of Expenditures of Federal Awards in relation to the financial statements as a whole for the year ending June 30, 2017;
2. Reports on internal control related to the financial statements and major programs. These reports will describe the scope of testing of internal control and the results of our tests of internal control;
3. Reports on compliance with laws, regulations, and the provisions of contracts or grant agreements. We will report on any noncompliance that could have a material effect on the financial statements and any noncompliance that could have a material effect, as defined by Subpart F of Title 2 U.S. CFR Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, on each major program;
4. An accompanying Schedule of Findings and Questioned Costs.

This letter constitutes the complete and exclusive statement of agreement between McGee, Hearne & Paiz, LLP and the University, superseding all proposals, oral or written, and all other communications, with respect to the terms of the engagement between the parties.

University of Wyoming
August 1, 2017
Page 8

Please sign and return a copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

McGEE, HEARNE & PAIZ, LLP



Wayne R. Herr, Partner

Enclosure: Peer Review Letter

Confirmed on behalf of the addressee:

Janet S. Lowe, CPA
Associate Vice President
for Fiscal Administration

_____, 2017



SYSTEM REVIEW REPORT

September 28, 2016

To the Partners of
McGee, Hearne & Paiz, LLP
and the Peer Review Committee of the Nevada Society
of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of McGee, Hearne & Paiz, LLP (the firm) in effect for the year ended June 30, 2016. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included audits performed under *Government Audit Standards* and audits of employee benefit plans.

In our opinion, the system of quality control for the accounting and auditing practice of McGee, Hearne & Paiz, LLP in effect for the year ended June 30, 2016, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. McGee, Hearne & Paiz, LLP has received a peer review rating of *pass*.

Brady, Martz

Brady Martz and Associates, P.C.





June 7, 2017

To the Audit and Fiscal Integrity Committee
Board of Trustees
University of Wyoming
Dept. 3314, 1000, E. University Avenue
Room 318, Old Main
Laramie, Wyoming 82071-3314

Attention: Janet Lowe, CPA, Associate Vice President for Fiscal Administration

The Objective and Scope of the Audit of the Financial Statements

You have requested that we audit the financial statements of certain bond funds (the "Bond Funds") of the University of Wyoming, which comprise the business-type activities as of and for the year ended June 30, 2017, which collectively comprise the basic financial statements. You have also requested that we report on whether the supplementary information included with the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole. The Governmental Accounting Standards Board (GASB) requires that required supplementary information (RSI) be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by GASB who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We will apply certain limited procedures to the RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). We will not express an opinion or provide any assurance on the information because the limited procedures will not provide us with sufficient evidence to express an opinion or provide any assurance. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

We will also perform the audit of the Bond Funds of the University of Wyoming as of June 30, 2017, so as to satisfy the audit requirements imposed by the bond resolutions.

Our audit will be conducted with the objective of our expressing an opinion on the financial statements.

The Responsibilities of the Auditor

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS. Also, an audit is not designed to detect errors or fraud that are immaterial to the financial statements.

314 West 18th Street
Cheyenne, WY 82001
(307) 634-2151

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University of Wyoming
Re: The Bond Funds
June 7, 2017
Page 2

In making our risk assessments, we consider internal control relevant to the Bond Funds' preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Bond Fund's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

We will also communicate to the Board of Trustees and Audit and Fiscal Integrity Committee: (a) any fraud involving senior management and fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements that becomes known to us during the audit, and (b) any instances of noncompliance with laws and regulations that we become aware of during the audit (unless they are clearly inconsequential).

The funds that you have told us are maintained by the Bond Funds and that are to be included as part of our audit are listed here:

The Bond Funds include operations from the following:

- The University Bookstore
- The Student Union
- Dining Service Facilities
- Residence Life Facilities
- Interest income on excess funds
- Government royalties
- Permanent land income
- Union - fees and games
- Utility and telecommunications income

The Bond Funds also include the following plant funds:

- Project Acquisition Fund (unexpended funds)
- Capital Fund (renewal and replacement fund)
- Retirement of Indebtedness Funds

The Responsibilities of Management and Identification of the Applicable Financial Reporting Framework

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. To evaluate subsequent events through the date the financial statements are issued or available to be issued, and to disclose the date through which subsequent events were evaluated in the financial statements. Management also agrees that it will not evaluate subsequent events earlier than the date of the management representation letter referred to below;
3. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and
4. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

University of Wyoming
Re: The Bond Funds
June 7, 2017
Page 3

As part of our audit process, we will request from management and, when appropriate, those charged with governance written confirmation concerning representations made to us in connection with the audit, including among other items:

1. That management has fulfilled its responsibilities as set out in the terms of this letter; and
2. That management believes the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Management is responsible for identifying and ensuring that the Bond Funds complies with the laws and regulations applicable to its activities, and for informing us about all known material violations of such laws or regulations. In addition, management is responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the entity involving management, employees who have significant roles in internal control, and others where the fraud could have a material effect on the financial statements. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, analysts, regulators, or others.

Management is responsible for the preparation of the supplementary information presented in relation to the financial statements a whole in accordance with accounting principles generally accepted in the United States of America. Management agrees to include the auditor's report on the supplementary information in any document that contains the supplementary information and to indicate that the auditor has reported on such supplementary information. Management also agrees to present the supplementary information with the audited financial statements or, if the supplementary information will not be presented with audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance of the supplementary information and the auditor's report thereon.

The Board of Trustees and Audit and Fiscal Integrity Committee is responsible for informing us of its views about the risks of fraud within the entity, and its knowledge of any fraud or suspected fraud or abuse affecting the entity.

The Bond Funds agrees that it will not associate us with any public or private securities offering without first obtaining our consent. Therefore, the Bond Funds agrees to contact us before it includes our reports or otherwise make reference to us, in any public or private securities offering our association with an official statement a matter for which separate arrangements will be necessary. After obtaining our permission, the Bond Funds also agrees to provide us with printer's proofs or masters of such offering documents for our review and approval before printing and with a copy of the final reproduced material for our approval before it is distributed. In the event our auditor/client relationship has been terminated when the Bond Funds seeks such consent, we will be under no obligation to grant such consent or approval.

Because McGee, Hearne & Paiz, LLP will rely on The Bond Funds and its management, Board of Trustees, and Audit and Fiscal Integrity Committee to discharge the foregoing responsibilities, the Bond Funds holds harmless and releases McGee, Hearne & Paiz, LLP and its partners and employees from all claims, liabilities, losses and costs arising in circumstances where there has been a knowing misrepresentation by a member of the Bond Funds' management that has caused, in any respect, McGee, Hearne & Paiz, LLP's breach of contract or negligence. This provision shall survive the termination of this arrangement for services.

Records and Assistance

If circumstances arise relating to the condition of the Bond Funds' records, the availability of appropriate audit evidence, or indications of a significant risk of material misstatement of the financial statements because of error, fraudulent financial reporting or misappropriation of assets which, in our professional judgment, prevent us from completing the audit or forming an opinion, we retain the unilateral right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

University of Wyoming
Re: The Bond Funds
June 7, 2017
Page 4

During the course of our engagement, we may accumulate records containing data that should be reflected in the Bond Funds' books and records. The Bond Funds will determine that all such data, if necessary, will be so reflected. Accordingly, the Bond Funds will not expect us to maintain copies of such records in our possession.

The assistance to be supplied by the Bond Funds personnel, including the preparation of schedules and analyses of accounts, has been discussed and coordinated with Arin Wesnitzer, Assistant Manager, Accounting and Auxiliary Enterprises. The timely and accurate completion of this work is an essential condition to our completion of the audit and issuance of our audit report.

Other Relevant Information

From time to time and depending upon the circumstances, we may use third-party service providers to assist us in providing professional services to you. In such circumstances, it may be necessary for us to disclose confidential client information to them. We enter into confidentiality agreements with all third-party service providers and we are satisfied that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others.

Fees, Costs, and Access to Workpapers

Our fees for the audit and accounting services described above are based upon the value of the services performed and the time required by the individuals assigned to the engagement, plus direct expenses. Our fee for rendering the services described in this letter for the year ending June 30, 2017 will not exceed \$51,095. Our fee estimate and completion of our work is based upon the following criteria:

1. Anticipated cooperation from the Bond Funds personnel
2. Timely responses to our inquiries
3. Timely completion and delivery of client assistance requests
4. Timely communication of all significant accounting and financial reporting matters
5. The assumption that unexpected circumstances will not be encountered during the engagement

If any of the aforementioned criteria are not met, then fees may increase. Interim billings may be submitted as work progresses and as expenses are incurred. Billings are due upon submission.

Our professional standards require that we perform certain additional procedures, on current and previous years' engagements, whenever a partner or professional employee leaves the Firm and is subsequently employed by or associated with a client in a key position. Accordingly, the Bond Funds agrees it will compensate McGee, Hearne & Paiz, LLP for any additional costs incurred as a result of the Bond Funds' employment of a partner or professional employee of McGee, Hearne & Paiz, LLP.

In the event we are requested or authorized by the Bond Funds or are required by government regulation, subpoena, or other legal process to produce our documents or our personnel as witnesses with respect to our engagement for the Bond Funds, the Bond Funds will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expenses, as well as the fees and expenses of our counsel, incurred in responding to such requests.

Claim Resolution

The Bond Funds and McGee, Hearne & Paiz, LLP agree that no claim arising out of services rendered pursuant to this agreement shall be filed more than two years after the date of the audit report issued by McGee, Hearne & Paiz, LLP or the date of this arrangement letter if no report has been issued. The Bond Funds waives any claim for punitive damages. McGee, Hearne & Paiz, LLP's liability for all claims, damages and costs of the Bond Funds arising from this engagement is limited to the amount of fees paid by the Bond Funds to McGee, Hearne & Paiz, LLP for the services rendered under this arrangement letter.

If any term or provision of this agreement is determined to be invalid or unenforceable, such term or provision will be deemed stricken, and all other terms and provisions will remain in full force and effect.

University of Wyoming
Re: The Bond Funds
June 7, 2017
Page 5

Reporting

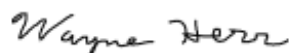
We will issue a written report upon completion of our audit of the Bond Funds' financial statements. Our report will be addressed to the Board of Trustees of the University of Wyoming. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

We will also issue a report as to whether anything came to our attention in relation to the University of Wyoming's compliance with the provisions as listed in Article VIII, or each of the bond resolutions and Financial Guaranty Agreement related to each of the Surety Bonds, insofar as they relate to accounting matters. However, it should be noted that our audit will not be directed toward obtaining knowledge of such noncompliance.

This letter constitutes the complete and exclusive statement of agreement between McGee, Hearne & Paiz, LLP and the University of Wyoming, superseding all proposals, oral or written, and all other communications, with respect to the terms of the engagement between the parties.

Please sign and return a copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

McGEE, HEARNE & PAIZ, LLP

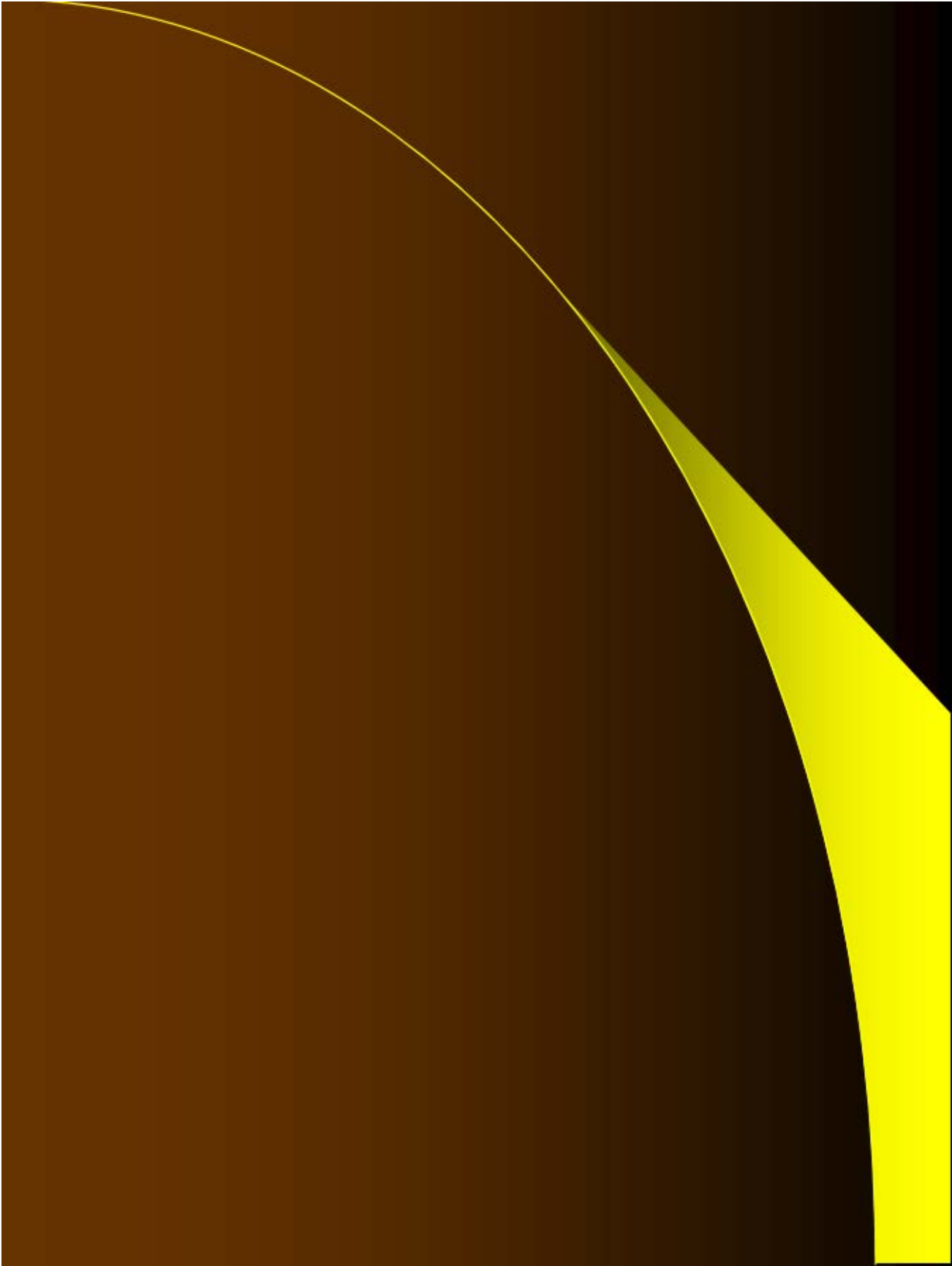


Wayne R. Herr, Partner

Confirmed on behalf of the addressee:

Associate Vice President for Fiscal Administration

_____, 2017





July 24, 2017

To the Audit and Fiscal Integrity Committee
Board of Trustees
University of Wyoming
Department 3314, 1000 East University Avenue
Room 318, Old Main
Laramie, Wyoming 82071-3314

Attention: Janet S. Lowe, CPA, Associate Vice President for Fiscal Administration

The Objective and Scope of the Audit of the Financial Statements

You have requested that we audit Wyoming Public Media's (the "Station") Statement of Net Position as of June 30, 2017 and the related Statements of Revenues, Expenses, and Changes in Net Position, and Cash Flows for the year then ended and the related notes to the financial statements, which collectively comprise the basic financial statements.

The Governmental Accounting Standards Board (GASB) requires that required supplementary information (RSI) (Management Discussion and Analysis, Schedule of the Station's Proportionate Share of the Net Pension Liability, Schedule of the Station's Contributions, and Notes to RSI) be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by GASB who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We will apply certain limited procedures to the RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). We will not express an opinion or provide any assurance on the information because the limited procedures will not provide us with sufficient evidence to express an opinion or provide any assurance. We are pleased to confirm our acceptance and our understanding of this audit engagement.

Our audit will be conducted with the objective of our expressing an opinion on the financial statements.

The Responsibilities of the Auditor

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS. Also, an audit is not designed to detect errors or fraud that are immaterial to the financial statements.

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University of Wyoming
Re: Wyoming Public Media
July 24, 2017
Page 2

In making our risk assessments, we consider internal control relevant to the Station's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Station's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

We will also communicate to the Board of Trustees and Audit and Fiscal Integrity Committee: (a) any fraud involving senior management and fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements that becomes known to us during the audit, and (b) any instances of noncompliance with laws and regulations that we become aware of during the audit (unless they are clearly inconsequential).

**The Responsibilities of Management and Identification of the
Applicable Financial Reporting Framework**

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. To evaluate subsequent events through the date the financial statements are issued or available to be issued and to disclose the date through which subsequent events were evaluated in the financial statements. Management also agrees that it will not evaluate subsequent events earlier than the date of the management representation letter referred to below;
3. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and
4. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the Station from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management and, when appropriate, those charged with governance written confirmation concerning representations made to us in connection with the audit, including among other items:

1. That management has fulfilled its responsibilities as set out in the terms of this letter; and
2. That management believes the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

University of Wyoming
Re: Wyoming Public Media
July 24, 2017
Page 3

Management is responsible for identifying and ensuring that the Station complies with the laws and regulations applicable to its activities, and for informing us about all known material violations of such laws or regulations. In addition, management is responsible for the design and implementation of programs and controls to prevent and detect fraud or abuse, and for informing us about all known or suspected fraud affecting the Station involving management, employees who have significant roles in internal control, and others where the fraud could have a material effect on the financial statements. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the Station received in communications from employees, former employees, analysts, regulators or others.

Management is responsible for the preparation of the RSI in accordance with accounting principles generally accepted in the United States of America. Management agrees to include the auditor's report on the RSI in any document that contains the RSI and to indicate that the auditor has reported on such RSI. Management also agrees to present the supplementary information with the audited financial statements or, if the supplementary information will not be presented with audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance of the supplementary information and the auditor's report thereon.

The Board of Trustees and Audit and Fiscal Integrity Committee are responsible for informing us of its views about the risks of fraud or abuse within the Station, and its knowledge of any fraud or abuse or suspected fraud or abuse affecting the Station.

Our association with an official statement is a matter for which separate arrangements will be necessary. The Station agrees to provide us with printer's proofs or masters of such offering documents for our review and approval before printing and with a copy of the final reproduced material for our approval before it is distributed. In the event our auditor/client relationship has been terminated when the Station seeks such consent, we will be under no obligation to grant such consent or approval.

The Station agrees that it will not associate us with any public or private securities offering without first obtaining our consent. Therefore, the Station agrees to contact us before it includes our reports or otherwise makes reference to us, in any public or private securities offering.

Because McGee, Hearne & Paiz, LLP will rely on the Station, its management, the Board of Trustees, and the Audit and Fiscal Integrity Committee to discharge the foregoing responsibilities, the Station holds harmless and releases McGee, Hearne & Paiz, LLP and its partners and employees from all claims, liabilities, losses, and costs arising in circumstances where there has been a knowing misrepresentation by a member of the Station's management that has caused, in any respect, McGee, Hearne & Paiz, LLP's breach of contract or negligence. This provision shall survive the termination of this arrangement for services.

Records and Assistance

If circumstances arise relating to the condition of the Station's records, the availability of appropriate audit evidence, or indications of a significant risk of material misstatement of the financial statements because of error, fraudulent financial reporting, or misappropriation of assets which, in our professional judgment, prevent us from completing the audit or forming an opinion, we retain the unilateral right to take any course of action permitted by professional standards, including declining to express an opinion, or issue a report, or withdrawing from the engagement.

During the course of our engagement, we may accumulate records containing data that should be reflected in the Station's books and records. The Station will determine that all such data, if necessary, will be so reflected. Accordingly, the Station will not expect us to maintain copies of such records in our possession.

University of Wyoming
Re: Wyoming Public Media
July 24, 2017
Page 4

The assistance to be supplied by Station personnel, including the preparation of schedules and analyses of accounts, will be discussed and coordinated with Arin Wesnitzer, Assistant Manager, Accounting, and Laura Rehmeier, Business Manager. The timely and accurate completion of this work is an essential condition to our completion of the audit and issuance of our audit report.

Other Relevant Information

From time to time, and depending upon the circumstances, we may use third-party service providers to assist us in providing professional services to you. In such circumstances, it may be necessary for us to disclose confidential client information to them. We enter into confidentiality agreements with all third-party service providers and we are satisfied that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others.

In accordance with GAS, a copy of our most recent peer review report is enclosed for your information.

Fees, Costs, and Access to Workpapers

Our fees for the audit and accounting services described above are based upon the value of the services performed and the time required by the individuals assigned to the engagement plus direct expenses including report processing, travel, meals, and fees for services from other professionals. Our fees for rendering the services described in this letter for the year ended June 30, 2017 will not exceed \$13,710.

Our fee estimate and completion of our work is based upon the following criteria:

1. Anticipated cooperation from the Station personnel
2. Timely responses to our inquiries
3. Timely completion and delivery of client assistance requests
4. Timely communication of all significant accounting and financial reporting matters
5. The assumption that unexpected circumstances will not be encountered during the engagement

If any of the aforementioned criteria are not met, then fees may increase. Interim billings may be submitted as work progresses and as expenses are incurred. Billings are due upon submission.

Our professional standards require that we perform certain additional procedures, on current and previous years' engagements, whenever a partner or professional employee leaves the Firm and is subsequently employed by or associated with a client in a key position. Accordingly, the Station agrees it will compensate McGee, Hearne & Paiz, LLP for any additional costs incurred as a result of the Station's employment of a partner or professional employee of McGee, Hearne & Paiz, LLP.

In the event we are requested or authorized by the Station or are required by government regulation, subpoena, or other legal process to produce our documents or our personnel as witnesses with respect to our engagement for the Station, the Station will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expenses, as well as the fees and expenses of our counsel, incurred in responding to such requests.

University of Wyoming
Re: Wyoming Public Media
July 24, 2017
Page 5

Claim Resolution

The Station and McGee, Hearne & Paiz, LLP agree that no claim arising out of services rendered pursuant to this agreement shall be filed more than two years after the date of the audit report issued by McGee, Hearne & Paiz, LLP or the date of this arrangement letter if no report has been issued. The Station waives any claim for punitive damages. McGee, Hearne & Paiz, LLP's liability for all claims, damages and costs of the Station arising from this engagement is limited to the amount of fees paid by the Station to McGee, Hearne & Paiz, LLP for the services rendered under this arrangement letter.

If any term or provision of this agreement is determined to be invalid or unenforceable, such term or provision will be deemed stricken, and all other terms and provisions will remain in full force and effect.

Reporting

We will issue a written report upon completion of our audit of the Station's financial statements. Our report will be addressed to the Board of Trustees of the University of Wyoming. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph, or withdraw from the engagement.

In addition to our report on the Station's financial statements, we will also issue the Corporation for Public Broadcasting (CPB) Certification Report.

This letter constitutes the complete and exclusive statement of agreement between McGee, Hearne & Paiz, LLP and the University of Wyoming, superseding all proposals, oral or written, and all other communications with respect to the terms of the engagement between the parties.

Please sign and return a copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

McGEE, HEARNE & PAIZ, LLP



Wayne R. Herr, Partner

Enclosure: Peer Review Letter

Confirmed on behalf of the addressee:

Janet S. Lowe, CPA
Associate Vice President
for Fiscal Administration

_____, 2017



SYSTEM REVIEW REPORT

September 28, 2016

To the Partners of
McGee, Hearne & Paiz, LLP
and the Peer Review Committee of the Nevada Society
of Certified Public Accountants

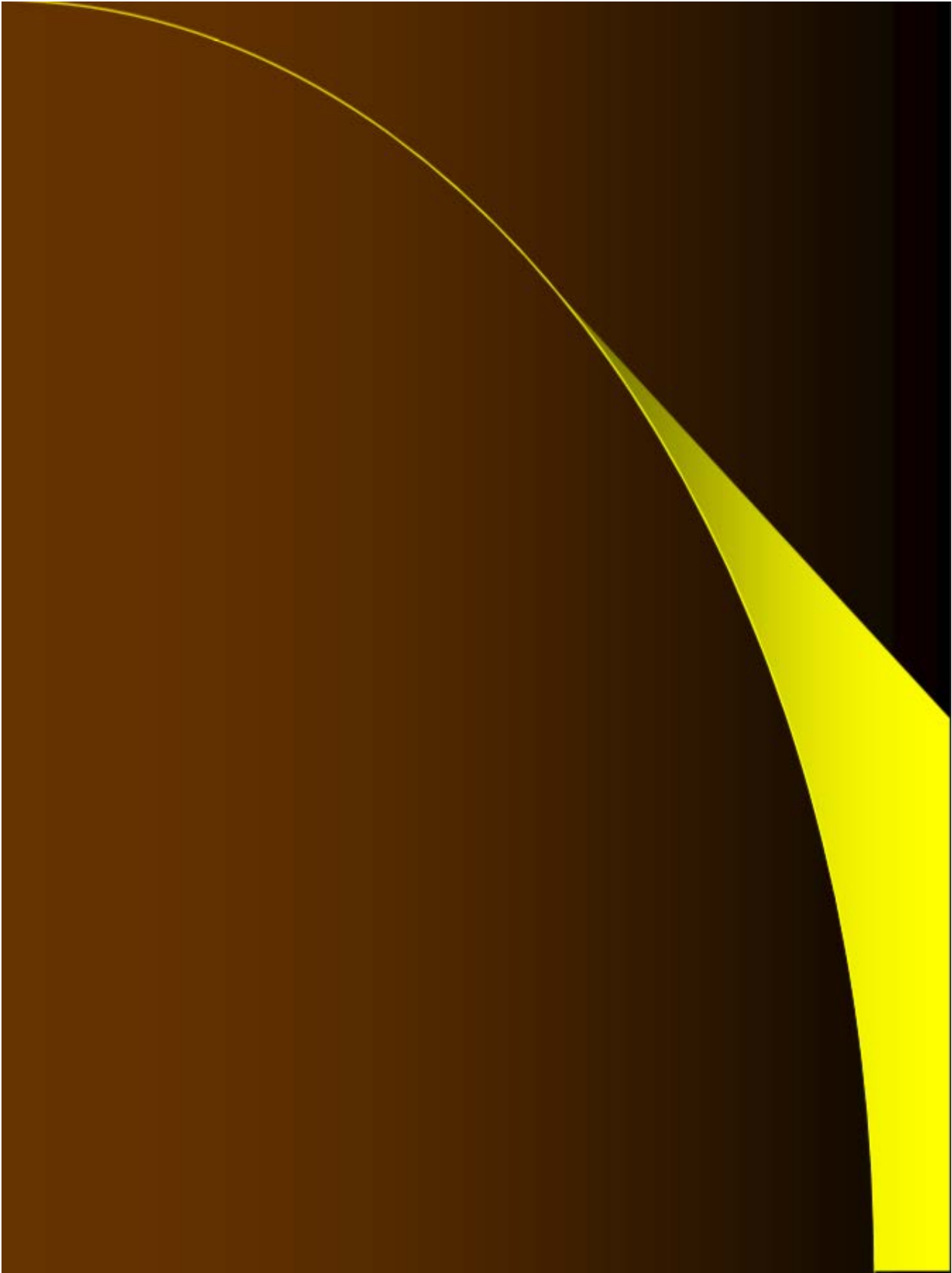
We have reviewed the system of quality control for the accounting and auditing practice of McGee, Hearne & Paiz, LLP (the firm) in effect for the year ended June 30, 2016. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included audits performed under *Government Audit Standards* and audits of employee benefit plans.

In our opinion, the system of quality control for the accounting and auditing practice of McGee, Hearne & Paiz, LLP in effect for the year ended June 30, 2016, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. McGee, Hearne & Paiz, LLP has received a peer review rating of *pass*.

Brady, Martz

Brady Martz and Associates, P.C.





July 24, 2017

To the Audit and Fiscal Integrity Committee
Board of Trustees
University of Wyoming
Department 3314, 1000 East University Avenue
Room 318, Old Main
Laramie, Wyoming 82071-3314

Attention: Janet S. Lowe, CPA, Associate Vice President for Fiscal Administration

This letter is to explain our understanding of the arrangements for, and the nature and limitations of, the services we are to perform for the University of Wyoming Intercollegiate Athletics Department (the "Department") with respect to certain records and transactions of the Department for the year ended June 30, 2017, in accordance with the National Collegiate Athletics Association (NCAA) Financial Audit Guidelines. The specific procedures to be performed are included as Attachment A (the "Attachment") to this letter.

Engagement Services

Our engagement will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. Because the procedures included in the Attachment to this letter do not constitute an audit made in accordance with generally accepted auditing standards, we will not express an opinion on any of the specific elements, accounts or items referred to in our report or on the financial statements of the Department taken as a whole.

At the conclusion of our engagement, we will submit a report in letter form outlining the procedures performed and our findings resulting from the procedures performed.

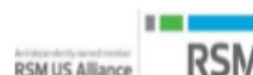
Our report will contain a statement that it is intended solely for the use of the Department, the University of Wyoming Board of Trustees, and the NCAA and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. Should you desire that others be added to our report as specified parties, please contact us as it will be necessary to obtain their agreement with respect to the sufficiency of the procedures for their purpose.

Our report will also contain a paragraph pointing out that, if we had performed additional procedures or if we had conducted an audit in accordance with generally accepted auditing standards, matters in addition to any findings that may result from the procedures performed might have come to our attention and been reported to you.

The procedures that we will perform are not designed and cannot be relied upon to disclose errors, fraud, or illegal acts, should any exist. However, we will inform the appropriate level of management of any material errors that come to our attention and any fraud or illegal acts that come to our attention, unless they are clearly inconsequential.

314 West 18th Street
Cheyenne, WY 82001
(307) 634-2151

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University of Wyoming
Re: Intercollegiate Athletics Department
July 24, 2017
Page 2

Furthermore, the procedures were not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, we will communicate to management and the Board of Trustees any significant deficiencies or material weaknesses that become known to us during the course of the engagement.

University of Wyoming Intercollegiate Athletics Department's Responsibilities

The sufficiency of the procedures included in the Attachment is solely the responsibility of the Department, the University of Wyoming Board of Trustees, and the NCAA. We make no representation regarding the sufficiency of the procedures described above, either for the purpose for which these services have been requested or for any other purpose. Management is responsible for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of records and transactions of the Department that are free from material misstatement, whether due to fraud or error.

In addition, management is responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Department involving management, employees who have significant roles in internal control, and others where the fraud could have a material effect on the financial statements. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the Department received in communications from employees, former employees, analysts, regulators, short sellers, or others.

The Department agrees that it will not include our reports, or otherwise make reference to us, in any public or private securities offering without first obtaining our consent. Any request for consent is also a matter for which separate arrangements will be necessary. After obtaining our consent, the Department also agrees to provide us with printer's proofs or masters of such offering documents for our review and approval before printing, and with a copy of the final reproduced material for our approval before it is distributed.

Because McGee, Hearne & Paiz, LLP will rely on the Department and its management and audit committee to discharge the foregoing responsibilities, the Department holds harmless and indemnifies McGee, Hearne & Paiz, LLP and its partners and employees from all claims, liabilities, losses, and costs arising in circumstances where there has been a known misrepresentation by a member of the Department's management that has caused, in any respect, McGee, Hearne & Paiz, LLP's breach of contract or negligence. This provision will survive termination of this letter.

Records and Assistance

If circumstances arise relating to the condition of the Department's records, the availability of appropriate evidence, or indications of a significant risk of material misstatement of the financial statements because of error, fraudulent financial reporting, or misappropriation of assets which, in our professional judgment, prevent us from completing the engagement or forming an opinion, we retain the unilateral right to take any course of action permitted by professional standards, including declining to express an opinion, or issue a report, or withdrawing from the engagement.

During the course of our engagement, we may accumulate records containing data that should be reflected in the Department's books and records. The Department will determine that all such data, if necessary, will be so reflected. Accordingly, the Department will not expect us to maintain copies of such records in our possession.

The assistance to be supplied by Department personnel, including the preparation of schedules and analyses of accounts, has been discussed and coordinated with Bill Sparks, Senior Associate Athletic Director – Business Operations. The timely and accurate completion of this work is an essential condition to our completion of our services and issuance of our report.

University of Wyoming
Re: Intercollegiate Athletics Department
July 24, 2017
Page 3

Fees, Costs, and Access to Documentation

Our fees for the services described above are based on the time required by the individuals assigned to the engagement, plus direct expenses. Our fee for the services described in this letter will not exceed \$24,385. Billings are due upon submission.

In the event we are requested or authorized by the Department or are required by government regulation, subpoena, or other legal process to produce our documents or our personnel as witnesses with respect to our engagements for the Department, the Department will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expenses, as well as the fees and expenses of our counsel, incurred in responding to such requests.

If any term or provision of this agreement is determined to be invalid or unenforceable, such term or provision will be deemed stricken, and all other terms and provisions will remain in full force and effect.

This letter constitutes the complete and exclusive statement of agreement between McGee, Hearne & Paiz, LLP and the Department, superseding all proposals, oral or written, and all other communications, with respect to the terms of the engagement between the parties.

If this letter defines the arrangements as the Department understands them, please sign, date, and return a copy of this letter to us. We appreciate the opportunity to continue to be of service to the University of Wyoming Intercollegiate Athletics Department.

McGEE, HEARNE & PAIZ, LLP



Wayne R. Herr, Partner

Attachment: Attachment A

Confirmed on behalf of the addressee:

Janet S. Lowe, CPA
Associate Vice President
for Fiscal Administration

_____, 2017

ATTACHMENT A

Internal Controls

1. Identify aspects of the internal control structure unique to the University of Wyoming Intercollegiate Athletics Departments (the "Department"). Test these aspects of the internal control structure that have not been addressed in connection with the audit of the University of Wyoming's (the "University") Financial Statements.
2. Obtain an organizational chart and review with appropriate personnel. Inquire of management regarding control consciousness, the use of internal audit in the Department, competence of personnel, and protection of records and equipment.

Affiliated and Outside Organizations

3. Determine if there are any "affiliated or outside organizations" as defined in the NCAA Financial Audit guidelines. If any, test procedures for gathering information on the nature and extent of any affiliated or outside organization activity for or on behalf of the Department. Obtain the Department's statements for the reporting period and agree to the Department's general ledger. Obtain and review the audited financial statements of the organization and any additional reports regarding internal control matters.

SCHEDULE OF REVENUES OF INTERCOLLEGIATE ATHLETICS PROGRAMS

Following is a complete listing of the minimum agreed-upon procedures for revenues, by category, to be performed.

Before the commencement of fieldwork, the Independent accountant should ensure that the amounts reported on the statement agree to the Department's general ledger. For all revenue categories, perform the minimum agreed-upon procedures set forth below.

4. Compare and agree each operating revenue category reported in the statement during the reporting period to supporting schedules provided by the Department. If a specific reporting category is less than 4% of total revenues, no procedures are required for that specific category.
5. Tie out ending cash to the Financial Records System. Compare and agree a sample of operating revenue receipts obtained from the above operating revenue supporting schedules to adequate supporting documentation. Select a statistical numeric sample of receipts utilizing a planned expected error rate of zero, a minimum confidence level of 90%, and a maximum tolerable deviation rate of 10%. This would result in a sample of 22 receipts selected to determine if significant internal accounting controls are functioning as represented to us by the University.
6. Compare each major revenue account over 10% of the total revenues to prior period amounts and budget estimates. Obtain and document an understanding of any variations greater than 10% from the prior year. Report the analysis as a supplement to the final agreed upon procedures report.

Attachment A
Page 2 of 10

Note: For all categories listed below, recalculate totals:

Ticket Sales

7. Compare tickets sold during the reporting period, complimentary tickets provided during the reporting period, and unsold tickets to the related revenue reported by the Department in the statement and the related attendance figures.

Student Fees

8. Compare and agree student fees reported by the Department in the statement for the reporting to student enrollments during the same reporting period.
9. Obtain and document an understanding of the Department's methodology for allocating student fees to intercollegiate athletics programs.
10. If the Department is reporting that an allocation of student fees should be countable as generated revenue, recalculate the totals of their methodology for supporting that they are able to count each sport. Tie the calculation to supporting documents such as seat manifests, ticket sales reports, and student fee totals.

Direct State or Other Governmental Support

11. Compare direct state or other governmental support recorded by the Department during the reporting period with state appropriations, University authorizations, and/or other corroborative supporting documentation.

Direct Institutional Support

12. Compare the direct University support recorded by the Department during the reporting period with the University supporting budget transfers documentation and other corroborative supporting documentation.

Transfers Back to the Institution

13. If applicable, compare the transfers back to the University with permanent transfers back to the University from the Department.

Indirect Institutional Support

14. Compare the indirect University support recorded by the Department during the reporting period with expense payments, cost allocation detail and other corroborative supporting documentation.

Guarantees

15. Select a sample of two settlement reports for away games during the reporting period and agree each selection to the Department's general ledger and/or the statement.
16. Compare and agree two contractual agreements pertaining to revenues derived from guaranteed contests during the reporting period and compare and agree each selection to the Department's general ledger and/or the statement.

Attachment A
Page 3 of 10

Contributions

17. Any contributions of monies, goods, or services received directly by an intercollegiate athletics program for any affiliated or outside organization, agency, or group of individuals (two or more) not included above (e.g., contributions by corporate sponsors) that constitutes 10% or more in aggregate for the reporting year of all contributions received for intercollegiate athletics during the reporting periods shall obtain and review supporting documentation for each contribution.

In-Kind

18. If applicable, compare the in-kind recorded by the Department during the reporting period with a schedule of in-kind donations.

Compensation and Benefits Provided by a Third Party

19. Obtain the Summary of Revenues from affiliated and outside organizations (the "Outside Income Schedule") as of the end of the reporting period from the Department. Select three coaches from the Outside Income Schedule and compare and agree each selection to supporting documentation, the Department's general ledger, and/or the Summary.
20. If the third party was audited by independent auditors, obtain the related independent auditors' report.

Media Rights

21. Obtain and inspect agreements to understand the Department's total media (broadcast, television, radio) rights received by the Department or through their conference offices.
22. Compare and agree related revenues to the Department's general ledger and/or the statement. Ledger totals may be different for total conference distributions if media rights are not broken out separately.

NCAA Distributions

23. Compare the amounts recorded in the revenue and expense reporting to general ledger detail for NCAA distributions and other corroborative supporting documents.

Conference Distributions

24. Obtain and inspect agreements related to the Department's conference distributions and participation in revenues from tournaments during the reporting period to gain an understanding of the relevant terms and conditions.
25. Compare and agree the related revenues to the Department's general ledger and/or the statement.

Program Sales, Concessions, Novelty Sales, and Parking

26. Compare the amount recorded in the revenue reporting category to a general ledger detail of program sales, concessions, novelty sales, and parking, as well as any other corroborative supporting documents.

Attachment A
Page 4 of 10

Royalties, Licensing, Advertisements, and Sponsorships

27. Obtain and inspect agreements related to the Department's participation in revenues from royalties, licensing, advertisements, and sponsorships during the reporting period to gain an understanding of the relevant terms and conditions.
28. Compare and agree the related revenues to the Department's general ledger and/or the statement.

Sports Camp Revenues

29. If applicable, inspect sports camp contract(s) between the Department and person(s) conducting University sports camps or clinics during the reporting period to obtain an understanding of the Department's methodology for recording revenues from sports camps.
30. If applicable, obtain schedules of camp participants and select a sample of individual camp participant cash receipts from the schedule of sports camp participants and agree each selection to the Department's general ledger and/or the statement.

Athletics Restricted Endowment and Investment Income

31. Obtain and inspect five endowment agreements to gain an understanding of the relevant terms and conditions.
32. Compare and agree the classification and use of endowment and Investment Income reported in the statement during the reporting period to the uses of income defined within the related endowment agreement.
33. Perform minimum agreed-upon procedures referenced for all revenue categories.

Bowl Revenues

34. Obtain and inspect agreements related to the Department's revenues from post-season bowl participation during the reporting period to gain an understanding of the relevant terms and conditions.
35. Compare and agree the related revenues to the Department's general ledger.

SCHEDULE OF EXPENSES OF INTERCOLLEGIATE ATHLETICS PROGRAMS

Following is a complete listing of the minimum agreed-upon procedures for expenses, by category, to be performed to the statement by the independent accountant.

Before the commencement of fieldwork, the independent accountant should ensure that the amounts reported on the statement agree to the Department's general ledger. For all expense categories, perform the minimum agreed-upon procedures set forth below.

34. Compare and agree each expense category reported in the statement during the reporting period to supporting schedules provided by the Department. If a specific category is less than 4% of the total expenses, no procedures are required for that specific category.
35. Compare and agree a sample of expenses obtained from the above operating expense supporting schedules to adequate supporting documentation. Select a statistical numeric sample of receipts utilizing a planned expected rate of zero, a minimum confidence level of 90%, and a maximum tolerable deviation rate of 10%. This would result in a sample of 22 receipts selected to determine if significant internal accounting controls are functioning as represented to us by the University.

Attachment A
Page 5 of 10

36. Compare each major expense account over 10% of the total expenses to prior period amounts and budget estimates. Obtain and document an understanding of any variations 10% from the prior year. Report the analysis as a supplement to the final agreed-upon procedures report.

Note: For all categories listed below, recalculate totals:

Athletic Student Aid

37. Select a sample of students (10% of the total student-athletes for institutions who have used NCAA's Compliance Assistant (CA) software to prepare athletic aid detail, with a maximum sample size of 40 and 20% of total student-athletes for institutions who have not, with a maximum sample size of 60) from the listing of University student aid recipients during the reporting period. Data should be captured by the institution through the creation of a squad list for each sponsored sport.
38. Obtain individual student account detail for each selection and compare total aid in the University's student system to the student's detail in CA or the institution report that ties directly to the NCAA Membership Financial Reporting System.
39. Perform a check of each student selected to ensure their information was reported accurately in either the NCAA's Compliance Assistant (NCAA CA) software or entered directly into the NCAA Membership Financial Reporting System using the following criteria:
 - a. The equivalency value for each student-athlete in all sports, including head-count sports, needs to be converted to a full-time equivalency value. The full-time equivalency value is calculated using the athletic grant amount reported on the squad list as the numerator and the full grant amount which is the total cost for tuition, fees, books, room, and board for an academic year as the denominator. If using the NCAA CA software, this equivalency value will be calculated for you on the squad list labeled, "Rev. Dist. Equivalent Award".
 - b. A student-athlete can only be included in one sport.

Note: NCAA CA software will place an asterisk by student-athlete within the sport that is not countable towards grants-in-aid revenue distribution per sport hierarchy listed in the DI Manual.
 - c. All equivalency calculations should be rounded to two decimal places.

Note: The NCAA CA software and the on-line summary form will automatically round to two decimal places.
 - d. The full grant amount should always be the full cost of tuition for an academic year, not semester. The "Period of Award" column on the NCAA CA squad list can identify those student-athletes receiving aid for a particular semester.
 - e. If a sport is discontinued and the athletic grant(s) are still being honored by the University, the grant(s) are included in student-athlete aid for revenue distribution purposes.
 - f. Student-athletes receiving athletic aid who have exhausted their athletic eligibility or are inactive due to medical reasons should be included in the student-athlete aid total and correctly noted on the squad list.
 - g. Only athletic aid awarded in sports in which the NCAA conducts championship competitions, emerging sports for women, and FBS football should be included in the calculations.

Attachment A
Page 6 of 10

- h. If a selected student received a Pell Grant, ensure the value of the grant is not included in the calculation of equivalencies or the total dollar amount of student athletic aid expense for the institution.
- i. If a selected student received a Pell Grant, ensure the student's grant was included in the total number and total value of Pell Grants reported for Revenue Distribution purposes in the NCAA Membership Financial Reporting System.

Guarantees

- 40. Obtain and inspect visiting Department's away-game settlement reports received by the Department during the reporting period and agree related expenses to the Department's general ledger and/or the statement.
- 41. Obtain and inspect two contractual agreements pertaining to expenses recorded by the Department from guaranteed contests during the reporting period. Compare and agree related amounts expensed by the Department during to the Department's general ledger and/or the statement.

Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities

- 42. Obtain and inspect a listing of coaches employed by the Department and related entities during the reporting period. Select five coaches' contracts that must include football, and men's and women's basketball, from the above listing.
- 43. Compare and agree the financial terms and conditions of each selection to the related coaching salaries, benefits, and bonuses recorded by the Department and related entities in the statement during the reporting period.
- 44. Obtain and inspect payroll summary registers for the reporting year for each selection. Compare and agree payroll summary registers from the reporting period to the related coaching salaries, benefits, and bonuses paid by the Department and related entities expense recorded by the Department in the statement during the reporting period.
- 45. Compare and agree the totals recorded to any employment contracts executed for the sample selected.

Coaching Other Compensation and Benefits Paid by a Third Party

- 46. Obtain and inspect a listing of coaches employed by third parties during the reporting period. Select a sample of coaches' contracts that must include football, and men's and women's basketball, from the listing.
- 47. Compare and agree the financial terms and conditions of each selection to the related coaching other compensation and benefits paid by a third party and recorded by the Department in the statement during the reporting period.
- 48. Obtain and inspect reporting period payroll summary registers for each selection. Compare and agree related payroll summary register to the coaching other compensation and benefits paid by a third party expenses recorded by the Department in the statement during the reporting period.

Attachment A
Page 7 of 10

Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities

49. Select 18 support staff/administrative personnel employed by the Department and related entities during the reporting period.
50. Obtain and inspect reporting period summary payroll register for each selection. Compare and agree related summary payroll register to the related support staff/administrative salaries, benefits, and bonuses paid by the Department and related entities expense recorded by the Department in the statement during the reporting period.

Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party

51. Select a sample of support staff/administrative personnel employed by the third parties during the reporting period.
52. Obtain and inspect reporting period payroll summary registers for each selection. Compare and agree related payroll summary registers to the related support staff/administrative other compensation and benefits expense recorded by the Department in the statement during the reporting period.

Severance Payments

53. Select one employee receiving severance payments by the Department during the reporting period and agree each severance payment to the related termination letter or employment contract.

Recruiting

54. Obtain and document an understanding of the Department's recruiting expense policies.
55. Compare and agree to existing University- and NCAA-related policies.
56. Obtain general ledger detail and compare to the total expenses reported.

Team Travel

57. Obtain and document an understanding of the Department's team travel policies.
58. Compare and agree to existing University- and NCAA-related policies.
59. Obtain general ledger detail and compare to the total expenses reported.

Equipment, Uniforms, and Supplies

60. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

Game Expenses

61. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

Fund Raising, Marketing, and Promotion

62. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

Attachment A
Page 8 of 10

Sports Camp Expenses

63. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

Spirit Groups

64. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

Athletic Facility Debt Service, Leases, and Rental Fees

65. Obtain a listing of debt service schedules, lease payments, and rental fees for athletics facilities for the reporting year. Compare a sample of facility payments including the top two highest facility payments to additional supporting documentation (e.g., debt financing agreements, leases, rental agreements).
66. Compare amounts recorded to amounts listed in the general ledger detail.

Direct Overhead and Administrative Expenses

67. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

Indirect Institutional Support

68. Tested with revenue section – Indirect Institutional Support.

Medical Expenses and Medical Insurance

69. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

Memberships and Dues

70. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

Other Operating Expenses and Transfers to Department

71. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

ADDITIONAL MINIMUM AGREED-UPON PROCEDURES

In order for the NCAA to place reliance on the financial reporting for NCAA distributions purposes, the following procedure will be performed:

72. Compare and agree the sports sponsored reported in the NCAA Membership Financial Reporting System to the squad lists of the Department. The NCAA Membership Financial Reporting System populates the sports from the NCAA Membership Database as they are reported by the Department. If there is a discrepancy in the sports sponsored between the NCAA Membership Financial Reporting System and the squad lists, inquire about the discrepancy and report the justification in the AUP report.

Attachment A
Page 9 of 10

73. Obtain the Department's Sports Sponsorship and Demographics Forms Report for the reporting year. Validate that the countable sports reported by the University meet the minimum requirements set forth in Bylaw 20.9.6.3 for the number of contests and the number of participants in each contest that is counted toward meeting the minimum contest requirement. Once countable sports have been confirmed, ensure that the Department has properly reported these sports as countable for revenue distribution purposes within the NCAA Membership Financial Reporting System.

Note: Any discrepancies MUST be resolved within the NCAA Membership Financial Reporting System prior to the report being submitted to the NCAA.

74. For Pell Grants: Agree the total number of Division I student-athletes who, during the academic year, received a Pell Grant award (e.g., Pell Grant recipients on Full Grant-in-Aid, Pell Grant recipients on Partial Grants-in-Aid and Pell Grant recipients with no Grants-in-Aid) and the total value of these Pell Grants reported in the NCAA Membership Financial Reporting System to a report, generated out of the institution's financial aid records, and all student-athlete Pell Grants.

Note: Individual student-aid file testing in step 37 above should tie any selected student-athletes who received Pell grants back to the report of all student-athlete Pell Grants to test the completeness and accuracy of the report.

Minimum Agreed-Upon Procedures Program for Other Reporting Items

Following is a complete listing of the minimum agreed-upon procedures for other reporting items, by category, to be performed to the statement by the independent accountant. Before the commencement of fieldwork, the independent accountant should ensure that the amounts reported on the statement agree to the institution's general ledger.

Excess Transfers to Institution and Conference Realignment Expenses

75. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.

Total Athletics Related Debt

76. Obtain repayment schedules for all outstanding intercollegiate athletics debt during the reporting period. Recalculate annual maturities (consisting of principal and interest) provided in the schedules obtained.
77. Agree the total annual maturities and total outstanding athletic related to supporting documentation and the institution's general ledger, as applicable.

Total Institutional Debt

78. Agree the total outstanding institutional debt to supporting documentation and the institution's audited financial statements, if available, or the institution's general ledger.

Value of Athletics Dedicated Endowments

79. Obtain a schedule of all athletics dedicated endowments maintained by athletics, the institution, and affiliated organizations. Agree the fair market value in the schedule(s) to supporting documentation, the general ledger(s) and audited financial statements, if available.

Attachment A
Page 10 of 10

Value of Institutional Endowments

80. Agree the total fair market value of institutional endowments to supporting documentation, the institution's general ledger and/or audited financial statements, if available.

Total Athletics Related Capital Expenditures

81. Obtain a schedule of athletics related capital expenditures made by athletics, the institution, and affiliated organizations during the reporting period.
82. Obtain general ledger detail and compare to the total expenses reported. Select a sample of transactions to validate existence of transaction and accuracy of recording.
83. Obtain a schedule of total intercollegiate athletics capitalized assets, additions, and improvements of facilities summarized by type. Substantiate the schedule by agreeing totals to the general ledger. Select and agree significant capitalized additions (greater than 10% of total capital additions) to adequate supporting documentation.

Section IV

Change in Scope of Single Audit Act

UNIVERSITY OF WYOMING

PRE-AUDIT MEETING SEPTEMBER 13, 2017

SECTION IV: CHANGE IN SCOPE OF SINGLE AUDIT ACT

In 2016, significant changes were made to the Single Audit Act's specific guidance, formally called OMB Circular A-133, now known as Uniform Grant Guidance (UGG). This new guidance changed the scope and selection process for testing internal control and compliance with Federal funds.

The University of Wyoming Single Audit fee estimate included in the 2013 Four-Year Fee Proposal under Schedule B assumed the following major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA #</u>
Research and Development (R&D)	Cluster
Student Financial Assistance (SFA)	Cluster
Gear-Up	84.334

Based upon the preliminary Schedule of Expenditures of Federal Awards (SEFA) for the year ended June 30, 2017, as well as the new major program guidance in the UGG, there will be a change in the scope of the audit.

Although all three of the programs above qualify as Type A programs based on their level of expenditures, they have no high-risk characteristics for FY17, e.g., they have been audited in the last two years, they had no material weaknesses in internal control, and they did not have modified opinions. Therefore, they will be assessed as low-risk Type A programs. The R&D Cluster and Gear-Up will not be audited in FY17; however, in order to meet the required coverage of Federal expenditures, the SFA Cluster will be audited in FY17.

We are also required to audit one high-risk Type B Program for every four low-risk Type A programs. As such, the following high-risk Type B program will be subjected to audit in FY17 – Cooperative Extension Service (CES).

As a result, the programs that will be subjected to audit in FY17 are as follows:

<u>Name of Federal Program or Cluster</u>	<u>CFDA #</u>
Student Financial Assistance (SFA) Cluster	Cluster
Cooperative Extension Service (CES)	10.500

Due to a) the change in the scope of the programs being audited and b) the fact that the new program above will require additional hours to research applicable compliance requirements and to document systems understanding and internal controls by the program manager, we propose the following change in the fee for FY17:

Fees per proposal	\$ 102,150
Elimination of R&D Cluster	(35,000)
Additional fee for new Type B program (CES)	4,000
	<u>\$ 71,150</u>

Note that the proposed fee above is based on the preliminary SEFA and may be subject to change upon review and testing of the final SEFA. Please advise if you have any questions or require any additional information.



White paper prepared for the UW Trustees
 Edmund J. Synakowski, Vice President for Research and Economic Development
 September 2017

Research Vision, the Science Initiative, and Path Forward

Research vision - The great questions that Wyoming, the nation, and the world will face in the next half century - – the ones that will drive economic opportunity - will be intrinsically interdisciplinary. The “go-to” institutions of choice of industry as well as state and national governments will have a strong culture of partnership and a nimbleness in its responsiveness. The capabilities that can be developed through the facilities of the Science Initiative have the potential of enabling UW to lead in developing such a culture and responses, positioning its students and citizens to be among thought and business leaders in addressing Wyoming’s and the nation’s needs. This demands that keen attention be paid in the final stages of design and program execution to ensure that the goals of the Science Initiative are met.

Personal background and motivation – I am most fortunate to have joined the University of Wyoming a month ago. For the previous eight years, I served as Associate Director of Science in the U.S. Department of Energy (DOE). The Office of Science is the nation’s largest single supporter of research in the physical sciences, with an annual budget of \$5B. The office I led, Fusion Energy Sciences, has an annual appropriated budget of about \$400M. Stakeholders include 8 national labs, 2 federal labs, about 50 universities, and about 15 industrial partners. In this post, I participated in the evaluation of and strategy setting of key performers across the entire Office of Science, and witnessed and governed both successful and failed partnerships. Prior to taking this position in 2009, I was a research program leader at Lawrence Livermore National Lab, and a scientist and program leader at Princeton University’s Princeton Plasma Physics Lab. In my research career I engaged scientists from universities, national labs, and industry. Forging successful partnerships transformed my research career.

Potential and draw of UW - Considerations driving my exploring and accepting this position as VPRED included the potential of transforming the broad research enterprise here into one enabled by a culture of partnership. This culture will be enabled by sharpened partnering practices between disciplines on campus, and between stakeholders off campus that include other universities, industrial and business partners, and national laboratories. I see the Science Initiative as a potentially transformative force in enabling this vision, if executed thoughtfully and with discipline.

Lessons learned – There are elements in common to all successful research enterprises, be they single PI programs on multi-\$B facilities. Successful ventures reach out and instinctively partner with other institutions and disciplines. They don’t flinch from competition. They are nimble. They have well-developed plans that are responsive to national and regional needs, but also exhibit flexibility as things are learned. They exhibit open communications between scientists and sponsors, treating both as partners. Those characteristics are sought and rewarded by research sponsors, as single PI’s and institutions earn reputations for being “go-to” players in the research field to solve challenges of national need. All of these characteristics must be promoted in any successful Science Initiative at UW.

UW Motivation for the Science Initiative Building - Recall the origins for the facility came through a charge issued by Governor Mead to a state task force. The charge included:

- “1. The renovation and construction of science laboratories and instructional areas at UW, which shall be designed in cost and approach to lead the University toward a top-quartile academic and research institution in areas of science pertinent to the economies of Wyoming and the nation, and other elements related to Wyoming’s quality of life...
- “2. Improve the quality of instruction and research in the various fields of science that supports the goal of being a top-quartile science program that prepares students for successful careers in the sciences. Emphasis shall be placed on the retention and recruitment of high-performing

White paper prepared for the UW Trustees
September 2017

faculty and graduate and undergraduate students, encouraging innovative research, and educational partnerships with employers of science graduates...”

The response of the Task Force was strong. Relevant to the recommended mission of a major new facility to be supported by the Science Initiative is this statement from the Task Force report:

“Two new research centers—the Center for Advanced Scientific Imaging and the Center for Integrative Biological Research - will form an innovation nexus to stimulate external funding and research productivity and to train the next generation of Wyoming science scholars, teachers, and researchers. Equipped with strategically placed collaboration spaces, the centers will be housed in a single science complex, which will serve to develop interdisciplinary research activities involving chemists, physicists, astronomers, and biologists. Collaborative research activities across disciplines in the core sciences will transform the way UW investigates and teaches science”

Principles governing Science Initiative Building focus and use – The principles girding this vision make sense. Promoting excellence in research and education in integrative biological research, referred to here as the Life Sciences and interpreted here as reaching far beyond any one or two departments, will ensure that Wyoming’s students become imbedded in one of the fastest moving and economically relevant broad areas of research in the country. Indeed, the vision of the SI as promoting education *through* research can be readily carried out in the life sciences. Life science is also a broad area only made vibrant and economically relevant through partnerships between disciplines, a culture that prizes entrepreneurship, and practices that promotes this. Indeed, as reflected by the Task Force Report, partnerships can and should extend beyond the life sciences per se in order to make discoveries as impactful as possible to industry as well as to deepen the body of fundamental knowledge.

The emphasis on visualization is a response to the extraordinary evolution in how measurements are made and interpreted in the life sciences and beyond. Visualization has transformed scientific inquiry ranging from the molecular to the interstellar. The opportunity for UW to enable many disciplines to advance and lead through visualization is significant. One need only to look at medical imaging to have a sense of the possible economic value in getting students excited and involved in this aspect of modern research life. Their working side-by-side with world-leading faculty with such tools will shape careers. The very task of drawing rigorous conclusions from complex scientific images is itself emerging as a scientific discipline, one transferable to many fields within and outside of science.

Several principles should be followed in determining occupancy of the SI Building

1. *Occupancy in the SI Building will be determined competitively.* While guided by strategic judgments, as well as by research strengths at UW, internal competitive review supplemented by external review will significantly inform occupancy decisions. The expectation is that research that is not productive, that has run its course, or is surpassed by more promising concepts will be sunsetted.
2. *Some infrastructure choices will have to be made early during the building design* - Some realities of facility needs will force this. However, as much space as possible will not be assigned to a particular application until fairly late in the design and construction phase and, in some cases, afterwards. Retaining flexibility as long as possible was urged upon us in a recent visit to Stanford (below).
3. *Common-use core facilities will be a key feature of the building* – Those incorporated will be chosen in part based on their potential for supporting several disciplines, especially through student research participation. Such facilities include visualization tools at the center of the CAIS and a state-of-the-art greenhouse. Common use makes economic sense while promoting cross-disciplinary partnerships.
4. *A flexible Active Learning Center or Centers will be central to student education* – An example of this is in the Enzi STEM Facility

White paper prepared for the UW Trustees
September 2017

5. *Student-faculty engagement shall be a critical factor driving final design decisions.* This is a critical component of education through research
6. *Visual attractiveness of the facility, projecting openness and research vitality, will be promoted to the extent that it does not adversely affect research and education effectiveness and costs*

The design effort to date, reactions, and the recent Stanford visit – An extensive set of discussions has been carried out by a group of UW faculty that was focused not only on research opportunities but also on promoting student-faculty engagement and interdisciplinary collaboration. This was carried out consultation with architects (Perkins and Will; P&W) and UW facilities staff. Recently, an intermediate design was presented by P&W and discussed with some stakeholders, including former state legislator Phil Nicholas. Concerns expressed included the apparent specific assignments of two academic departments to the proposed building, and the placement of faculty office space interpreted by some as being at the expense of research space and the potentially the promotion of exchange of ideas. There were also concerns expressed about the exterior design of the building, and a perceived inconsistency with what is most appropriate for UW as it extends its footprint northward.

This spawned a trip taken on September 8 2017 to Stanford to tour research facilities that are viewed as state of the art. The contingent consisted of administration staff (myself, Provost Miller, VP for Administration Mai and Matt Kibbon (Facilities Construction)), UW faculty (Bret Hess, Associate Dean, College of Agriculture; David Williams, Dept. Head, Botany; Peter Thorsness, Dept. Head, Molecular Biology), Chris Rothfuss of the Wyoming Senate, and Trustee and former Representative Kermit Brown. Three architects from Perkins and Will also joined the tours and discussions that accompanied them.

Facilities of interest were the Clark Center, a research center constructed in 2001 and aimed at promoting interdisciplinary research and partnering with the biotech industry, the Lokey Building, a center for stem cell research built afterward and drawing upon lessons learned from the Clark Center construction and operations, and another building constructed before Clark.

Conclusions from the visit include:

1. It is possible to promote researcher and student interactivity with a range of open or less-open designs
2. Competition in determining occupancy works in spaces that are obviously attractive for the work
3. The science to be performed is the primary driver for attracting student interest and faculty support, and less so the cosmetics of any particular design
4. The intermediate design of the SI Building provided by P&W has many items in common to the Lokey Building at Stanford, and in our judgment, some advances regarding open interaction space. That said, the Lokey Building's function is different from that intended for the SI Building. Constructive lessons for both can be drawn from consideration of both buildings
5. A useful and exciting building design is only a starting point – ultimately, it will be up to institutional governance practices ranging from occupant choice to facility management that will determine the success or failure of the SI Building
6. To drive a sharp design home, responsibility should be given to a small group of university officials and faculty, as compared to a larger ensemble of faculty. The task of the group should be made clear, i.e. to make the final hard decisions necessary to determine a final, compelling design. This point was made clear at least two stops on the Stanford visit by our hosts.

Path forward – This VPRED will be assuming the responsibility of assembling a small group to work with stakeholders (architects, faculty, legislature, others) to drive the building design to conclusion, in time for presentation to the Legislature as budget discussions are underway. Members of the group will include the VPRED, VP for Administration including Facilities staff, select faculty (three to four).

DRAFT MODIFICATIONS
Endorsed by the Regulation Committee 7-12-17

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

DRAFT MODIFICATIONS
Endorsed by the Regulation Committee 7-12-17

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~~ a Director of Intercollegiate Athletics and a ~~Special Assistant to the President for Diversity~~ Chief Diversity Officer. The ~~Special Assistant to the President for Diversity~~ Chief Diversity Officer 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~~ The President 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

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Endorsed by the Regulation Committee 7-12-17

University of Wyoming at Casper; enrollment management; international programs; the University Libraries; and undergraduate and graduate education.

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, including HLC Accreditation. 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 AnalysisPlanning, 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

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Endorsed by the Regulation Committee 7-12-17

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

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Endorsed by Regulation Committee 7-12-17

UW REGULATION 8-3

Admission of Undergraduate and Graduate Students

I. PURPOSE

To establish policies and procedures governing the admission of students to the University of Wyoming.

II. UNDERGRADUATE ADMISSION REQUIREMENTS

A. General Admission Requirements

The University seeks to admit qualified undergraduate students. Each applicant's admission shall be based on his or her individual academic achievement. To be considered for admission, an applicant must submit an application, a one-time nonrefundable application fee, official high school transcripts sent directly from the high school, and an official ACT or SAT test score (if the applicant is under 21) to the University's Office of Admissions.

Applicants seeking admission to the University of Wyoming at Casper shall be admitted based on the same criteria as applicants requesting admission for the Laramie campus.

B. Assured Admission

Assured undergraduate admission shall be granted to high school graduates and transfer students with fewer than thirty (30) transferable semester college credit hours who meet the following requirements:

1. A cumulative, un-weighted high school GPA of 3.0 (on a 4.0 scale);
2. A minimum composite ACT score of 21 or SAT score of ~~980 (math/critical reasoning combined)~~ 1060 (Evidence-Based Reading and Writing + Math, 2016 administration forward. Contact the Office of Admissions for details on concordance for previously administered exams); and
3. Completion of the *High School Success Curriculum* while attending high school.

C. Admission with Support

Undergraduate admission with support shall be granted to high school graduates who meet the following requirements:

1. A cumulative, un-weighted high school GPA of 2.5-2.99 or 2.25-2.49 and a minimum composite ACT score of 20 or SAT score of 1020 (Evidence-Based Reading and Writing + Math, 2016 administration forward. Contact the Office of Admissions for details on concordance for previously administered exams) ~~980 (math/critical reasoning combine)~~; and

Concordance Tables

Released: May 9, 2016

Instructions for Concording New SAT Scores to Old SAT Scores

Note: Two sets of tables are available: one to concord scores from the old SAT to the new SAT, and one from the new SAT to the old SAT. Be sure to use the appropriate direction — if you are starting with scores on the old SAT and need to concord to the new SAT, please see page 8 of this document: Instructions for Concording Old SAT scores to New SAT Scores.

YOU HAVE: NEW SAT SCORES Start with your scores on the new SAT:	YOU WANT: OLD SAT SCORES Find the related score(s) on the old SAT:	BY USING CONCORDANCE TABLE:
Total Score (ERW+M) (400-1600)	Total 2400 (CR+W+M) (600-2400)	Table 1: NEW SAT TO OLD SAT (TOTAL 2400) Use this table to concord new SAT 1600 (Evidence-Based Reading and Writing + Math) to old SAT 2400 (Critical Reading + Writing + Math)
Total Score (ERW+M) (400-1600)	Total 1600 (CR+M) (400-1600)	Table 2: NEW SAT TO OLD SAT (TOTAL 1600) Use this table to concord new SAT 1600 (Evidence-Based Reading and Writing + Math) to old SAT 1600 (Critical Reading + Math)
Math Section (M) (200-800)	Math Section (M) (200-800)	Table 3: NEW SAT MATH SECTION TO OLD SAT MATH SECTION (M TO M) Use this table to concord new SAT Math Section to old SAT Math Section
Writing and Language Test (WL) (10-40)	Writing Section (W) (200-800)	Table 4: NEW SAT WRITING AND LANGUAGE TEST TO OLD SAT WRITING SECTION (WL TO W) Use this table to concord new SAT Writing and Language Test to old SAT Writing Section
Reading Test (R) (10-40)	Critical Reading Section (CR) (200-800)	Table 5: NEW SAT READING TEST TO OLD SAT CRITICAL READING SECTION (R TO CR) Use this table to concord new SAT Reading Test to old SAT Critical Reading Section
Evidence-Based Reading and Writing Section (ERW) (200-800)	Writing + Critical Reading Sections (W+CR) (400-1600)	Table 6: NEW SAT EVIDENCE-BASED READING AND WRITING SECTION TO OLD SAT WRITING PLUS CRITICAL READING SECTIONS (ERW TO W+CR) Use this table to concord New SAT Evidence-Based Reading and Writing Section to old SAT Writing plus Critical Reading Sections

For more resources on concordance for Higher Education Professionals,
► [Click Here](#)

For K-12 Professionals,
► [Click Here](#)

Concordance Tables
Released: May 9, 2016

Instructions For Concording New SAT Scores to ACT Scores

Start with your score on the new SAT and find the related score on the ACT by using these concordance tables.

YOU HAVE: NEW SAT SCORES Start with your score on the New SAT	YOU WANT ACT SCORES Find the related score on the ACT	BY USING CONCORDANCE TABLE:
Total Score (ERW+M) (400-1600)	ACT Composite	Table 7: NEW SAT TOTAL TO ACT COMPOSITE (NEW SATWL TO ACTW) Use this table to concord New SAT scores to ACT Composite Scores
Writing and Language (WL) (10-40)	ACT English/Writing (before 2015 Fall)	Table 8: NEW SAT WRITING AND LANGUAGE TEST TO ACT ENGLISH/WRITING (PRE-2015) (NEW SATWL TO ACTW) Use this table to concord New SAT Writing and Language Test scores to ACT writing scores

**For more resources on concordance for Higher Education Professionals,
▶ Click Here**

**For K-12 Professionals,
▶ Click Here**

Concordance Tables

Released: May 9, 2016

New SAT to Old SAT Concordance Table (2400 Scale)

New SAT Total Score (400-1600)	Old SAT Total Score (600-2400)		New SAT Total Score (400-1600)	Old SAT Total Score (600-2400)		New SAT Total Score (400-1600)	Old SAT Total Score (600-2400)		New SAT Total Score (400-1600)	Old SAT Total Score (600-2400)
400	600		710	910		1020	1390		1330	1870
410	610		720	930		1030	1400		1340	1880
420	620		730	950		1040	1420		1350	1900
430	630		740	960		1050	1430		1360	1920
440	640		750	980		1060	1450		1370	1930
450	650		760	990		1070	1460		1380	1950
460	660		770	1010		1080	1480		1390	1970
470	670		780	1030		1090	1490		1400	1990
480	680		790	1040		1100	1510		1410	2000
490	690		800	1060		1110	1530		1420	2020
500	700		810	1070		1120	1540		1430	2040
510	710		820	1090		1130	1560		1440	2060
520	720		830	1110		1140	1570		1450	2080
530	730		840	1120		1150	1590		1460	2090
540	730		850	1140		1160	1610		1470	2110
550	740		860	1150		1170	1620		1480	2130
560	750		870	1170		1180	1640		1490	2150
570	760		880	1180		1190	1650		1500	2170
580	770		890	1200		1200	1670		1510	2190
590	780		900	1210		1210	1680		1520	2210
600	790		910	1220		1220	1700		1530	2230
610	800		920	1240		1230	1710		1540	2260
620	810		930	1250		1240	1730		1550	2280
630	820		940	1270		1250	1750		1560	2300
640	830		950	1280		1260	1760		1570	2330
650	840		960	1300		1270	1780		1580	2350
660	850		970	1310		1280	1790		1590	2370
670	860		980	1330		1290	1810		1600	2390
680	870		990	1340		1300	1820			
690	880		1000	1360		1310	1840			
700	900		1010	1370		1320	1850			

Concordance Tables

Released: May 9, 2016

New SAT to Old SAT Concordance Table (1600 Scale)

Table 2							
New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)
400	400	720	620	1040	960	1360	1300
410	410	730	630	1050	970	1370	1310
420	410	740	640	1060	980	1380	1320
430	420	750	660	1070	990	1390	1330
440	430	760	670	1080	1000	1400	1340
450	430	770	680	1090	1010	1410	1350
460	440	780	690	1100	1020	1420	1370
470	450	790	700	1110	1030	1430	1380
480	450	800	710	1120	1040	1440	1390
490	460	810	720	1130	1060	1450	1400
500	470	820	730	1140	1070	1460	1410
510	470	830	740	1150	1080	1470	1420
520	480	840	750	1160	1090	1480	1430
530	490	850	760	1170	1100	1490	1450
540	490	860	780	1180	1110	1500	1460
550	500	870	790	1190	1120	1510	1470
560	510	880	800	1200	1130	1520	1490
570	510	890	810	1210	1140	1530	1500
580	520	900	820	1220	1150	1540	1510
590	530	910	830	1230	1160	1550	1530
600	540	920	840	1240	1170	1560	1540
610	540	930	850	1250	1180	1570	1560
620	550	940	860	1260	1190	1580	1570
630	560	950	870	1270	1200	1590	1580
640	560	960	880	1280	1210	1600	1600
650	570	970	890	1290	1220		
660	580	980	900	1300	1230		
670	580	990	910	1310	1250		
680	590	1000	920	1320	1260		
690	600	1010	930	1330	1270		
700	600	1020	940	1340	1280		
710	610	1030	950	1350	1290		

Concordance Tables

Released: May 9, 2016

New SAT Math Section to Old SAT Math Section Concordance Table

Table 3							
New SAT Math Section (200-800)	Old SAT Math Section (200-800)	New SAT Math Section (200-800)	Old SAT Math Section (200-800)	New SAT Math Section (200-800)	Old SAT Math Section (200-800)	New SAT Math Section (200-800)	Old SAT Math Section (200-800)
200	200	360	310	520	490	680	650
210	200	370	330	530	500	690	660
220	210	380	340	540	510	700	670
230	220	390	350	550	520	710	680
240	220	400	360	560	530	720	690
250	230	410	370	570	550	730	700
260	240	420	380	580	560	740	710
270	240	430	390	590	570	750	720
280	250	440	400	600	580	760	740
290	260	450	410	610	590	770	750
300	260	460	420	620	600	780	760
310	270	470	430	630	610	790	780
320	280	480	440	640	620	800	800
330	280	490	450	650	630		
340	290	500	460	660	640		
350	300	510	470	670	650		

New SAT Writing and Language Test to Old SAT Writing Section Concordance Table

Table 4							
New SAT Writing and Language Test (10-40)	Old SAT Writing Section (200-800)	New SAT Writing and Language Test (10-40)	Old SAT Writing Section (200-800)	New SAT Writing and Language Test (10-40)	Old SAT Writing Section (200-800)	New SAT Writing and Language Test (10-40)	Old SAT Writing Section (200-800)
10	200	18	320	26	450	34	630
11	220	19	340	27	470	35	650
12	230	20	350	28	490	36	680
13	240	21	370	29	510	37	710
14	260	22	380	30	530	38	740
15	270	23	400	31	550	39	760
16	280	24	420	32	570	40	790
17	300	25	430	33	600		

Concordance Tables

Released: May 9, 2016

New SAT Reading Test to Old SAT Critical Reading Section Concordance Table

Table 5										
New SAT Reading Test (10-40)	Old SAT Critical Reading Section (200-800)		New SAT Reading Test (10-40)	Old SAT Critical Reading Section (200-800)		New SAT Reading Test (10-40)	Old SAT Critical Reading Section (200-800)		New SAT Reading Test (10-40)	Old SAT Critical Reading Section (200-800)
10	200		18	310		26	480		34	640
11	210		19	340		27	500		35	660
12	220		20	370		28	520		36	680
13	240		21	380		29	530		37	700
14	250		22	400		30	550		38	720
15	260		23	420		31	570		39	760
16	270		24	440		32	590		40	790
17	280		25	460		33	610			

New SAT Evidence-Based Reading and Writing Section to Old SAT Writing plus Critical Reading Sections Concordance Table

New SAT Evidence-Based Reading and Writing Section (200-800)	Old SAT Writing plus Critical Reading Sections (400-1600)	New SAT Evidence-Based Reading and Writing Section (200-800)	Old SAT Writing plus Critical Reading Sections (400-1600)	New SAT Evidence-Based Reading and Writing Section (200-800)	Old SAT Writing plus Critical Reading Sections (400-1600)	New SAT Evidence-Based Reading and Writing Section (200-800)	Old SAT Writing plus Critical Reading Sections (400-1600)
200	400	360	620	520	930	680	1260
210	410	370	640	530	950	690	1290
220	420	380	660	540	970	700	1310
230	430	390	690	550	990	710	1340
240	440	400	710	560	1010	720	1370
250	440	410	730	570	1020	730	1390
260	450	420	750	580	1040	740	1420
270	460	430	770	590	1060	750	1450
280	470	440	790	600	1080	760	1480
290	480	450	800	610	1100	770	1510
300	490	460	820	620	1120	780	1540
310	500	470	840	630	1150	790	1560
320	520	480	860	640	1170	800	1590
330	550	490	880	650	1190		
340	570	500	890	660	1210		
350	600	510	910	670	1240		

Concordance Tables

Released: May 9, 2016

New SAT to ACT Concordance Table

Table 7							
New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score
1600	36	1330	28	1060	21	790	14
1590	35	1320	28	1050	20	780	14
1580	35	1310	28	1040	20	770	14
1570	35	1300	27	1030	20	760	14
1560	35	1290	27	1020	20	750	13
1550	34	1280	27	1010	19	740	13
1540	34	1270	26	1000	19	730	13
1530	34	1260	26	990	19	720	13
1520	34	1250	26	980	19	710	12
1510	33	1240	26	970	18	700	12
1500	33	1230	25	960	18	690	12
1490	33	1220	25	950	18	680	12
1480	32	1210	25	940	18	670	12
1470	32	1200	25	930	17	660	12
1460	32	1190	24	920	17	650	12
1450	32	1180	24	910	17	640	12
1440	31	1170	24	900	17	630	12
1430	31	1160	24	890	16	620	11
1420	31	1150	23	880	16	610	11
1410	30	1140	23	870	16	600	11
1400	30	1130	23	860	16	590	11
1390	30	1120	22	850	15	580	11
1380	29	1110	22	840	15	570	11
1370	29	1100	22	830	15	560	11
1360	29	1090	21	820	15		
1350	29	1080	21	810	15		
1340	28	1070	21	800	14		

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

New SAT Writing and Language to ACT English/Writing Concordance Table

Table 8							
New SAT Writing and Language (10-40)	ACT English/ Writing Score	New SAT Writing and Language (10-40)	ACT English/ Writing Score	New SAT Writing and Language (10-40)	ACT English/ Writing Score	New SAT Writing and Language (10-40)	ACT English/ Writing Score
40	34	34	28	28	21	22	15
39	33	33	26	27	20	21	14
38	33	32	25	26	19	20	13
37	32	31	24	25	18	19	13
36	30	30	23	24	17	18	12
35	29	29	22	23	16	17	11

Because of changes to the ACT writing test introduced in 2015, the concorded score for the ACT Combined English/Writing is only applicable if you took the ACT prior to September 2015.

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

Concordance Tables

Released: May 9, 2016

Instructions for Concording Old SAT Scores to New SAT Scores

Note: Two sets of tables are available: one to concord scores from the old SAT to the new SAT, and one from the new SAT to the old SAT. Be sure to use the appropriate direction — If you are starting with scores on the new SAT and need to concord to the old SAT, please see page 1 of this document: Instructions for Concording New SAT Scores to Old SAT Scores.

YOU HAVE: OLD SAT SCORES Start with your score on the old SAT:	YOU WANT: NEW SAT SCORES Find the related score(s) on the new SAT:	BY USING CONCORDANCE TABLE:
Total 2400 (CR+W+M) (600-2400)	Total Score (ERW+M) (400-1600)	Table 9: OLD SAT TO NEW SAT (TOTAL 2400) Use this table to concord old SAT 2400 (Critical Reading + Writing + Math) to New SAT 1600 (Evidence-Based Reading and Writing + Math)
Total 1600 (CR+M) (400-1600)	Total Score (ERW+M) (400-1600)	Table 10: OLD SAT TO NEW SAT (TOTAL 1600) Use this table to concord old SAT 1600 (Critical Reading + Math) to New SAT 1600 (Evidence-Based Reading and Writing + Math)
Writing plus Critical Reading Sections (W+CR) (400-1600)	Evidence-Based Reading and Writing Section (ERW) (200-800)	Table 11: OLD SAT WRITING PLUS CRITICAL READING SECTIONS TO NEW SAT EVIDENCE-BASED READING AND WRITING SECTION (W+CR TO ERW) Use this table to concord Old SAT Writing plus Critical Reading Sections to New SAT Evidence-Based Reading and Writing Section
Math Section (M) (200-800)	Math Section (M) and Math Test (MT) (200-800 and 10-40)	Table 12: OLD SAT MATH SECTION TO NEW SAT MATH SECTION TO NEW SAT MATH TEST (M TO M TO MT) Use this table to concord old SAT Math Section to New SAT Math Section, and to concord the old SAT Math Section to the new SAT Math Test
Writing Section (W) (200-800)	Writing and Language Test (WL) (10-40)	Table 13: OLD SAT WRITING SECTION TO NEW SAT WRITING AND LANGUAGE TEST (W TO WL) Use this table to concord old SAT Writing Section to new SAT Writing and Language Test
Critical Reading Section (CR) (200-800)	Reading Test (R) (10-40)	Table 14: OLD SAT CRITICAL READING SECTION TO NEW SAT READING TEST (CR TO R) Use this table to concord old SAT Critical Reading Section to New SAT Reading Test

For more resources on concordance for Higher Education Professionals,
► [Click Here](#)

For K-12 Professionals,
► [Click Here](#)

Concordance Tables

Released: May 9, 2016

Instructions For Concording ACT Scores to New SAT Scores

Start with your score on the ACT and find the related score on the new SAT by using these concordance tables.

YOU HAVE: ACT SCORES Start with your score on the ACT	YOU WANT: NEW SAT SCORES Find the related score on the new SAT	BY USING CONCORDANCE TABLE:
ACT Composite	Total Score (ERW+M) (400-1600)	Table 15: ACT COMPOSITE TO NEW SAT TOTAL (ACT TO NEW SAT) Use this table to concord ACT scores to new SAT scores
ACT English/ Writing (before 2015 Fall)	Writing and Language (WL) (10-40)	Table 16: ACT ENGLISH/WRITING (PRE-2015) TO NEW SAT WRITING AND LANGUAGE (ACTW TO SAT WL) Use this table to concord ACT writing scores to new SAT Writing and Language scores

**For more resources on concordance for Higher Education Professionals,
▶ Click Here**

**For K-12 Professionals,
▶ Click Here**

Concordance Tables

Released: May 9, 2016

Old SAT to New SAT Concordance Table (2400 Scale)

Old SAT Total Score (600-2400)	New SAT Total Score (400-1600)	Old SAT Total Score (600-2400)	New SAT Total Score (400-1600)	Old SAT Total Score (600-2400)	New SAT Total Score (400-1600)	Old SAT Total Score (600-2400)	New SAT Total Score (400-1600)
600	400	1060	800	1520	1110	1980	1400
610	410	1070	810	1530	1110	1990	1400
620	420	1080	810	1540	1120	2000	1410
630	430	1090	820	1550	1120	2010	1410
640	440	1100	830	1560	1130	2020	1420
650	450	1110	830	1570	1140	2030	1430
660	460	1120	840	1580	1140	2040	1430
670	470	1130	850	1590	1150	2050	1440
680	480	1140	850	1600	1160	2060	1440
690	490	1150	860	1610	1160	2070	1450
700	500	1160	870	1620	1170	2080	1450
710	510	1170	870	1630	1180	2090	1460
720	520	1180	880	1640	1180	2100	1470
730	530	1190	890	1650	1190	2110	1470
740	540	1200	890	1660	1200	2120	1480
750	550	1210	900	1670	1200	2130	1480
760	560	1220	910	1680	1210	2140	1490
770	580	1230	910	1690	1210	2150	1490
780	590	1240	920	1700	1220	2160	1500
790	600	1250	930	1710	1230	2170	1500
800	610	1260	930	1720	1230	2180	1510
810	620	1270	940	1730	1240	2190	1510
820	630	1280	950	1740	1250	2200	1510
830	640	1290	950	1750	1250	2210	1520
840	650	1300	960	1760	1260	2220	1520
850	660	1310	970	1770	1270	2230	1530
860	670	1320	980	1780	1270	2240	1530
870	680	1330	980	1790	1280	2250	1540
880	690	1340	990	1800	1290	2260	1540
890	690	1350	1000	1810	1290	2270	1550
900	700	1360	1000	1820	1300	2280	1550
910	710	1370	1010	1830	1300	2290	1550
920	710	1380	1020	1840	1310	2300	1560
930	720	1390	1020	1850	1320	2310	1560
940	730	1400	1030	1860	1320	2320	1570
950	730	1410	1030	1870	1330	2330	1570
960	740	1420	1040	1880	1340	2340	1580
970	740	1430	1050	1890	1340	2350	1580
980	750	1440	1050	1900	1350	2360	1590
990	760	1450	1060	1910	1350	2370	1590
1000	760	1460	1070	1920	1360	2380	1590
1010	770	1470	1070	1930	1370	2390	1600
1020	780	1480	1080	1940	1370	2400	1600
1030	780	1490	1090	1950	1380		
1040	790	1500	1090	1960	1380		
1050	800	1510	1100	1970	1390		

Concordance Tables

Released: May 9, 2016

Old SAT to New SAT Concordance Table (1600 Scale)

Table 10							
Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)
400	400	710	800	1020	1100	1330	1390
410	420	720	810	1030	1110	1340	1400
420	430	730	820	1040	1120	1350	1410
430	450	740	830	1050	1130	1360	1420
440	460	750	840	1060	1130	1370	1420
450	480	760	850	1070	1140	1380	1430
460	490	770	860	1080	1150	1390	1440
470	510	780	860	1090	1160	1400	1450
480	520	790	870	1100	1170	1410	1460
490	530	800	880	1110	1180	1420	1470
500	550	810	890	1120	1190	1430	1480
510	560	820	900	1130	1200	1440	1480
520	580	830	910	1140	1210	1450	1490
530	590	840	920	1150	1220	1460	1500
540	610	850	930	1160	1230	1470	1510
550	620	860	940	1170	1240	1480	1510
560	640	870	950	1180	1250	1490	1520
570	650	880	960	1190	1260	1500	1530
580	670	890	970	1200	1270	1510	1540
590	680	900	980	1210	1280	1520	1540
600	700	910	990	1220	1290	1530	1550
610	710	920	1000	1230	1300	1540	1560
620	720	930	1010	1240	1310	1550	1560
630	730	940	1020	1250	1310	1560	1570
640	740	950	1030	1260	1320	1570	1580
650	750	960	1040	1270	1330	1580	1590
660	750	970	1050	1280	1340	1590	1590
670	760	980	1060	1290	1350	1600	1600
680	770	990	1070	1300	1360		
690	780	1000	1080	1310	1370		
700	790	1010	1090	1320	1380		

Concordance Tables

Released: May 9, 2016

Old SAT Writing plus Critical Reading Sections to New SAT Evidence-Based Reading and Writing Section Concordance Table

Table 11							
Old SAT Writing plus Critical Reading Sections (400-1600)	New SAT Evidence-Based Reading and Writing Section (200-800)	Old SAT Writing plus Critical Reading Sections (400-1600)	New SAT Evidence-Based Reading and Writing Section (200-800)	Old SAT Writing plus Critical Reading Sections (400-1600)	New SAT Evidence-Based Reading and Writing Section (200-800)	Old SAT Writing plus Critical Reading Sections (400-1600)	New SAT Evidence-Based Reading and Writing Section (200-800)
400	200	710	400	1020	570	1330	710
410	210	720	410	1030	570	1340	710
420	220	730	410	1040	580	1350	710
430	230	740	420	1050	580	1360	720
440	240	750	420	1060	590	1370	720
450	260	760	430	1070	590	1380	730
460	270	770	430	1080	600	1390	730
470	280	780	440	1090	600	1400	730
480	290	790	440	1100	610	1410	740
490	300	800	450	1110	610	1420	740
500	310	810	450	1120	620	1430	740
510	310	820	460	1130	620	1440	750
520	320	830	460	1140	630	1450	750
530	320	840	470	1150	630	1460	750
540	330	850	480	1160	640	1470	760
550	330	860	480	1170	640	1480	760
560	330	870	490	1180	650	1490	760
570	340	880	490	1190	650	1500	770
580	340	890	500	1200	650	1510	770
590	350	900	500	1210	660	1520	770
600	350	910	510	1220	660	1530	780
610	360	920	510	1230	670	1540	780
620	360	930	520	1240	670	1550	790
630	360	940	530	1250	680	1560	790
640	370	950	530	1260	680	1570	790
650	370	960	540	1270	680	1580	800
660	380	970	540	1280	690	1590	800
670	380	980	550	1290	690	1600	800
680	390	990	550	1300	700		
690	390	1000	560	1310	700		
700	400	1010	560	1320	700		

Concordance Tables

Released: May 9, 2016

Old SAT Math Section to New SAT Math Section to New SAT Math Test Concordance Table

Table 12								
Old SAT Math Section (200-800)	New SAT Math Section (200-800)	New SAT Math Test (10-40)	Old SAT Math Section (200-800)	New SAT Math Section (200-800)	New SAT Math Test (10-40)	Old SAT Math Section (200-800)	New SAT Math Section (200-800)	New SAT Math Test (10-40)
200	200	10	410	450	22.5	620	640	32
210	220	11	420	460	23	630	650	32.5
220	230	11.5	430	470	23.5	640	660	33
230	250	12.5	440	480	24	650	670	33.5
240	260	13	450	490	24.5	660	690	34.5
250	280	14	460	500	25	670	700	35
260	300	15	470	510	25.5	680	710	35.5
270	310	15.5	480	510	25.5	690	720	36
280	330	16.5	490	520	26	700	730	36.5
290	340	17	500	530	26.5	710	740	37
300	350	17.5	510	540	27	720	750	37.5
310	360	18	520	550	27.5	730	760	38
320	360	18	530	560	28	740	760	38
330	370	18.5	540	570	28.5	750	770	38.5
340	380	19	550	570	28.5	760	780	39
350	390	19.5	560	580	29	770	780	39
360	400	20	570	590	29.5	780	790	39.5
370	410	20.5	580	600	30	790	800	40
380	420	21	590	610	30.5	800	800	40
390	430	21.5	600	620	31			
400	440	22	610	630	31.5			

Concordance Tables

Released: May 9, 2016

Old SAT Writing Section to New SAT Writing and Language Test Concordance Table

Table 13							
Old SAT Writing Section Score (200-800)	New SAT Writing and Language Test Score (10-40)	Old SAT Writing Section Score (200-800)	New SAT Writing and Language Test Score (10-40)	Old SAT Writing Section Score (200-800)	New SAT Writing and Language Test Score (10-40)	Old SAT Writing Section Score (200-800)	New SAT Writing and Language Test Score (10-40)
200	10	360	21	520	29	680	36
210	11	370	21	530	30	690	36
220	11	380	22	540	30	700	37
230	12	390	22	550	31	710	37
240	13	400	23	560	31	720	37
250	14	410	24	570	32	730	38
260	14	420	24	580	32	740	38
270	15	430	25	590	33	750	38
280	16	440	25	600	33	760	39
290	17	450	26	610	33	770	39
300	17	460	27	620	34	780	40
310	18	470	27	630	34	790	40
320	18	480	28	640	35	800	40
330	19	490	28	650	35		
340	19	500	28	660	35		
350	20	510	29	670	36		

Old SAT Critical Reading Section to New SAT Reading Test Concordance Table

Table 14							
Old SAT Critical Reading Section Score (200-800)	New SAT Reading Test Score (10-40)	Old SAT Critical Reading Section Score (200-800)	New SAT Reading Test Score (10-40)	Old SAT Critical Reading Section Score (200-800)	New SAT Reading Test Score (10-40)	Old SAT Critical Reading Section Score (200-800)	New SAT Reading Test Score (10-40)
200	10	360	20	520	28	680	36
210	11	370	20	530	29	690	37
220	12	380	21	540	29	700	37
230	13	390	21	550	30	710	37
240	13	400	22	560	30	720	38
250	14	410	22	570	31	730	38
260	15	420	23	580	31	740	38
270	16	430	24	590	32	750	39
280	17	440	24	600	32	760	39
290	17	450	25	610	33	770	39
300	18	460	25	620	33	780	40
310	18	470	26	630	34	790	40
320	18	480	26	640	34	800	40
330	19	490	27	650	35		
340	19	500	27	660	35		
350	19	510	28	670	36		

Concordance Tables

Released: May 9, 2016

ACT to New SAT Concordance Table

Table 15							
ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)
36	1600	29	1360	22	1110	15	830
35	1570	28	1320	21	1070	14	790
34	1540	27	1290	20	1030	13	740
33	1500	26	1260	19	990	12	690
32	1470	25	1220	18	950	11	590
31	1430	24	1180	17	910		
30	1400	23	1140	16	870		

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

ACT English/Writing to New SAT Writing and Language Concordance Table

Table 16							
ACT English/Writing Score	New SAT Writing and Language (10-40)	ACT English/Writing Score	New SAT Writing and Language (10-40)	ACT English/Writing Score	New SAT Writing and Language (10-40)	ACT English/Writing Score	New SAT Writing and Language (10-40)
36	40	29	35	22	29	15	22
35	40	28	34	21	28	14	21
34	39	27	33	20	27	13	19
33	38	26	33	19	26	12	19
32	37	25	32	18	25	11	18
31	36	24	31	17	24		
30	36	23	30	16	23		

Because of changes to the ACT writing test introduced in 2015, the concorded score for the ACT Combined English/Writing is only applicable if you took the ACT prior to September 2015.

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

Reviewed and endorsed by BOT Regulation Committee 6/28/17
 Campus comments incorporated 8/28/17



UNIVERSITY OF WYOMING REGULATIONS

Subject: Equal Education and Employment Opportunity
Number: UW Regulation 4-3

I. PURPOSE

The University of Wyoming is committed to equal opportunity for all persons in all facets of the University's operations and is an Equal Opportunity/Affirmative Action Employer.

II. POLICY

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, gender identity, genetic information, creed, ancestry, political belief, pregnancy, or any other applicable protected category or participation in any protected activity. The University's nondiscrimination policy applies to ensures non-discriminatory practices in all matters relating to its education programs and activities and extends the same non-discriminatory practices to including recruiting, hiring, training, compensation, benefits, promotions, demotions, transfers, and all other terms and conditions of employment.

The University is also committed to complying with all of the rules, applicable state and federal statutes, regulations, and Executive Orders related to equal opportunity relevant orders of the Secretary of Labor and the Office of Federal Contract Compliance Programs (OFCCP), issued pursuant to Executive Order 11246, the Vietnam Era Veterans' Readjustment Assistance Act, and Section 503 of the Rehabilitation Act of 1973, and has an audit and reporting system to facilitate compliance.

III. PROHIBITION OF RETALIATION

The University prohibits retaliating against individuals who make a good faith complaint or report pursuant to this policy or in any manner assists with the participates in an investigation of a complaint or report. Employees and applicants will not be subjected to harassment, intimidation, threats, coercion or discrimination against an individual because they the individual have engaged in or may engage in any of the following activities: (1) filing a complaint or making a report; (2) assisting or participating in an investigation, compliance evaluation, hearing or any other activity related to the administration of provisions of Section 503 of Rehabilitation Act of

Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17

~~1973, as amended (Section 503), any other Federal, State or local law requiring equal opportunity for disabled persons, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended (VEVRAA), or any other Federal, State or local law requiring equal opportunity for covered veterans; (3) opposing any act or practice made unlawful by Section 503 or its implementing regulations or any other Federal, State or local law requiring equal opportunity for disabled persons or VEVRAA or its implementing regulations or any other Federal, State or local law requiring related to equal opportunity for covered veterans; or (4) exercising any other right protected by Section 503, VEVRAA or their implementing regulations in this part any Federal, State, or local law related to equal opportunity.~~

To be considered retaliation, a causal connection is required between a materially adverse action and the act of (1) reporting an allegation of discrimination or harassment; or (2) participating in support of an investigation of discrimination or harassment. A materially adverse action is one that would dissuade a reasonable person from reporting an allegation of discrimination or harassment, or participating in support of an investigation of an allegation of discrimination or harassment. A determination of whether an action is materially adverse is made on a case-by-case basis.

IV. DELEGATION OF AUTHORITY

It is the continuing, active, individual responsibility of each principal Administrative Officer, Dean, Department and Division Head or Supervisor to assure that the University's Equal Employment Opportunity policy is followed when making decisions relating to education, recruiting, hiring, training or promoting qualified persons.

This policy, and the University's affirmative action program ("AAP"), have the full support of the President, the Board of Trustees, and the University's senior leadership team. Together they establish and implement both this policy and the program. The President of the University has overall responsibility for implementation of the Equal Opportunity Policy and the AAP. The President delegates the administration of the policy and the AAP to the ~~Director of Employment Practices/Diversity through the Office of General Counsel~~Chief Diversity Officer. It is the ~~Director's Chief Diversity Officer's~~ responsibility to publish and to administer the program.

The University's Affirmative Action Plans are available for review by any employee or applicant for employment upon request by contacting the ~~Director of Diversity and Employment Practices~~Chief Diversity Officer.

**Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17**

Effective Date: July 1, 2018

Responsible Division/Unit: Chief Diversity Officer, through the Office of the President

Source: Titles VI and VII of the Civil Rights Act of 1964, as amended; related Executive Orders 11246 and 11375; Title IX of the Education Amendments Act of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended; the Age Discrimination in Employment Act of 1967, as amended; the Pregnancy Discrimination Act of 1978; the Americans with Disabilities Act of 1990; the Civil Rights Act of 1991; the ADA Amendments Act of 2008; the Genetic Information Nondiscrimination Act of 2008; and relevant orders of the Secretary of Labor and the Office of Federal Contract Compliance Programs (OFCCP).

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

Associated Regulations, Policies, and Forms: UW Regulation 4-5 (Discrimination and Harassment) and Policy on Equal Access to Restrooms and Other Facilities.

History:

University Regulation 3; adopted 1/22/2010 Board of Trustees meeting
Revisions adopted 11/16/2012 Board of Trustees meeting
Revisions adopted 7/17/2014 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting

Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17



UNIVERSITY OF WYOMING REGULATIONS

Subject: Discrimination and Harassment

Number: UW Regulation 4-5

I. PURPOSE

To establish policies and procedures governing acts of discrimination and harassment based upon Protected Classes or related retaliation against or by a University of Wyoming employee or student.

II. DEFINITIONS

Appointing Authority: The individual with the authority or delegated authority to make ultimate personnel decisions concerning a particular employee.

Complainant: A person who is subjected to alleged Protected Class discrimination, harassment or related retaliation.

Dean of Students Office: The disciplinary authority for student respondents.

Disciplinary Authority: The individual who or office that has the authority or delegated authority to impose discipline upon a particular employee or student.

Discrimination: Occurs when an individual suffers an adverse consequence on the basis of the individual's Protected Class, including but not limited to failure to be hired or promoted or denial of admission to an academic program.

Equal Opportunity Report and Response Unit: Investigates allegations of discrimination, harassment and related retaliation based on an individual's Protected Class. This office does not have the authority to impose discipline.

Harassment: Verbal or physical conduct that unreasonably interferes with an individual's work or academic performance or creates an intimidating or hostile work or educational environment. This definition encompasses specific conduct and behaviors defined in UW Regulation 1-256 (Policies and Procedures Governing Sexual Misconduct).

**Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17**

Hostile Environment: Unwelcome conduct by an individual against another individual based upon the individual's Protected Class that is sufficiently severe or pervasive that it alters the conditions of education or employment and creates an environment that a reasonable person would find intimidating, hostile or offensive. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances include, but are not limited to, the frequency of the conduct, its severity, and whether it is threatening or humiliating. Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality.

Investigating Officer: The Manager of Investigations or designee.

Protected Classes: For purposes of this Regulation, "Protected Classes" refers to race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, gender identity, genetic information, creed, ancestry, or political belief.

Respondent: A person whose alleged conduct is the subject of a complaint.

Retaliation: To be considered retaliation, a causal connection is required between a materially adverse action and the act of (1) reporting an allegation of discrimination or harassment; or (2) participating in support of an investigation of discrimination or harassment. A materially adverse action is one that would dissuade a reasonable person from reporting an allegation of discrimination or harassment, or participating in support of an investigation of an allegation of discrimination or harassment. A determination of whether an action is materially adverse is made on a case by case basis.

Supervisor: A supervisor is an individual who has the authority to hire, promote, discipline, evaluate, grade or direct faculty, staff or students. This includes individuals who manage or supervise others, including, but not limited to faculty, teaching assistants, resident assistants, coaches and individuals who lead, administer, advise or direct University programs. This also includes any University Officer as defined in UW Regulation 1-1 (Organization of the University).

III. POLICY

The University does not discriminate on the basis of race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, gender identity, genetic information, creed, ancestry, political belief, or any other applicable protected class or participation in any protected activity. The University will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. Individuals who violate this Regulation shall be subject to corrective action and/or discipline, up to and including termination or separation from the University.

Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17

IV. FALSE COMPLAINTS OR FALSE INFORMATION

It is a violation of this Regulation when an individual knowingly or recklessly alleges a false complaint of discrimination, harassment or related retaliation or provides false information during the course of an investigation.

V. REPORTING OBLIGATIONS

- A. **General obligation to report.** To take appropriate corrective action, the University must be aware of discrimination, harassment and related retaliation that occurs in University employment or educational programs and activities. Any individual who has experienced or witnessed discrimination, harassment or related retaliation should promptly report such behavior to the Equal Opportunity Report and Response Unit.
- B. **Supervisor and University Officer obligation to report.** Any supervisor or University Officer who witnesses or receives a written or verbal report or complaint of discrimination, harassment or related retaliation that occurs in University employment or educational programs and activities, **must** promptly report such behavior to the Equal Opportunity Report and Response Unit.
- C. **Obligation to report sexual misconduct.** Under Title IX of the Education Amendments Act of 1972, a school must process all complaints of sexual misconduct, regardless of where the conduct occurred, to determine whether the conduct occurred in the context of an education program or activity or had continuing effects on campus or in an off-campus education program or activity. Any employee who witnesses or receives a written or verbal report or complaint of sexual misconduct that is connected to University employment or educational programs and activities **must** promptly report such behavior to the Equal Opportunity Report and Response Unit. Sexual misconduct is defined in UW Regulation 1-256 as including dating violence, domestic violence, hostile environment sexual harassment, sexual assault, sexual exploitation, sexual harassment, stalking, and any other conduct of a sexual nature that is nonconsensual.
- D. **Confidential communications.** These reporting requirements do not obligate an individual or supervisor to report confidential communications if the individual or supervisor's profession and/or University responsibilities require the individual or supervisor to keep certain communications confidential (e.g., a professional counselor, medical professional, or STOP violence employee). For all other types of employees, the University is a public institution and cannot promise complete confidentiality.

Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17

VI. PROCEDURES

- A. Investigative Process.** The University will address and resolve reports or complaints pursuant to this Regulation promptly and as is practicable after the complaint or report is made. The Equal Opportunity Report and Response unit, through the Office of General Counsel, is responsible for establishing standard investigative processes and procedures. These processes and procedures shall be approved and amended as determined by the General Counsel, and shall be made available on the University's website.
- B. Complaints involving a University Extension site or the University of Wyoming at Casper.** When an alleged violation involves a University Extension site or the University of Wyoming at Casper, the complaint shall be handled pursuant to this Regulation.
- C. Complaints by and against University employees and students arising at an affiliated entity.** University employees and students often times work or study at the worksite or program of another organization affiliated with the University. When a violation is alleged by or against University employees or students in those circumstances, the University may, in its discretion, choose to: (1) conduct its own investigation; (2) conduct a joint investigation with the affiliated entity; (3) defer to the finding of an investigation by the affiliated entity where the University has reviewed the investigative process and is satisfied that it was fairly conducted; or (4) use the investigation and findings of the affiliated entity as a basis for further investigation.
- D. No limitation on existing authority.** No provision of this Regulation shall be construed as a limitation on the authority of an appointing authority/disciplinary authority under applicable policies and procedures to initiate appropriate action. If an investigation is conducted under this Regulation and no violation is found, that finding does not prevent discipline of the respondent under other applicable regulations, policies and/or procedures.
- E. Dissemination.** The University shall broadly disseminate this Regulation.

Effective Date: July 1, 2018

Responsible Division/Unit: Equal Opportunity Report and Response, through the Office of General Counsel

Source: Titles VI and VII of the Civil Rights Act of 1964, as amended; related Executive Orders 11246 and 11375; Title IX of the Education Amendments Act of 1972; Sections 503 and 504 of Discrimination and Harassment

**Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17**

the Rehabilitation Act of 1973; Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended; the Age Discrimination in Employment Act of 1967, as amended; the Pregnancy Discrimination Act of 1978; the Americans with Disabilities Act of 1990; the Civil Rights Act of 1991; the ADA Amendments Act of 2008; and the Genetic Information Nondiscrimination Act of 2008.

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

Associated Regulations, Policies, and Forms: UW Regulation 4-3 (Equal Education and Opportunity); UW Regulation 4-256 (Title IX and Sexual Misconduct); and Civil Rights Discrimination Investigative Guidelines.

History:

University Regulation 5, Revision 1; adopted 7/17/08 Board of Trustees meeting
Revisions adopted 11/16/12 Board of Trustees meeting
Revisions adopted 7/17/14 Board of Trustees meeting

Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17



UNIVERSITY OF WYOMING REGULATIONS

Subject: Violence in the Workplace
Number: UW Regulation 4-44

I. PURPOSE

To establish policies and procedures governing violence and threats of violence against or by a University of Wyoming employee.

II. DEFINITIONS

Appointing authority: The individual with the authority or delegated authority to make ultimate personnel decisions concerning a particular employee.

Complainant: A person who is subject to violence or threats of violence.

Dean of Students Office: The disciplinary authority for student respondents.

Disciplinary authority: The individual who or office that has the authority or delegated authority to impose discipline upon a particular employee or student.

Equal Opportunity Report and Response Unit: Investigates allegations of violence or threats of violence that occur in University employment. This office does not have the authority to impose discipline.

Investigating Officer: The Manager of Investigations or designee.

Respondent: A person whose alleged conduct is the subject of a complaint.

Threat of violence: A communicated intent to inflict harm on another.

Violence: Unwarranted use of force.

III. POLICY

The University of Wyoming is committed to providing a safe learning, living, and working environment for its students, faculty, staff, affiliates and visitors. The University will not tolerate violence or threats of violence on its campus, at off-campus locations administered

**Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17**

by the University, or in its programs, whether by faculty, staff, students, contractors, or visitors. Individuals who commit such acts may be subject to corrective action and/or discipline, up to and including termination or separation from the University, removal from the premises, exclusion from the premises, and criminal prosecution.

IV. REPORTING OBLIGATIONS

- A. Immediate report.** Assaults or threats of physical harm that require immediate police attention should be reported to local law enforcement by dialing 911. The University Police Department (UWPD) or local law enforcement are available to help individuals assess the severity of the circumstances and the need for police involvement. Individuals should contact UWPD or local law enforcement regarding any situation that causes concern about personal safety or well-being.
- B. General obligation to report.** To take appropriate corrective action, the University must be aware of violence or threats of violence that occur in University employment. Any individual who has experienced or witnessed violence or threats of violence should promptly report such behavior to the Equal Opportunity Report and Response Unit.
- C. Supervisor and University Officer obligation to report.** Any supervisor or University Officer who witnesses or receives a written or verbal report or complaint of violence or threats of violence that occurs in University employment, **shall** promptly report such behavior to the Equal Opportunity Report and Response Unit.
- D. Confidential communications.** These reporting requirements do not obligate an individual or supervisor to report confidential communications if the individual or supervisor's profession and/or University responsibilities require the individual or supervisor to keep certain communications confidential (e.g., a professional counselor, medical professional, or STOP violence employee). For all other types of employees, the University is a public institution and cannot promise complete confidentiality.

V. PROCEDURES

- A. Investigative Process.** The University will address and resolve reports or complaints pursuant to this Regulation promptly and as is practicable after the complaint or report is made. The Equal Opportunity Report and Response unit, through the Office of General Counsel, is responsible for establishing standard investigative processes and procedures. These processes and procedures shall be approved and amended as determined by the General Counsel, and shall be made available on the University's website.

Reviewed and endorsed by BOT Regulation Committee 6/28/17
Campus comments incorporated 8/28/17

- B. Complaints involving a University Extension site or the University of Wyoming at Casper.** When an alleged violation involves a University Extension site or the University of Wyoming at Casper, the complaint shall be handled pursuant to this Regulation.
- C. Complaints by and against University employees and students arising at an affiliated entity.** University employees and students often times work or study at the worksite or program of another organization affiliated with the University. When a violation is alleged by or against University employees or students in those circumstances, the University may, in its discretion, choose to: (1) conduct its own investigation; (2) conduct a joint investigation with the affiliated entity; (3) defer to the finding of an investigation by the affiliated entity where the University has reviewed the investigative process and is satisfied that it was fairly conducted; or (4) use the investigation and findings of the affiliated entity as a basis for further investigation.
- D. No limitation on existing authority.** No provision of this Regulation shall be construed as a limitation on the authority of an appointing authority/disciplinary authority under applicable policies and procedures to initiate appropriate action. If an investigation is conducted under this Regulation and no violation is found, that finding does not prevent discipline of the respondent under other applicable regulations, policies and/or procedures.
- E. Dissemination.** The University shall broadly disseminate this Regulation.

Effective Date: July 1, 2018

Responsible Division/Unit: Equal Opportunity Report and Response, through the Office of General Counsel

Source: None.

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

Associated Regulations, Policies, and Forms: Violence in the Workplace Investigative Guidelines.

History:

University Regulation 44; adopted 1/22/10 Board of Trustees meeting

Revisions adopted 11/15/13 Board of Trustees meeting

Revisions adopted 7/17/14 Board of Trustees meeting

Violence in the Workplace



Reviewed and endorsed by BOT Regulation Committee 6/28/17

UNIVERSITY OF WYOMING REGULATIONS

Subject: Title IX and Sexual Misconduct

Number: UW Regulation 4-156

I. PURPOSE

The University of Wyoming is committed to maintaining a respectful, safe, and non-threatening environment for its faculty, staff, students, contractors, and visitors and will address and resolve all complaints of sexual misconduct. This Regulation establishes policies and procedures governing sexual misconduct that is committed by any member of the University community.

II. DEFINITIONS

Sexual Misconduct: Includes dating violence, domestic violence, hostile environment sexual harassment, sexual assault, sexual exploitation, sexual harassment, stalking, and any other conduct of a sexual nature that is nonconsensual.

Title IX of the Education Amendments Act of 1972: Per the U.S. Department of Education, Office for Civil Rights, Title IX protects individuals from discrimination based on sex in education programs or activities that receive Federal financial assistance.

III. POLICY

The Regulation applies to all faculty, staff, students, contractors, and visitors of the University. The University prohibits sexual misconduct in any form, including dating violence, domestic violence, hostile environment sexual harassment, sexual assault, sexual exploitation, sexual harassment, stalking, and any other conduct of a sexual nature that is nonconsensual. The *Sexual Misconduct Policies and Procedures Document for Faculty, Staff, and Students* sets forth resources available to University community members, describes prohibited conduct, and establishes procedures for responding to incidents of sexual misconduct.

IV. ~~III.~~ ADMINISTRATION

This Regulation, and the University's policies and procedures for addressing sexual misconduct, have the full support of the President, the Board of Trustees, and the University's senior leadership team. The President of the University has overall

Reviewed and endorsed by BOT Regulation Committee 6/28/17

responsibility for implementation of the policies and procedures. The President delegates the administration of the Regulation and the policies and procedures to the Title IX Coordinator/~~Director of Diversity and Employment Practices~~ through the Office of General Counsel. The Title IX Coordinator is located in the Bureau of Mines Building, Room 320 and can be contacted by emailing report-it@uwyo.edu or calling 307-766-5200.

V. REVISION, APPROVAL, AND EFFECTIVE DATE

The policies and procedures document shall be revised as determined by the Title IX Coordinator. Any revisions to the document shall become effective from the date of their approval by the Title IX Coordinator.

~~H.VI.~~ V. DISTRIBUTION/NOTIFICATION

The policies and procedures document shall be available on the University website or a copy may be obtained from the ~~Office of Diversity and Employment Practices~~Title IX Coordinator, the Human Resources Department, or the Dean of Students Office during normal business hours.

Effective Date: July 1, 2018

Responsible Division/Unit: Equal Opportunity Report and Response, through the Office of General Counsel

Source: Title IX of the Education Amendments Act of 1972 and associated federal regulations.

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

Associated Regulations, Policies, and Forms: UW Regulation 4-5 (Discrimination and Harassment) and Sexual Misconduct Policies and Procedures Document for Faculty, Staff, and Students.

History:

Formerly UW Regulation 8-256; adopted 1/20/2012 Board of Trustees meeting
Revisions adopted 10/20/2014 Board of Trustees meeting



2016-17 Annual Accomplishments

The Year in Review

President Laurie Nichols

September 14, 2017



UNIVERSITY OF WYOMING

Biennium Budget Reduction

- Effective reduction of nearly \$48.6M (12.5%) to Block Grant funding in 2017-2018 Biennium Budget
- Made reductions and took proactive and strategic steps to transform, reorganize and reduce operations to protect and maintain funding for core missions of research, teaching and service



Biennium Budget Reduction (cont'd)

- All divisions reduced operating budgets; reviewed by the Financial Crisis Advisory Committee
- Standardized faculty workloads
- Offered two retirement/separation plans; eliminated vacancies to cut 370 positions
- Academic program review led to elimination of 5 programs with low enrollment



Biennium Budget Reduction (cont'd)

- Eliminated duplication of services, especially with the reorganization of the Outreach School; consolidated fleet and IT services
- Reduced fringe benefits and implemented a standard fringe rate
- Implemented strategic sourcing for three major procurement categories



WyoCloud Implementation

- WyoCloud went live July 17
- First upgrade, including enhanced financial management reporting, will be released to campus September 26
- Developed first-ever all-funds budget for FY18 in alignment with launch of the WyoCloud; system will be utilized to develop FY19 operating budget



Opening the High Bay Research Facility

- Completed in January 2017, Grand Opening held on August 17, 2017
- \$68 million, 90,000 square foot facility housing research laboratories and offices largely dedicated to transformative research on unconventional reservoir oil and gas recovery



UNIVERSITY OF WYOMING

Recent Groundbreakings

Engineering Education & Research Building

- Groundbreaking in fall 2016 with an anticipated completion date of spring 2019
- 110,000 square feet of shop space and research laboratories, including a drilling simulation laboratory, dedicated to Engineering research



UNIVERSITY OF WYOMING

Recent Groundbreakings

Mick and Susie McMurry High Altitude Performance Center

- Groundbreaking in fall 2017 with an anticipated completion date of June 2018
- Includes renovations and additions to the existing Rochelle Athletic Center, to provide cutting edge conditioning facilities, dining facilities to promote athletes' nutrition, and academic support spaces



UNIVERSITY OF WYOMING

Honors College Designation and Move

- Trustees approved the creation of a degree-granting Honors College, an expansion of the existing Honors Program, in July 2017
- Honors College now housed in Guthrie House, formerly home to the UW Foundation



UNIVERSITY OF WYOMING

Native American Education, Research, and Cultural Center

- Grand Opening of the new center will take place September 29 with remarks from elected officials, tribal leaders, and other dignitaries
- Center will provide classes, facilitate research, and includes space for hosting cultural events, meetings, collaborative work, and study



Comprehensive Residential Housing Plan

- Development of a comprehensive 10-year plan for the construction of new residence halls; modernization and renovation of existing facilities, recommendations for apartments and Greek Life housing



UNIVERSITY OF WYOMING

Strategic Enrollment Management Plan

- Five-year enrollment plan developed by a task force under leadership of Provost Miller and Vice President Blackburn
- Provides a roadmap for growth in transfer and first-year students, as well as addressing student success, retention, and completion
- Enrollment initiatives targeting special student populations, including American Indian and Honors students



Enrollment, Recruitment, and Retention

- Appointed UW's first VP for Enrollment Management, Kyle Moore, in August 2017
- New marketing campaigns targeting online students were launched and have started to yield results
- Signing Day events across the state
- **UW welcomed its largest freshman class this fall and saw an increase in transfers**



UNIVERSITY OF WYOMING

Statewide Travel

- Nearly 100 trips to communities across Wyoming to get to know the people of Wyoming and promote the University
- Visits included listening sessions, alumni events, high school visits, recruitment and Signing Day events, legislative visits, media interviews, development, and speaking engagements to conferences, service organizations, banquets, etc.



New Leadership Hires

- Provost and Vice President for Academic Affairs: Dr. Kate Miller
- Vice President for Research and Economic Development: Dr. Ed Synakowski
- Vice President for Student Affairs: Dr. Sean Blackburn
- Chief Diversity Officer: Dr. Emily Monago
- General Counsel: Tara Evans
- Chief of Staff: Dr. Dan Maxey





2016-17 Annual Accomplishments

The Year in Review

President Laurie Nichols

September 14, 2017



UNIVERSITY OF WYOMING



HLC Accreditation

Board of Trustees

September 2017

Kate Miller, Anne Alexander
Academic Affairs



UW

UNIVERSITY OF WYOMING



Higher Learning Commission (HLC)

- What/why
- Accreditation cycle
 - QI and comprehensive evaluation
- Role of the Board in Accreditation



UNIVERSITY OF WYOMING

Reminder: HLC What & Why

In order to receive federal support, public post-secondary institutions are required to have accreditation from their regional accreditor:

- Since 1915, UW has been accredited by the Higher Learning Commission (HLC, formerly the North Central Association)
- HLC is our “US Department of Education gateway.” They watch over and vouch for quality, rigor, robustness of our curriculum, student support, governance, finances.
- Without accreditation, all federal funding is at risk.



UNIVERSITY OF WYOMING

Reminder: HLC What & Why

- ✓ In January, we spoke with you about our **HLC Quality Initiative Project**, which is one part of the accreditation process.
- ✓ This time we're starting to prep you for the **10-year, on-site accreditation review**, which is about 2 years away, and review the specifics of your governance role.
 - Any areas of weakness you might identify can still be corrected or improved at this time.

OPEN PATHWAY 10-YEAR CYCLE



Transition Map for Institutions with PEAQ Reaffirmation Visits in 2019-20

UW QI proposal
accepted 2015 =
First Year
Seminar
implementation

UW QI Report
submitted Jan. 2017.
During your meeting in
January, we shared the
report with you. HLC
notified us in March
that our report and
project were accepted
based on the "genuine
effort of the institution,
the seriousness of the
undertaking, the
significance of scope
and impact of the work,
the genuineness of the
commitment to the
initiative, and adequate
resource provision."

Cycle Year	Institutional Activities		Peer Review	HLC Decision-Making ¹
2012-13 Year 3	Institution may contribute documents to Evidence File			
2013-14 Year 4	Assurance Review Waived			
2014-15 Year 5	Institution may contribute documents to Evidence File	Period to submit Quality Initiative Proposal	Review Quality Initiative Proposal	
2015-16 Year 6				
2016-17 Year 7		Period to submit Quality Initiative Report	Review Quality Initiative Report	
2017-18 Year 8				
2018-19 Year 9	Submit Comprehensive Evaluation Materials ⁵			
2019-20 Year 10			Conduct Comprehensive Evaluation (with visit)	Action on Comprehensive Evaluation and Reaffirmation of Accreditation ⁶

UW begins
preparing
for
evaluation
visit

A Board Guide to Accreditation

- [HLC website](#)
 - Our profile



UNIVERSITY OF WYOMING

HLC Guiding Value

#7. Governance for the well-being of the institution.

“The well-being of an institution requires that its governing board place that well-being above the interests of its own members and the interests of any other entity. Because HLC accredits the educational institution itself, and not the state system, religious organization, corporation, medical center or other entity that may own it, it holds the governing board of an institution accountable for the key aspects of the institution’s operations. The governing board must have the independent authority for such accountability and must also hold itself independent of undue influence from individuals, be they donors, elected officials, supporters of athletics, shareholders, or others with personal or political interests.

Governance of a quality institution of higher education will include a significant role for faculty, in particular with regard to currency and sufficiency of the curriculum, expectations for student performance, qualifications of the instructional staff, and adequacy of resources for instructional support.”



UNIVERSITY OF WYOMING

Role of the Board

- Assumed Practices → translation: a set of practices shared by institutions of higher education in the United States. They are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or context.
 - Assumed Practices A1, A8, and A9 specifically discuss the governing board of the institution



Role of the Board – Assumed Practice A: Integrity

- A1: The institution has a conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution

Role of the Board – Assumed Practice A: Integrity

- A8: The governing board and its executive committee, if it has one, include some “public” members. Public members have no significant administrative position or any ownership interest in any of the following: the institution itself; a company that does substantial business with the institution; a company or organization with which the institution has a substantial partnership; a parent, ultimate parent, affiliate, or subsidiary corporation; an investment group or firm substantially involved with one of the above organizations. ***All publicly-elected members or members appointed by publicly-elected individuals or bodies (governors, elected legislative bodies) are public members.***



Role of the Board – Assumed Practice A: Integrity

- A9: The governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer.

Role of the Board in the Criteria for Accreditation

- Criteria: the standards of quality by which the HLC determines whether we earn and keep our accreditation



UNIVERSITY OF WYOMING

Role of the Board – Specifics in HLC Criteria

1.A. The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.



UNIVERSITY OF WYOMING

Role of the Board - Specifics in HLC Criteria

2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Role of the Board - Specifics in HLC Criteria

2.C The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.



Role of the Board - Specifics in HLC Criteria

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.



AGB/CHEA Joint Advisory Statement

- Association of Governing Boards (AGB) and the Council for Higher Education Accreditation (CHEA) **suggested practices for governing boards:**
 - Establish an accreditation education program
 - Be informed – receive, review, and engage on self-study, team report, formal action and decision letters
 - Be informed about accreditation standards that apply to board governance
 - Participate in accreditation process
 - Assure faculty participation



Upshot: A Board Guide to Accreditation

- **Understand** the importance of accreditation and the basics of our criteria and assumed practices.
- **Participate** in the self-study as we begin it next year.
- **Review** final self-study report next year.
- **Meet** with visiting team when they come in 2019.
- **Review** draft and final team report.
- **Attend** an accrediting commission meeting with CEO and ALO – Chicago, every April.
- **Receive and review** action letters.
- **Require** ongoing follow-up reports from staff.
- *Should you decide to reactivate the academic and student affairs committee, HLC accreditation could be placed with this committee.*

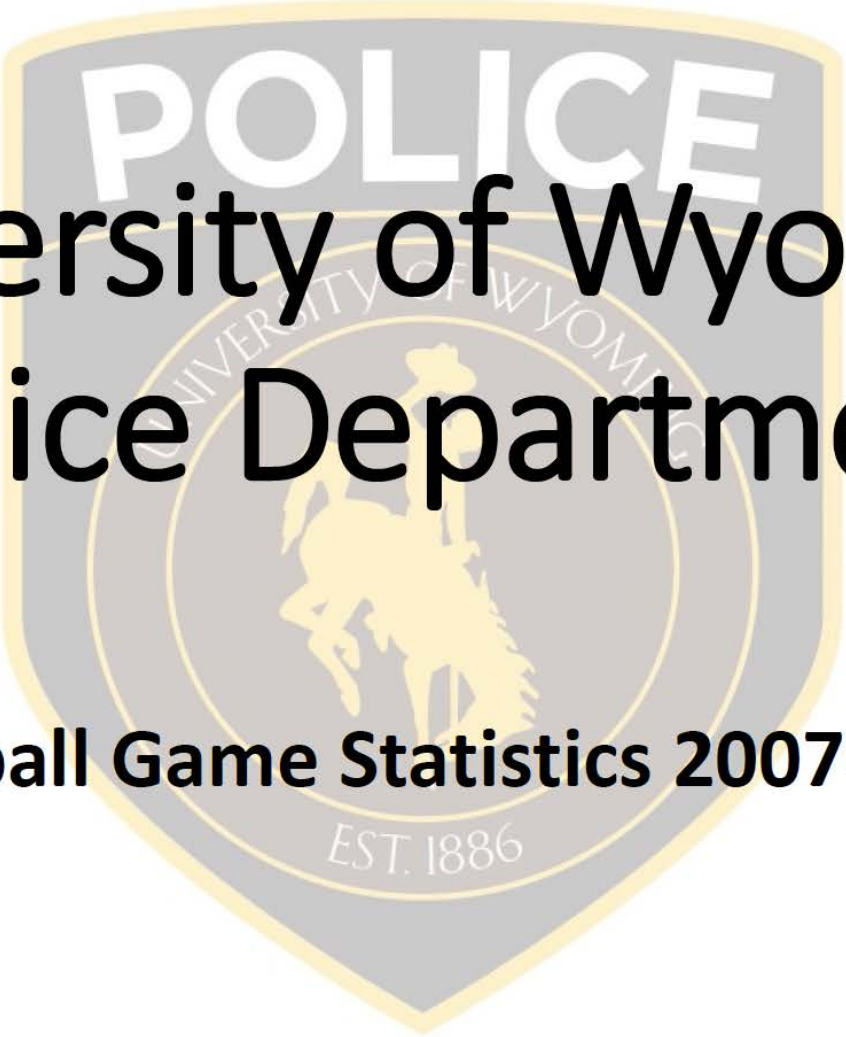




Questions?



UNIVERSITY OF WYOMING

The background features a large, semi-transparent shield logo for the University of Wyoming Police Department. The word "POLICE" is written in large, white, sans-serif capital letters across the top of the shield. Below it, the words "UNIVERSITY OF WYOMING" are written in a smaller, circular arrangement around a central emblem. The emblem depicts a yellow silhouette of a cowboy on a bucking horse. At the bottom of the shield, the text "EST. 1886" is visible.

University of Wyoming Police Department

Football Game Statistics 2007-2016

Opening Game Statistics



Opponent	Date	Attendance	# Contacted	# Warned	# Cited	# Arrested
Virginia	9/1/2007	31,620	unk	unk	11	unk
Ohio	8/30/2008	20,430	unk	unk	7	Unk
Weber St	9/8/2009	18,016	14	9	5	1
Southern Utah	9/4/2010	20,043	23	9	21	7
Weber St	9/3/2011	21,492	14	10	4	0
Toledo	9/10/2012	21,688	19	14	1	1
Idaho	9/7/2013	22,030	27	3	15	2
Montana	8/30/2014	25,243	10	5	3	1
North Dakota	9/5/2015	23,669	5	4	2	0
North Illinois*	9/3/2016	18,483	14	2	8	4
Gardner Webb	9/7/2017	19,051	11	1	4	2

* 1hr 43 min rain delay, Triple Overtime

Opening Game Weather Statistics



Opponent	Date	Kickoff Time	Temperature	Wind	Weather
Virginia	9/1/2007	12:06 pm	73	S 10	Sunny/Warm
Ohio	8/30/2008	12:00 pm	79	SSW 11	Sunny
Weber St	9/8/2009	1:06 pm	76	Calm	Partly Cloudy
Southern Utah	9/4/2010	7:00 pm	75	W 7	Calm
Weber St	9/3/2011	7:06 pm	58	ESE 16	Calm
Toledo	9/10/2012	2:06 pm	71	NNE 8	Sunny/Calm
Idaho	9/7/2013	2:00 pm	79	Calm	Sunny/Warm
Montana	8/30/2014	2:08 pm	74	WSW 9	Sunny
North Dakota	9/5/2015	2:05 pm	76	SSW 23	Sunny
North Illinois*	9/3/2016	8:05 pm	57	SSE 10	Cloudy
Gardner Webb	9/7/2017	2:08 pm	66	SSW 4	Partly Sunny

* 1hr 43 min rain delay, Triple Overtime

Large Game Statistics



Opponent	Date	Attendance	# Contacted	# Warned	# Cited	# Arrested
Texas	9/12/2009	31,017	61	44	17	4
Nebraska	9/24/2011	32,617	51	30	23	10

Opponent	Date	Kickoff Time	Temperature	Wind	Weather
Texas	9/12/2009	1:32 pm	53	SE 10	Overcast/Cool
Nebraska	9/24/2011	5:38 pm	74	N 12	Calm

University of Wyoming Housing Master Plan

Initial Update

14 September 2017

Presentation to University of Wyoming Board of Trustees



Today Topics

- Activities To-Date
- Strategic Context for the Housing Master Plan and Campus Housing
- Highlights from Interviews, Focus Groups and Building Tour
- Competitive Context – Peer and Local Market
- Issues and Insights
- Housing Demand
- Facility Audit and Costs
- Discussion

Activities To-Date

- Market Research
 - Interviews and Focus Groups
 - Initial Peer and Local Market Research
- Building Walking Tour
- Facility Inspection

Interviews and Focus Groups To-Date

Administrative Interviews and Meetings

- Laurie Nichols, President
- Kate Miller, Provost
- Sean Blackburn, Associate Vice President and Dean of Students
- Eric Webb, Executive Director of Residence Life, Dining / Catering and Events
- Rian Rabideau, Associate Director of Residence Life
- Kim Zafft, Associate Director of Operations
- Frosty Selmer, Deputy Director, Utilities Management and Engineering
- Amy Bey, Dietician
- Sunnie Jones, Office Associate for the UW Apartments
- Corey Peacock, Assistant Director, Training and Selection
- Todd Mendick, Supervisor of Maintenance Services
- Jill Aldridge, Res Life & Dining Services
- Rebecca Ford, Associate Director, Residential Dining
- Emily Edgar, Marketing and Campus Relations Coordinator
- Reggie Conerly, Director of Dining Services
- Erin Hungerman, Assistant Director, Community Development
- Diana Wilson, Residence Coordinator, Apartments
- Melissa Nelson, Residence Coordinator, McIntyre Hall
- Griffin Farrar, Residence Coordinator, Orr Hall
- David Polizzi, Residence Coordinator, White Hall
- Chris Saunders, Manager of Custodial Services
- Jana Schott, Business Office Manager

Student Focus Groups

- Four focus groups with a variety of undergraduate class years and residential housing experiences

Other Interviews

- University of Wyoming Facilities Contracting Committee (Board)
- Speaker of the Wyoming House Steve Harshman

Strategic Context for the Housing Master Plan and Campus Housing



Goals from the University of Wyoming Strategic Plan

GOAL 1

Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world.

GOAL 2

Cultivate a **community of learning** energized by **collaborative work** among students, faculty, staff and external partners.

GOAL 3

Nurture an environment that values and manifests **diversity, internationalization**, free expression, academic freedom, personal integrity and mutual respect.

GOAL 4

Promote opportunities for **personal health and growth**, physical health, athletic competition and **leadership development** for all members of the community.

Strategic Goals for the Housing Master Plan and Campus Housing

*Leadership envisions a **more residential university**, with new ideas and concepts for student housing, **living-learning environments** and an **enhanced residential experience** with **more opportunities for student engagement***

- Make housing a feature that helps to strengthen recruitment and retention (currently thought to be a “drain”)
- **Increase number and diversity of housing options** to promote more students living on-campus and support the University’s planned growth (e.g., add 1,100+ students by 2022)
- Develop plan that the campus can rally around, and that will enhance the attractiveness of the campus over the next decade
- **Enhance Greek life** to add to the vitality of campus life (grow from ~650 students to ~1,000 students)

Target Populations – Who Does UW Want to House?

Priority Populations: Freshmen and Transfer Students

- **Focus on freshmen and transfer students**
- **Freshmen:** continue on-campus residency requirement and further limit exemptions to on-campus requirement
- **Transfer students** (42% of incoming class)
 - Primarily come from all the Wyoming community colleges, and from Colorado
 - Transfer students do not always have a great experience; struggle to find housing in Laramie. Students may end up living together randomly.
 - Create a housing option for transfer students, e.g., part of a floor or buildings.

Target Populations – Who Does UW Want to House?

Other Populations

- **Sophomores (and beyond):** lead with the “carrot and not the stick” – create conditions that inspire these students want to live in campus housing (no sophomore requirement)
 - Explore ways to keep sophomores, juniors and seniors engaged in campus life
- **International students**
 - Roughly 200 to 300 students – would like to grow this group
 - Significant issue is access to kitchens
 - Mixing international students with domestic students is good for all
- **Other target populations:** address population-specific needs
 - E.g., difficulties recruiting student athletes reportedly because of lack of variety in housing offered

Other Strategic Goals

Make Housing More Appealing – Physically and Programmatically

- Create more communal and amenity spaces both inside and outside of housing to support the on-campus social life of the University of Wyoming
- Create programming such as Living-Learning Communities (LLCs), themed floors or residential colleges to increase student engagement, strengthen community on UW's campus, and increase faculty interaction with students in residential settings

Increase Diversity of Housing Options

- UW currently offers traditional residence hall-style rooms, apartment housing and a limited number of “semi-suites,” i.e. two rooms entered off a common corridor, connected by an internal bathroom
- Interest in “more of a progression of housing options as students advance” academically and developmentally
- Increasing variety should also include options that can entice students to remain on-campus beyond first year

Other Strategic Goals

Costs and Financial Considerations

- Focus on affordability and perhaps even **differential pricing strategies** to make housing accessible to more populations; but must also address issues of **equity**
- Design a financially sustainable housing plan for the full mix of University housing
- Open to economical options for creating new housing (e.g., 30 year housing construction types)

Other Planning Issues and Considerations

- Think of plan in **two phases**
 - Early phase based on today's facts and circumstances
 - Later phase based on possible future developments (e.g., potential closing of 15th Street)
- Identify location and housing type for potential new residence hall(s) while planning for long-term housing and residential life needs
- Consider **village clusters** (i.e., series of low rise buildings rather than high-rise structures)

Highlights from Interviews, Focus Groups and Building Tour

- **UW's Residential Buildings**



General Physical Conditions of the Residence Halls

■ Positives

- Students say that maintenance of halls is both good and responsive (in fact, it rates favorably against the local market)
- Sinks in the rooms (Washakie Halls)

■ Issues

- **Temperature control** – lack of air conditioning, and no ability to adjust heat (halls can get overheated)
- **Built-in furniture and brick walls** – difficult to “individualize” room – hang posters, decorate, etc.
- **Laundry** – in basement, far away. (Options for adding facilities on residential floors?)
- **Narrowness / darkness of hallways** (mentioned by administrators, no comments from students)
- **Small windows** – cannot be opened fully; blinds sandwiched between glass panes impede sunlight
- Need **better Wifi** and accommodation of technology
- In **Washakie corner singles**, beds are slightly too large for the room and must be placed in an awkward arrangement

Washakie Halls

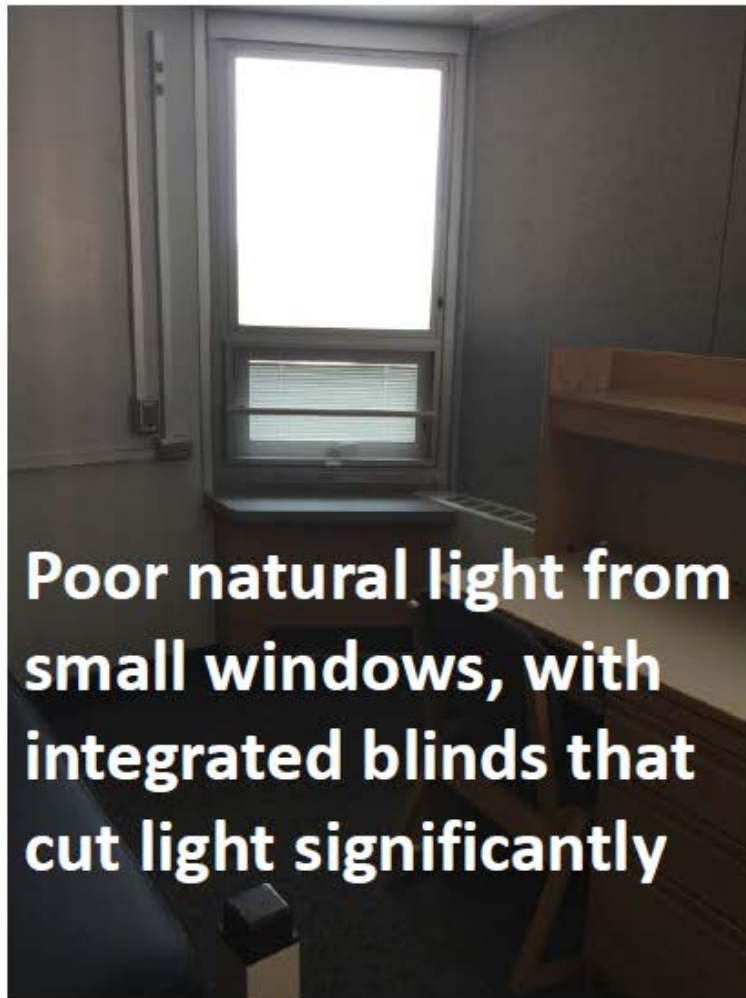


Narrow Corridors



Brick Walls –
Utilitarian feel
Difficult to decorate /
personalize

Washakie Halls



Crane and Hill Halls

- Not connected to the Washakie Halls
- Hill and Crane have been converted to singles
- Built-in furniture; no sinks in the rooms
- Former Hill / Crane dining hall serves catering, but will soon be unused (catering to be moved out)
- Crane Hall is generally perceived to be better than Hill Hall



Bathrooms

- Students are almost universally dissatisfied with the Washakie Hall bathrooms; with the exception of the recently renovated White Hall bathrooms, bathrooms “need to be updated,” at least a “cosmetic upgrade”
- Mixed comments on sharing vs. not sharing bathrooms; students seem to desire a **balance between privacy and community**
- Students say they would like the following:
 - Generally more privacy; specifically individual shower areas that are fully enclosed. (Some have only curtains for privacy.)
 - Bigger bathrooms – “larger, but not huge”
 - Countertops for makeup, blow-drying hair, etc.

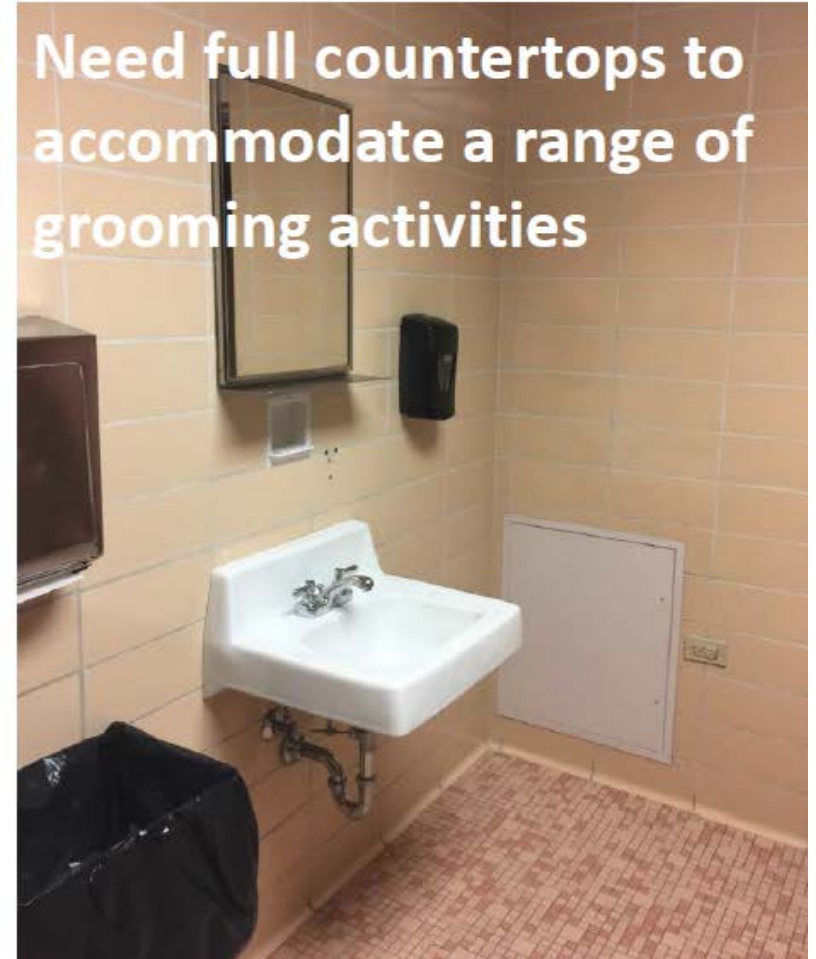
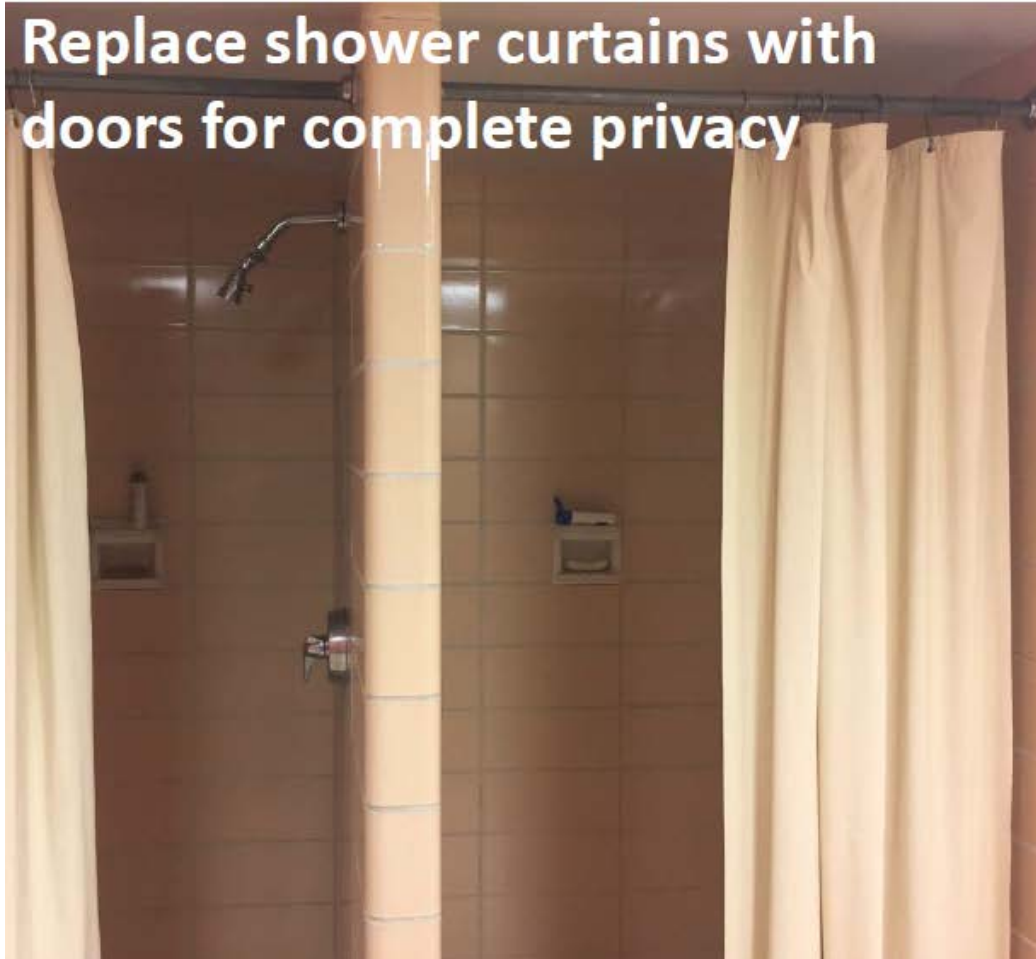


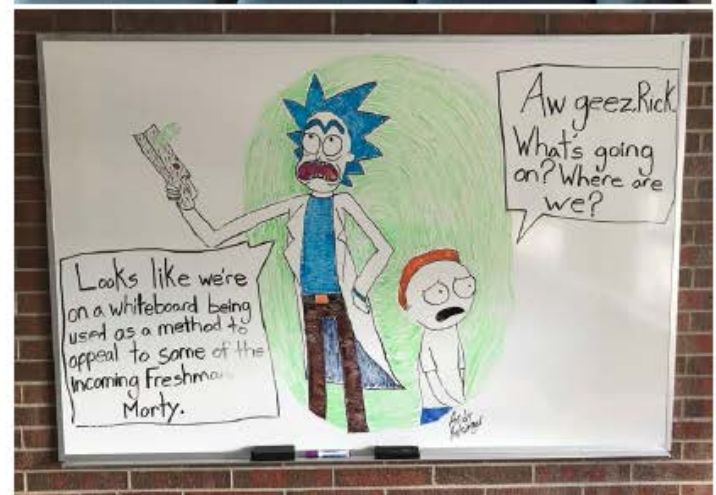
UW Student Comments

Shared bathrooms “are a great way to get to know people”

“Make it feel as individual as possible while still making it feel communal”

Bathrooms





Residence Hall Common Spaces

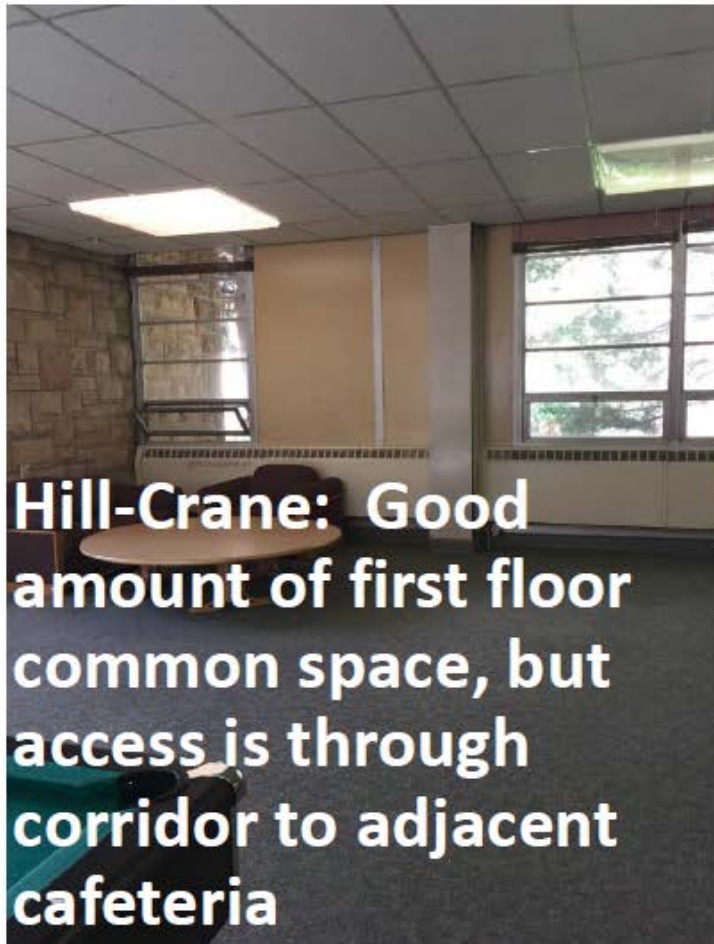
Washakie Halls



**Washakie first floor lobbies
poorly configured and lacking
programmable space**

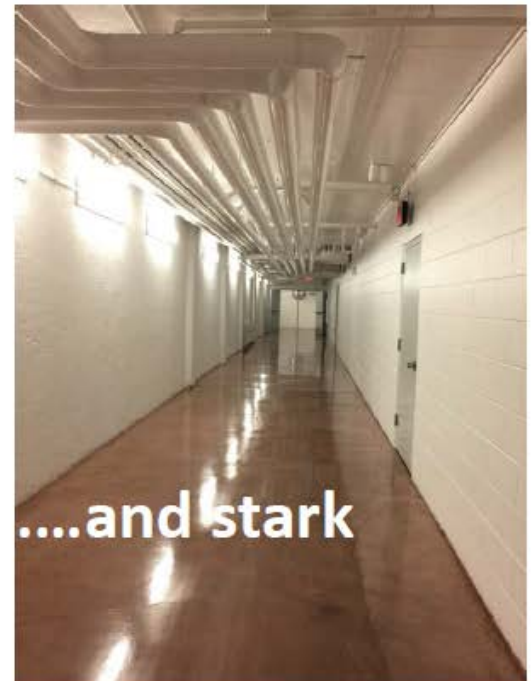
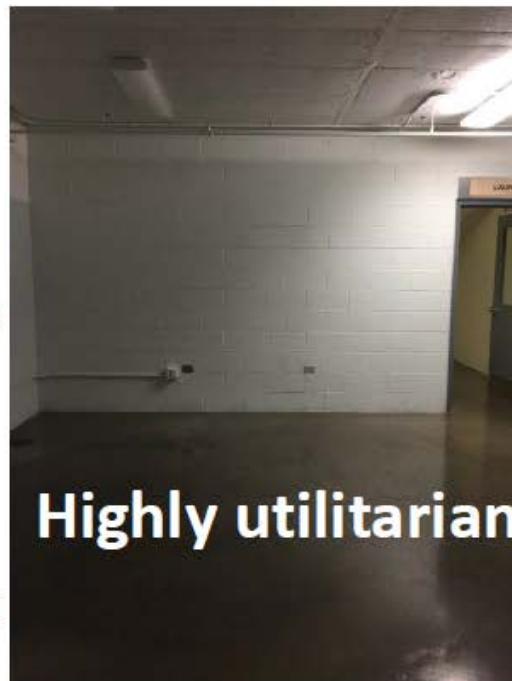
Residence Hall Common Spaces

Hill-Crane Halls



Tunnels / Laundry Rooms

- Tunnels are very popular – widely valued by students
- Provide better lighting and security cameras
- Hill and Crane are not connected by tunnels, which further decreases their attractiveness to students
- Some laundry rooms are more “tucked” away than others
- Students mentioned that it was less-than-ideal that there was no alternative to laundry in the basement



Apartments

- UW's four apartment complexes vary in age and quality
- **Bison Run** – mostly houses **sophomores**, rented by the bed, the newest and in the best condition
- **River Village** and **Spanish Walk** – popular with international students
- **Landmark Apartments** – mostly houses **families**; on track to be fully occupied this year now that it allows pets
- All apartment complexes house some graduate students



Academic Programming in the Residence Halls

- Freshman Interest Groups (**FIGs**) – the primary academic / co-curricular program activity in the halls now
 - 200 to 300 freshmen total belong to Freshmen Interest Groups (FIGs)
 - Freshmen live with other freshmen who have similar educational goals, take classes together

- University wants to explore more formal **living-learning communities / themed colleges / academic villages / etc.**
 - The University just created the Honors College (housed in a repurposed fraternity house)

Highlights from Interviews, Focus Groups and Building Tour

- UW's Residential Buildings
- Beyond the Residential Buildings



Why Undergraduate Students Come to UW

- Tuition is **very inexpensive** (a very cost-effective choice of university)
- The surrounding area is nice
- Laramie is a **small town**, but not tiny, and people are very friendly
- Students value the **close-knit community**

UW Culture

- Students are described as very **polite, hardworking**, and don't complain very much – not entitled, “amazingly well-behaved”
- **Easy to get to know people**; “know your professors really well,” and don't “feel like you're one in a swarm”; “out here, everybody is everybody's friend”
- Oriented around the community for **sports** – Laramie “loves their football and basketball”
- Wyoming, including UW, is a “**small town with very long streets**” – the campus, and what happens on it, is everyone's business
- “**Down-to-earth**” culture
- **More diverse** than many people think (preconceptions of Wyoming's lack of diversity), with students from “a lot of different places,” both domestically and internationally
- However, international students don't always integrate very well

Wyoming vs. Colorado / California Students

- Marked differences between students from Wyoming and those from Colorado / California
- **Wyoming students**
 - Generally more conservative with a “pull yourself up by the bootstraps” mentality; Administrators – these students have “a strong work ethic. [They] lead by example. They make their own mistakes [and] move forward with them.”
 - From very small towns; often do not come from a lot of money (blue collar workers)
 - Many are first-generation college students
 - High cost sensitivity re: the halls. They feel they are not getting a lot for what they are paying
- **Colorado / California students**
 - These students tend to come from more urban environments, and are more liberal in general
 - Many different backgrounds
 - Have more financial means overall

Social Life

In the Halls

- Overall, students feel that UW is **lacking in communal space**, especially considering that a student can't swipe into a hall that is not her or his own
- On-campus, students socialize most often in the **fishbowls** with others in their residence halls
- In most residence halls there is no real community space on the first floor, and students don't really hang out there

UW Student

"Always know that if you want to be around people, you can go to the central area [Fishbowl]"



Social Life (cont.)

Beyond the Halls

- Outside of fishbowls, people mostly go to **the Union** for on-campus socializing
 - *“The Union is the only place to go besides concerts in the fine arts building”,* although UW will be opening up more student gathering space in the library
 - “Always people tabling, food of some kind, people waiting for their next class, or something happening”
 - Popular with international students (watch soccer, use Multi-Cultural Resource Center)
- **The Gardens** in the basement of the Union is another gathering spot.
 - Alcohol is served there, but students under 21 sometimes don’t feel comfortable there.
- **Game room** off the Garden “costs money.”
- **No coffee shop / casual hang out space on-campus**, although there are a few located in town just on the border of campus



Social Life (cont.)

At Night and Off-Campus

- Off-campus, there are many more coffee houses for students to work / socialize / hang-out (e.g., Huckleberry's, Coal Creek and Turtle Rock)
- If you're over 21, then there is a huge downtown bar scene
- Those under 21 can go to house parties, the bowling alley, two movie theaters or do swing dancing on-campus

UW Students

On-campus hangout locations like the Gardens lack the "differentiated ambience" of off-campus hangout spots

"Life is off-campus when you move off. Unless you're around between classes."



Turtle Rock

Living Off-Campus

General Comments

- Most students move off-campus for or right after Sophomore year
- Little trouble moving off-campus; students see it as a “natural transition”
- Students move to:
 - Off-campus houses
 - Various nearby apartment complexes like the Verge, the Pointe, Cowboy Village, and Campus Habitat
- Students say that off-campus housing costs less overall, but that you deal with downsides like more frequent parties, roommate issues (with no RA to handle disputes); things getting fixed more slowly



Competitive Context

- Peer Unit Types



UW identified the following institutions as peers...

University of Northern Colorado

Colorado State University

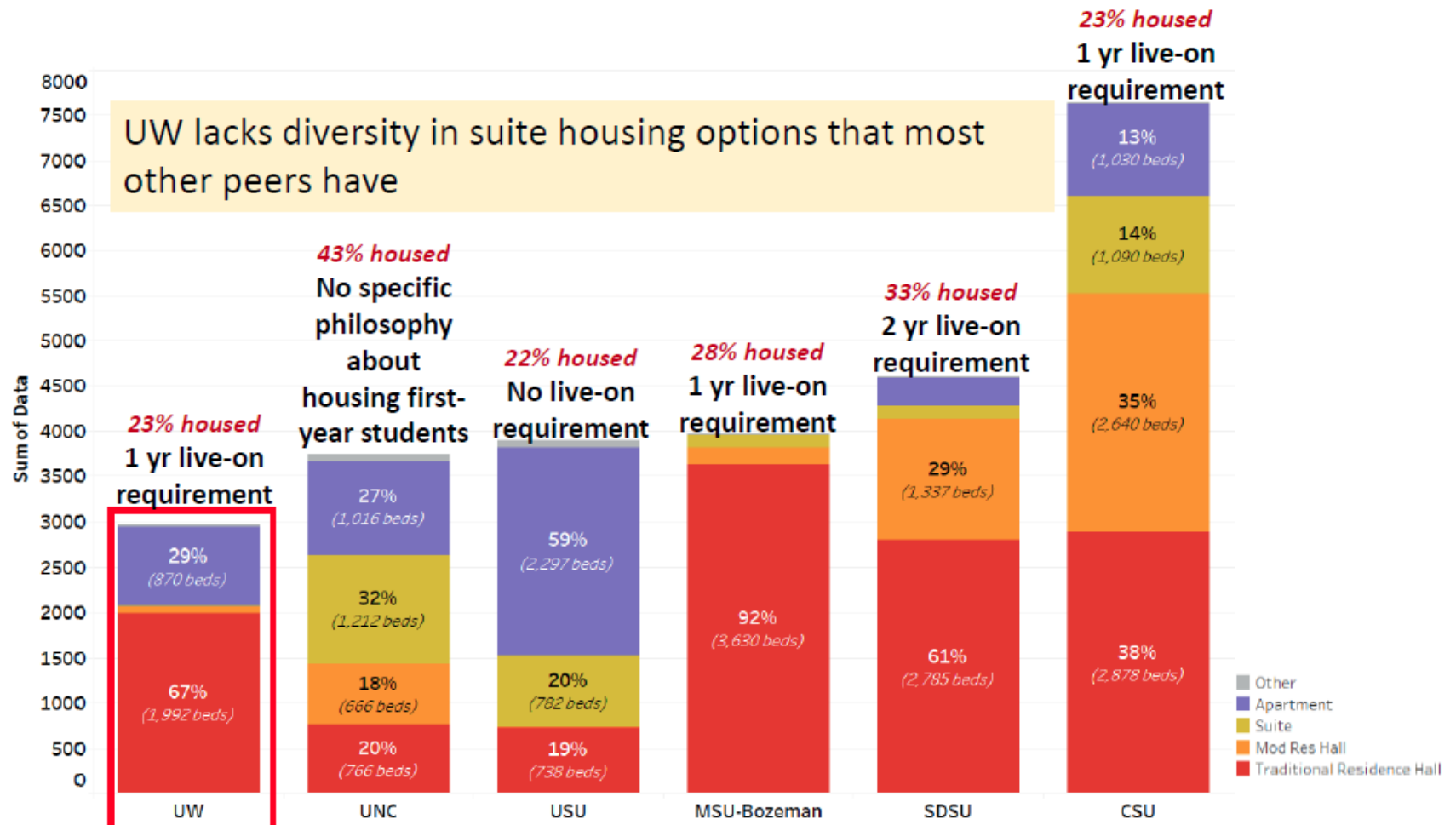
Montana State University – Bozeman

South Dakota State University

Utah State University

Laramie County Community College
(added based on student comments)

Distribution of Housing Types



Competitive Context

- Peer Unit Types
- Peer and Local Cost Comparisons



Full Costs – Tuition, Housing and Dining

- Students have voiced concerns to UW over the price / affordability of campus housing, saying that the cost of housing is unusually high at UW.
- On a scale of 1 to 7 (1=most expensive), UW housing and dining is relatively expensive compared to peers. While it ranks 5 or 6 in tuition, it ranks 2 in housing costs, 3 in dining costs, and 4 in overall housing and dining costs.

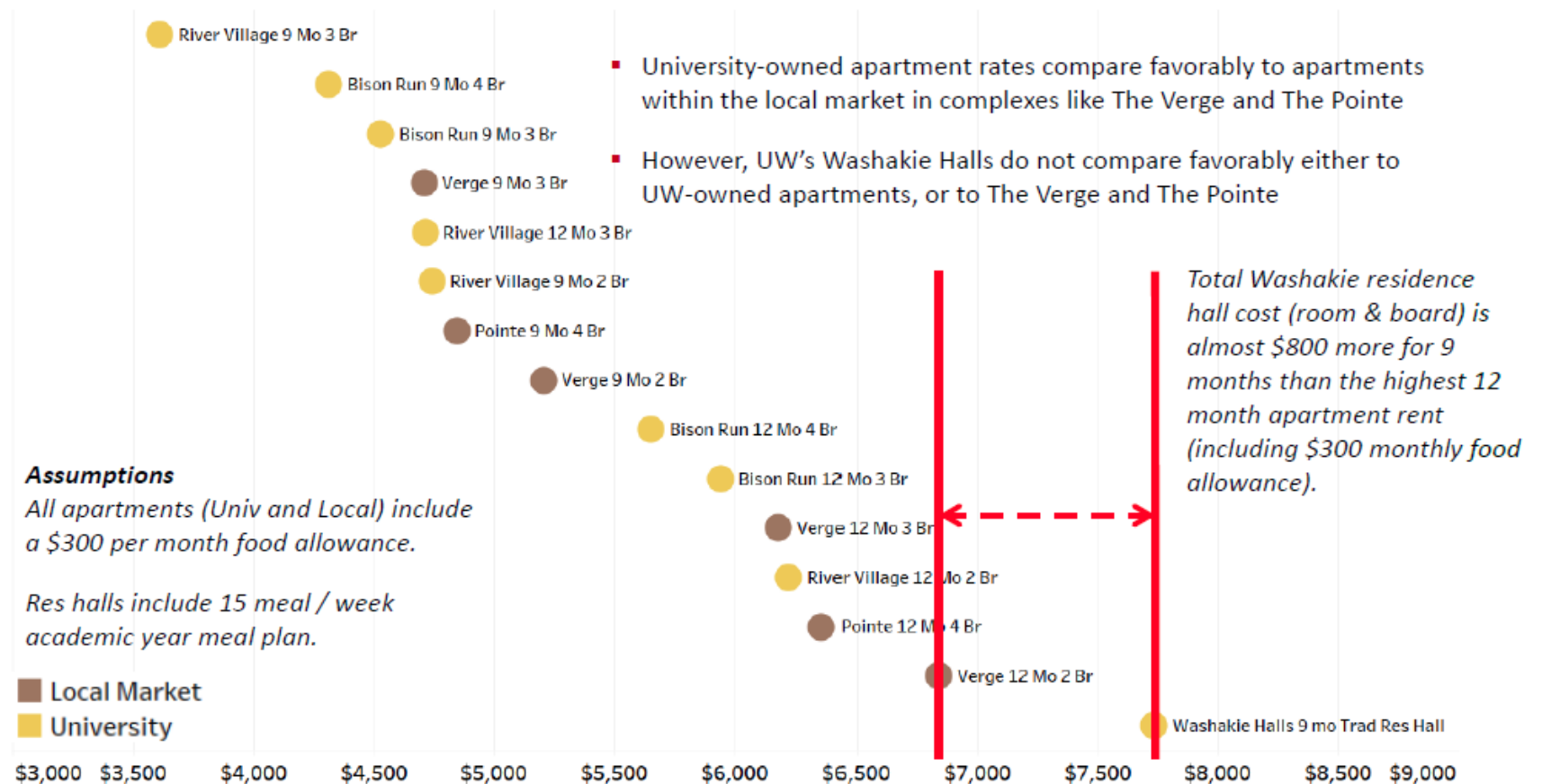
Costs Per Academic Year

	Tuition				Housing		Dining		Housing & Dining		Total Cost -- Tuition, Housing & Dining			
	Rank	In-State	Rank	Out-of-State	Rank	TRH Dbl-Occ	Rank	21 Meals/Wk	Rank	Total Cost	Rank	In-State	Rank	Out-of-State
LCCC*	7	\$3,426	7	\$7,938	3	\$4,184	1	\$7,574	1	\$11,759	6	\$15,185	6	\$23,123
UW	6	\$5,055	5	\$16,215	2	\$4,493	3	\$5,827	4	\$10,323	5	\$15,378	4	\$26,538
USU	5	\$6,864	4	\$19,772	5	\$2,090	5	\$3,780	7	\$5,875	7	\$12,739	5	\$25,647
MSU-Bozeman	4	\$7,080	2	\$24,070	-	-	-	-	5	\$9,604	3	\$16,684	2	\$33,674
SDSU	3	\$8,172	6	\$11,403	4	\$3,708	4	\$4,064	6	\$7,776	4	\$15,948	7	\$19,179
UNC	2	\$8,416	3	\$20,002	1	\$4,990	2	\$6,220	3	\$11,212	2	\$19,628	3	\$31,214
CSU	1	\$11,080	1	\$28,374	-	-	-	-	2	\$11,514	1	\$22,594	1	\$39,888

*LCCC only offers suite-style housing.

Housing Rates – University vs. Local Market (9 and 12 Month Comparisons)

Comparison of Housing Costs (with Dining Plan or Food Allowance) -- University vs. Local Market



Issues and Insights

- Housing Mix / Progression
- Bathrooms
- Residential Programming and Support Spaces



Expanding the Mix of Housing Offerings

- The University of Wyoming currently offers the mix of housing at right, and wishes to offer a wider range of housing.
- Factors to consider in evaluating the mix of housing to offer include:
 - Developmental considerations
 - Marketing and recruitment considerations
 - Retention considerations
- In some cases, these factors may be in conflict with each other.

Distribution of Beds by Building and Unit Type

Unit Type and Building	Beds	
	<i>No.</i>	<i>Pct of Total</i>
Doubles (Washakie)	1728	54%
Singles (Washakie)	119	4%
Singles (Hill-Crane)	409	13%
Semi-Suites (Washakie)	68	2%
Honors House	29	1%
Apartments	870	27%
Total	3223	100%

Developmental vs. Recruitment Considerations for Housing and the Residential Experience

DEVELOPMENTAL CONSIDERATIONS

- Successful residential communities support changing developmental needs
- Students are fundamentally different in terms of life experience and maturity as they progress through university; **especially true for freshmen**
- Different types of housing structures and residential staff ideally support these fundamentally different needs

RECRUITMENT CONSIDERATIONS

- Trends in campus housing, especially at institutions that focus on incoming classes, are toward accommodating students' expressed desires for privacy and for attractive amenities.
- Students compare an institution's housing to other peer institutions (if there is a campus residency requirement), and to local market offerings (if no residency requirement).
- **While amenities and privacy are good selling points, there is *not necessarily* a positive correlation with a successful campus housing experience.**

Creating a Successful Undergraduate Experience

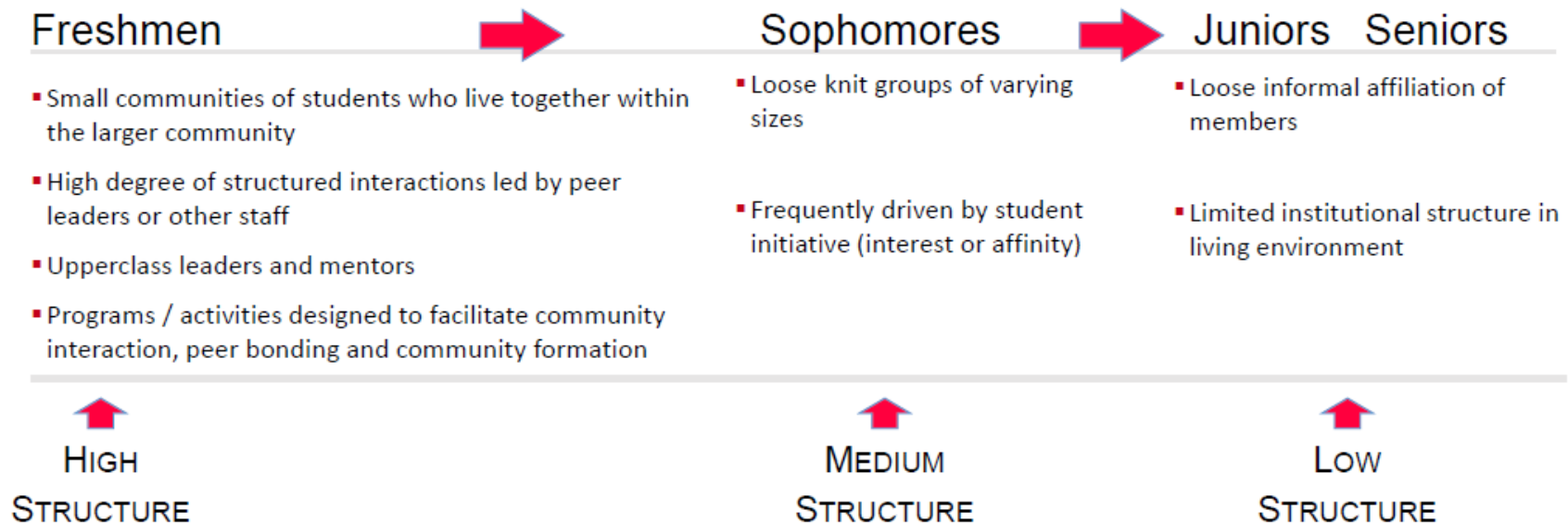
A National Student Perspective

Common themes cited regarding a successful undergraduate experience

- Meet and form lasting bonds with other students
- Want to feel like they are part of a community
- Have a strong school and / or program identity, one they can be proud of
- Have access to interesting learning opportunities outside of class (e.g., research, experiential learning, etc.)
- Interact with professors

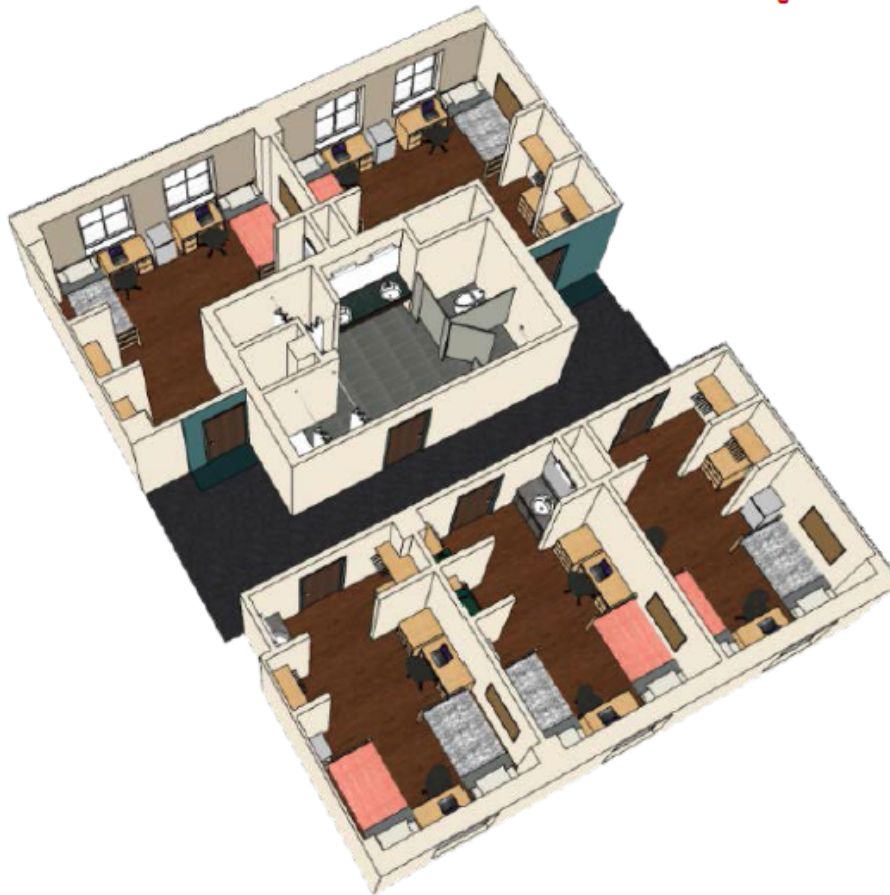
Relationship between Student Development and Level of Residential Structure: “A Continuum of Communities”

An intentional progression of housing types, programs and experiences
that mirror student developmental stages.



HIGH STRUCTURE COMMUNITIES

Goal: Build Strong Communities



IDEAL HOUSING: Traditional Residence Hall (TRH) doubles

Small clusters of student rooms (primarily doubles) help to form community

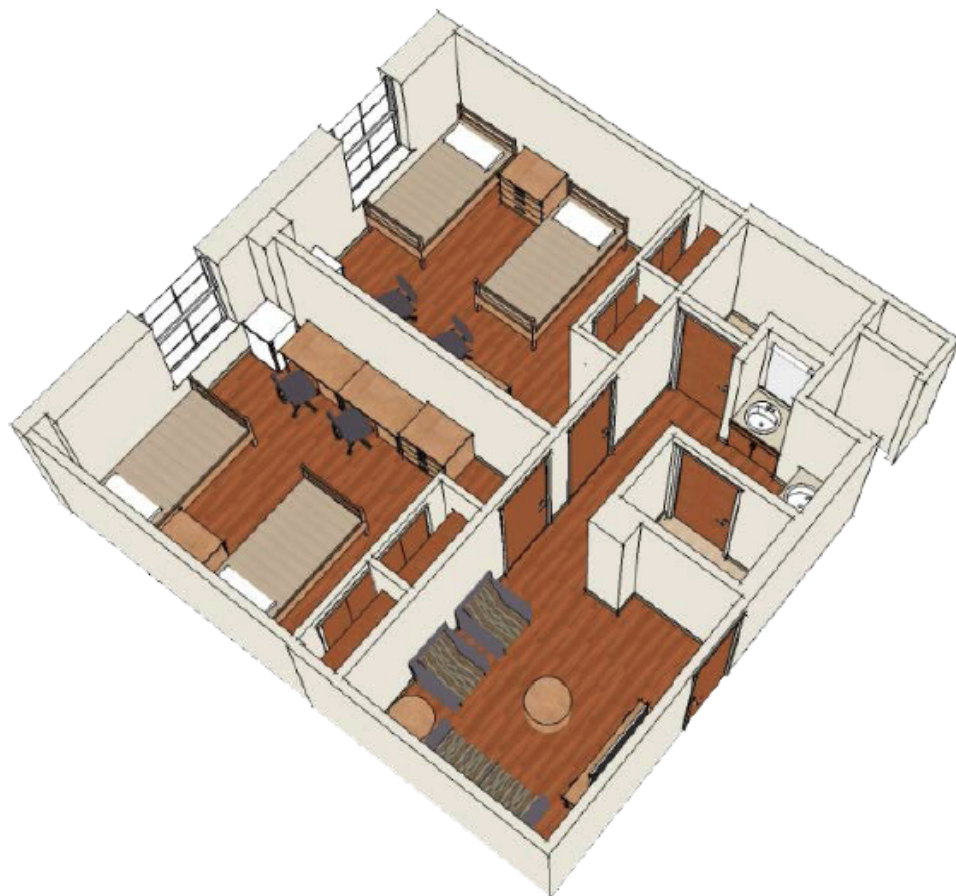
Bathroom configurations get students out of their rooms, and provide privacy without isolation

Rich complement of community spaces on each floor and in the building

- Study areas and lounges on each floor
- First floor “living room”
- Game spaces
- Other resource spaces

MEDIUM STRUCTURE COMMUNITIES

Goal: Maintain Established Communities but Provide More Independence



IDEAL HOUSING: Suites and TRH singles;
semi-suites

Suite includes bedrooms and common living space within unit (no kitchens); size and placement of living space affect nature of the suite experience

Doubles and / or singles within unit

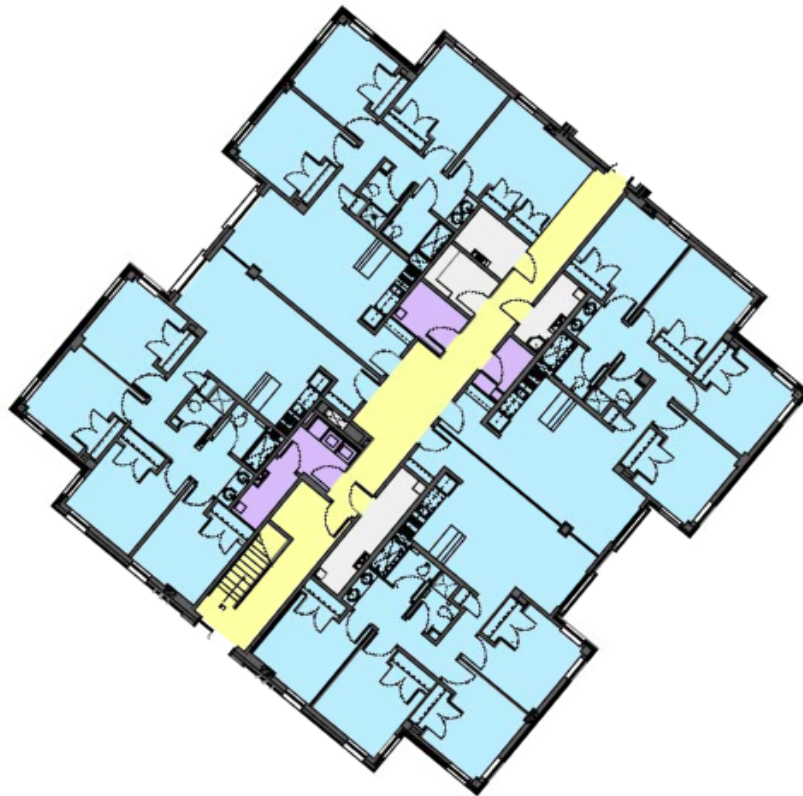
Floor community spaces are primarily within suite units, not shared on the hall

Building-wide community spaces primarily on the first floor

- “Living room”
- Game spaces
- Other resource spaces

LOW STRUCTURE COMMUNITIES

Goal: Prepare Students for Independent Living Situations

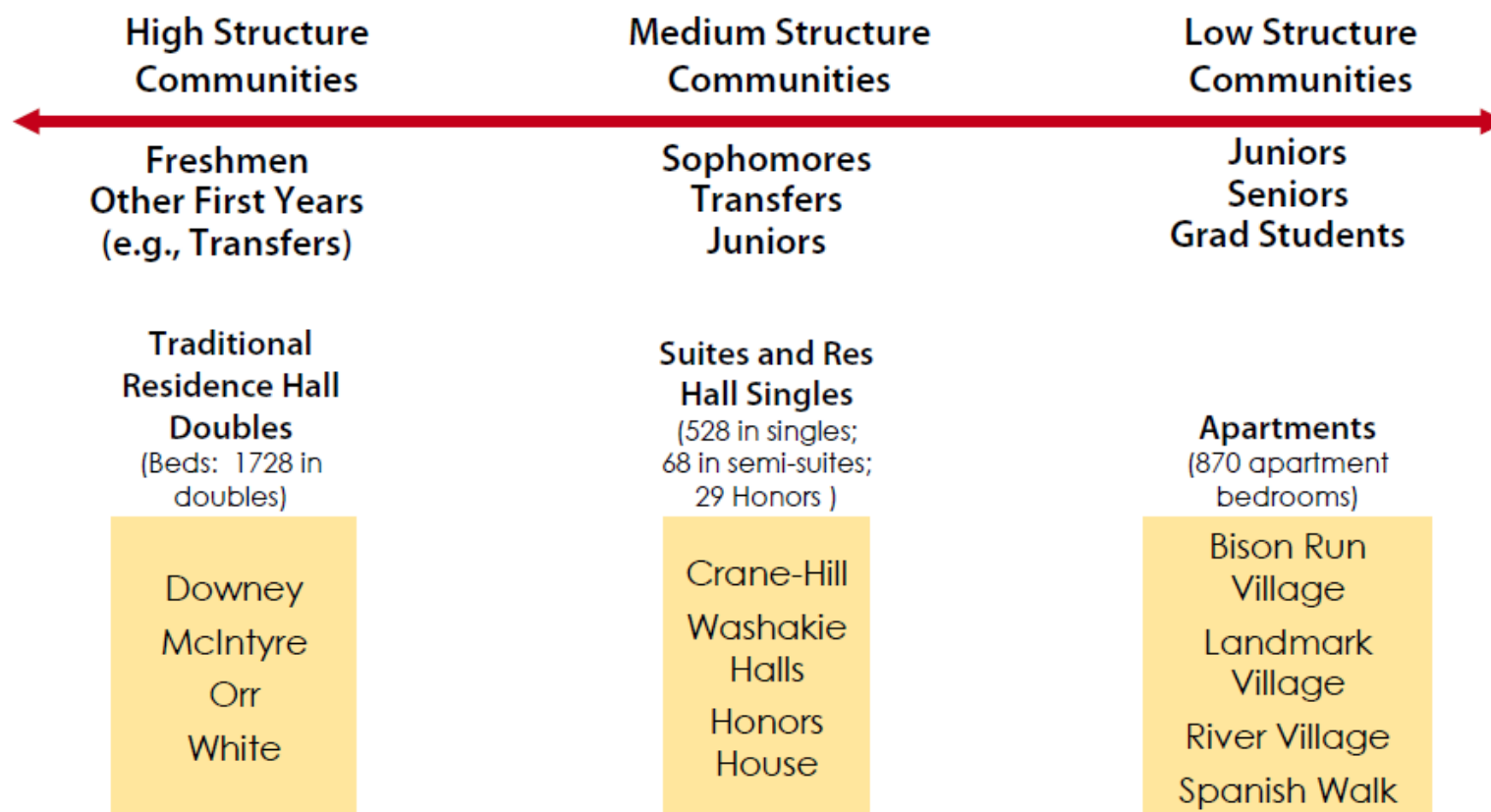


IDEAL HOUSING: Apartment-style units, and TRH singles

Primarily single bedrooms

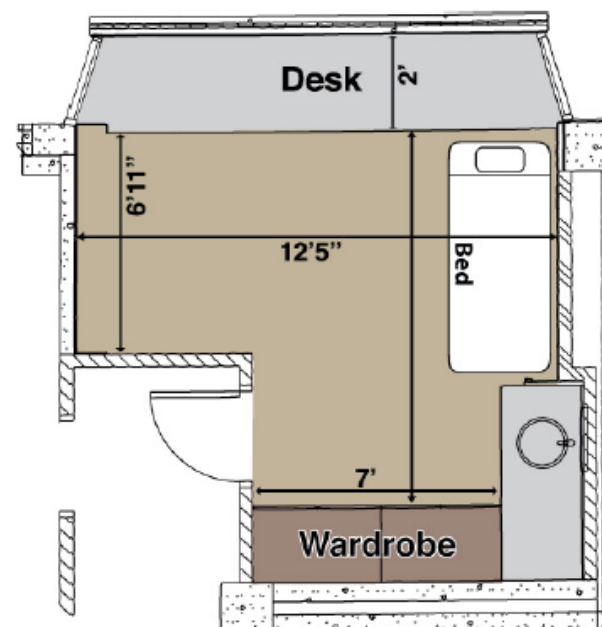
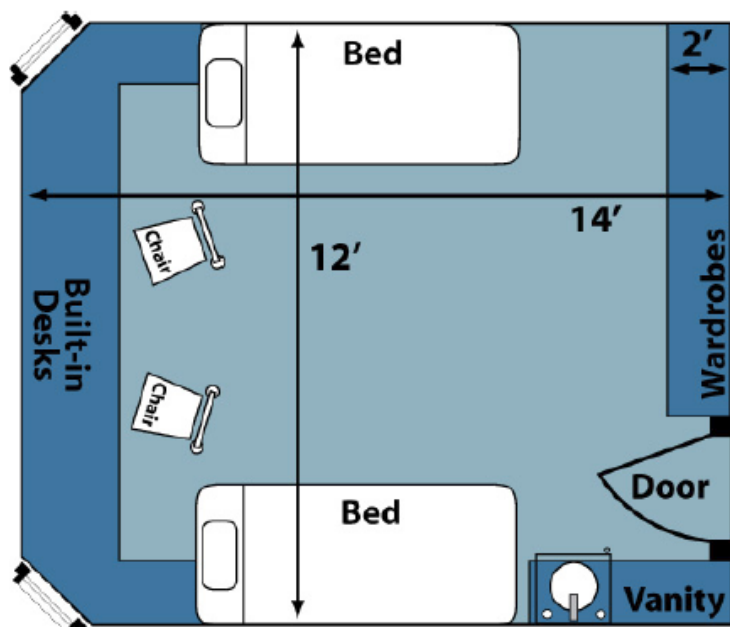
Primary community spaces are on the first floor and mirror 21st century market-style student housing

MAPPING A "CONTINUUM OF COMMUNITIES" TO CURRENT UW HOUSING



Alignment of UW Housing Options with First Year Housing

- All of the residence halls (Washakie and Hill / Crane) are primarily traditional residence hall-style with single and double-occupancy rooms. Developmentally, this is ideal for the largely freshman population that UW houses in its halls.
- Focus group students who lived in the halls generally reported a positive experience; students who had not (e.g., community college students who transferred in) had a less positive view
- **Issues with these halls:** (1) lack of privacy in bathrooms; (2) lack of common spaces



Issues and Insights

- Housing Mix / Progression
- **Bathrooms**



Bathrooms

Hallmarks of 21st Century Community-Style Bathrooms

- Careful attention to balancing privacy and community but, planned well, an opportunity to build community
- Low ratio – 8 to 10 students sharing a set of bathroom facilities
- **Disaggregated bathroom functions** – bathroom activities are separated into their component parts, and each planned according to the level of privacy that is appropriate / required.
 - **Grooming:** brushing teeth, combing / blow-drying hair, applying make-up / etc. – these activities are generally viewed as not requiring complete privacy; shared “open” facilities can contribute to community-building on the hall.
 - **Bathing:** 21st century students have very different views about bathing and privacy than a prior generation. Desire is for complete privacy for the full bathing activity – changing, showering, toweling off, dressing. Modern bathing facilities should be fully-enclosed affairs, with changing area and shower behind a floor-to-ceiling closed and lockable door.
 - **Toileting:** full privacy required, as always, with enclosed toilet stalls.
- Addresses needs for gender-neutral facilities

UW Student Comments

Shared bathrooms “are a great way to get to know people”
“Make it feel as individual as possible while still making it feel communal”

Bathrooms

Reimagining Shared Bathrooms – Privacy in a Community-Style Setting



Precedents: Today's hotel and restaurant restroom facilities

Public grooming areas; private bathroom facilities



Bathrooms

Reimagining Shared Bathrooms – Privacy in a Community-Style Setting



Private shower stalls on the left
Private toilet rooms on the right
All off an open hallway
Storage cubbies and “hanging out” area toward the rear

Bathrooms

Reimagining Shared Bathrooms – Privacy in a Community-Style Setting

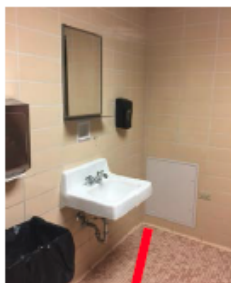
21st century residence hall bathroom
with private stalls, storage cubbies,
health club design and feel



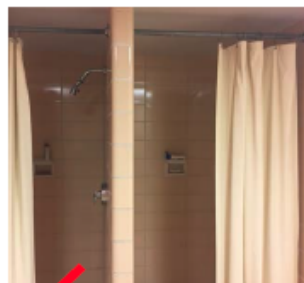
Washakie Bathrooms

Issues with Existing Conditions

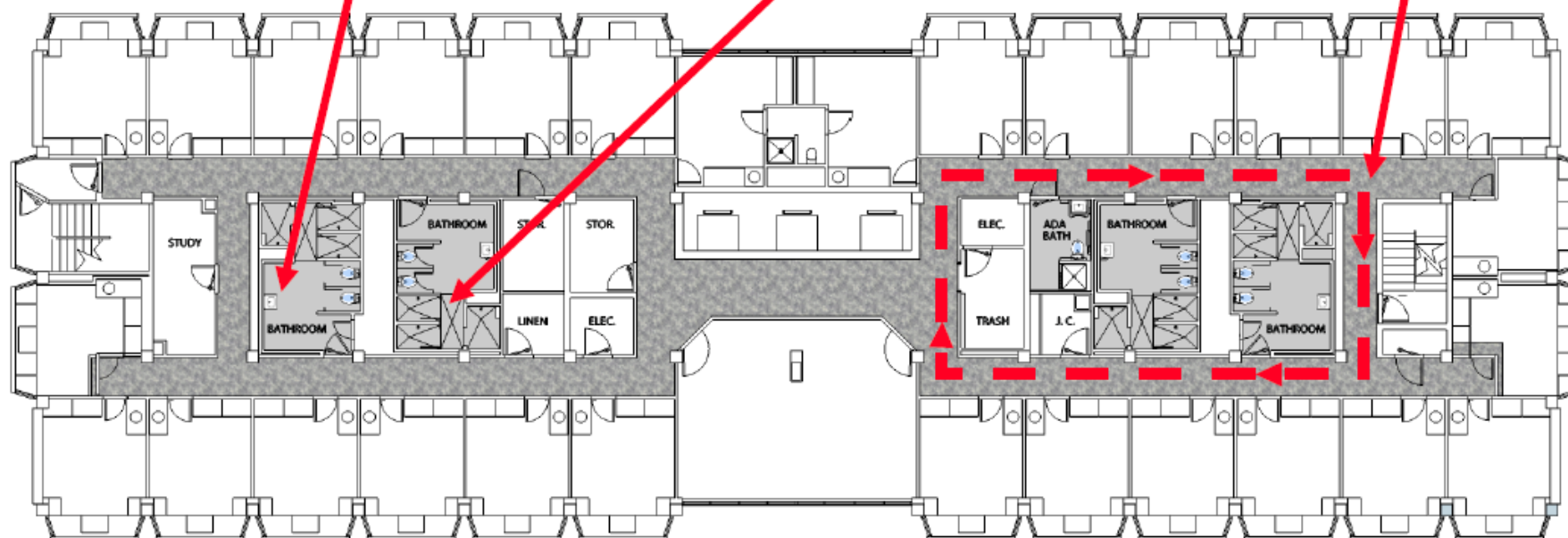
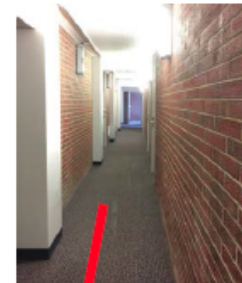
Lack of adequate
counter space



Lack of privacy in
shower areas

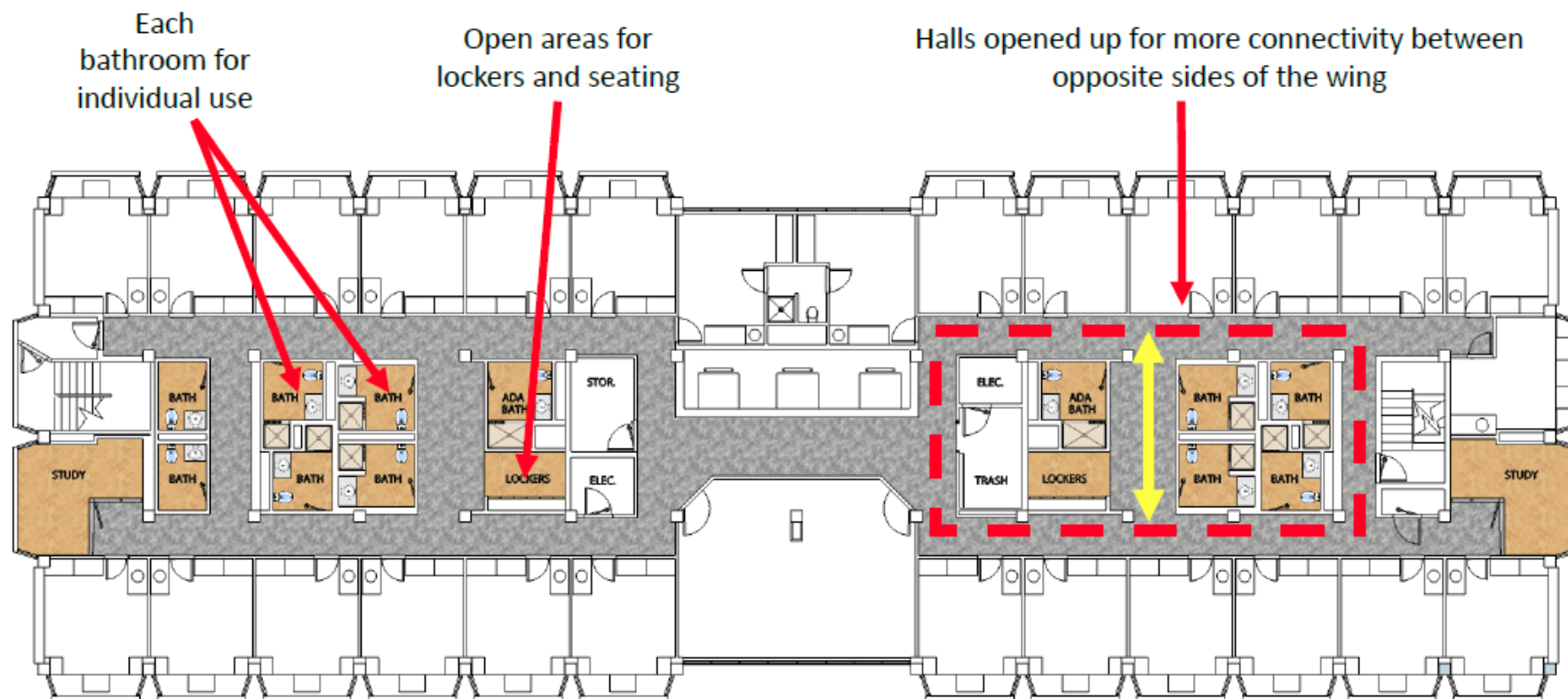


Narrow halls and
claustrophobic
“racetrack”
configuration



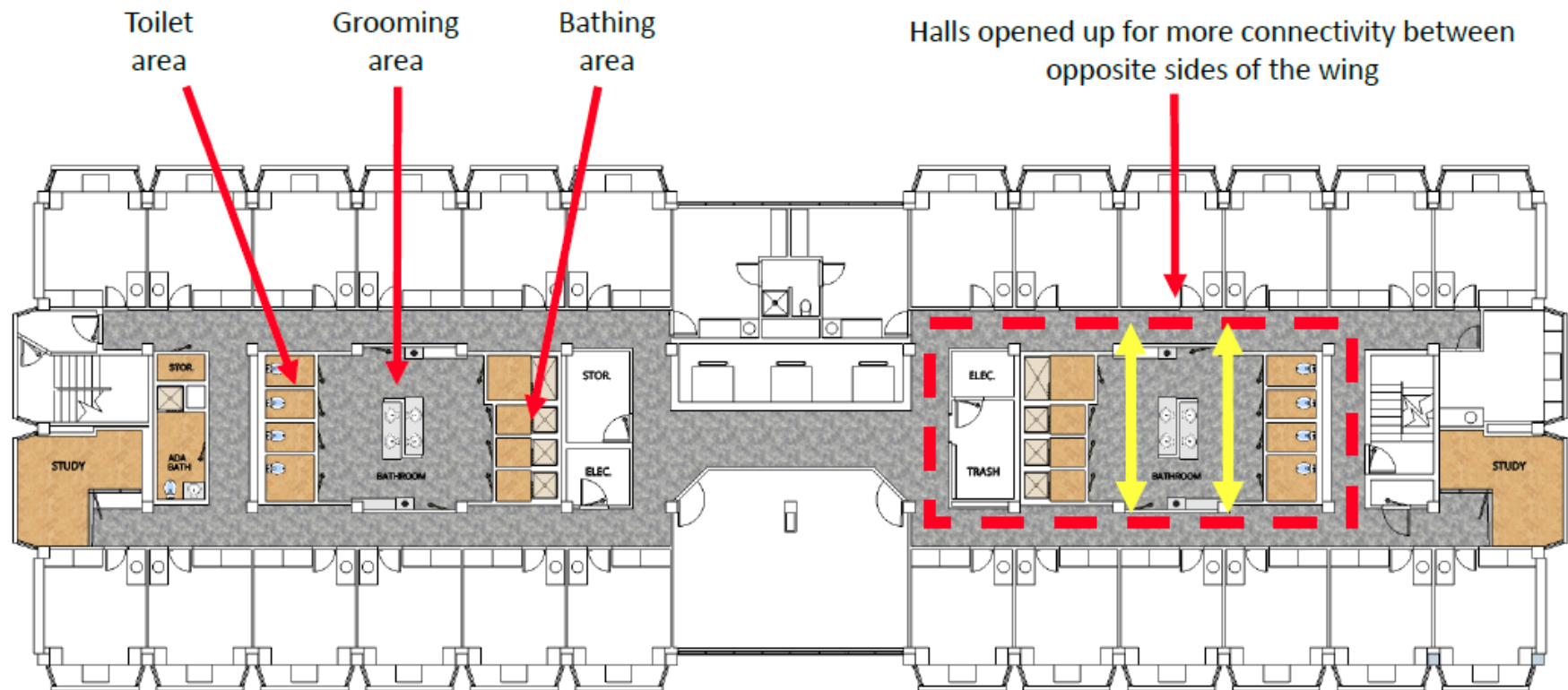
Washakie Bathrooms

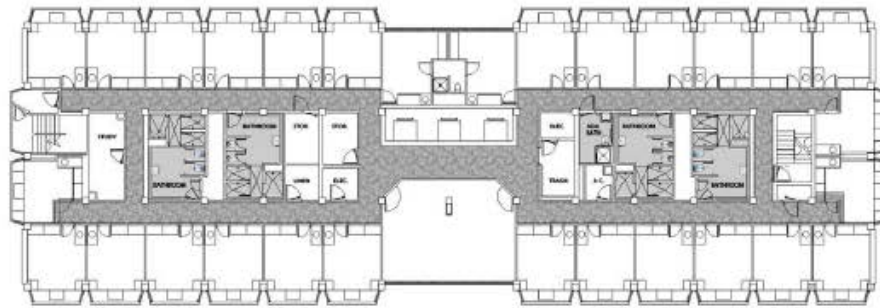
Concept 1: Reconfigure as Individual Bathrooms



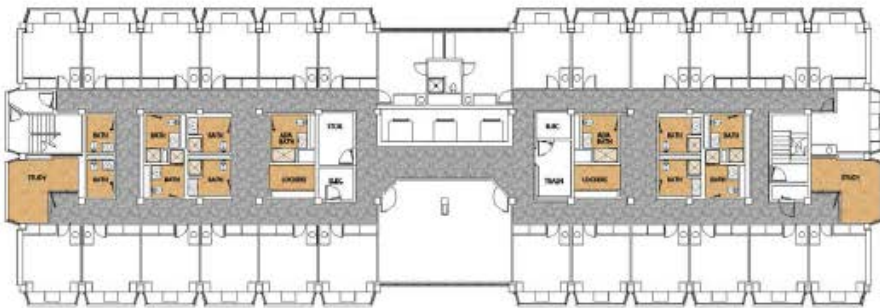
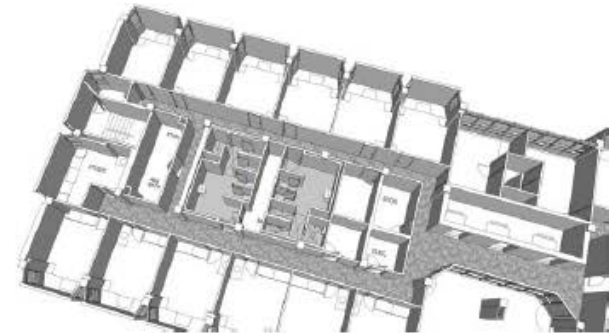
Washakie Bathrooms

Concept 2: "Deconstructed Community Bathrooms"

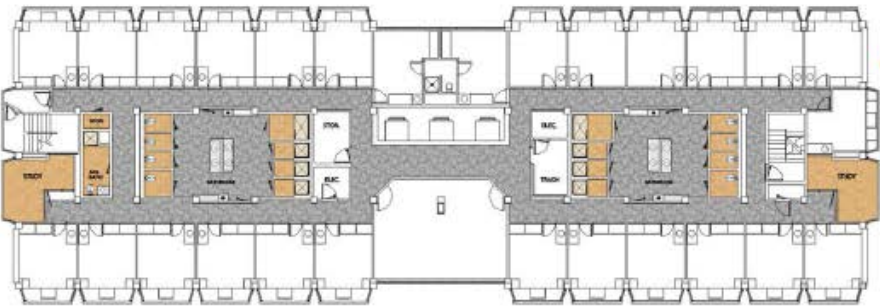
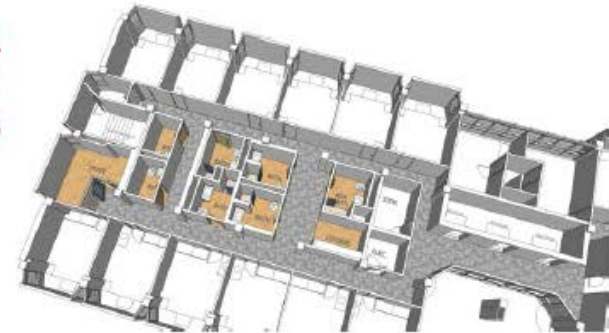




EXISTING



CONCEPT 1
Individual
Bathrooms

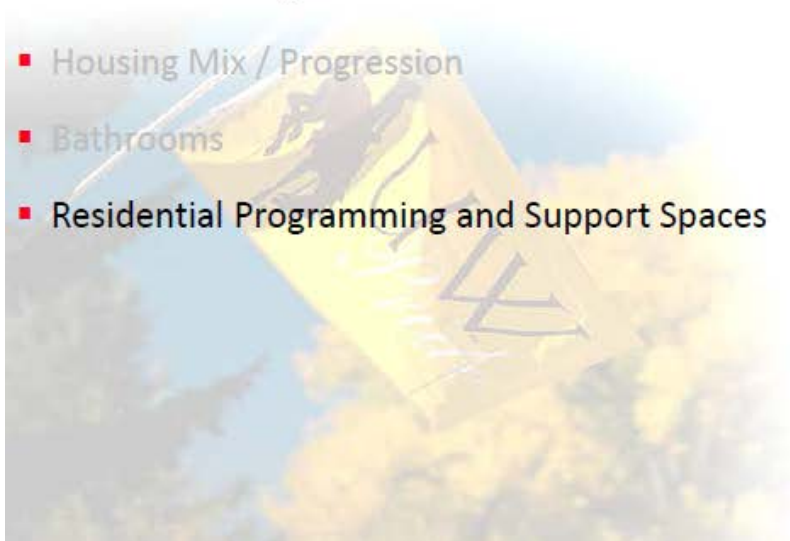


CONCEPT 2
"Deconstructed"
Community
Bathrooms



Issues and Insights

- Housing Mix / Progression
- Bathrooms
- Residential Programming and Support Spaces



Expanding Residential Programming

*Leadership envisions a **more residential university**, with new ideas and concepts for student housing, **living-learning environments** and an **enhanced residential experience** with **more opportunities for student engagement***

Extending Learning into the Residence Halls

“A dormitory is organized to provide food and shelter; a [residential] college, to provide for the student’s **intellectual**, **social**, and **personal** development.”

—Mark B. Ryan, A Collegiate Way of Living

- Infusing the residential experience with academic and co-curricular learning can take many forms, e.g.:
 - Living-Learning Communities (LLCs)
 - Theme Houses
 - Residential Colleges
- Can take place in any physical structure if appropriate supporting space provided

Implications for Physical Space

Goals	Programming and Activities with Physical Implications
Build community and foster interaction	Spectrum of academic, co-curricular & social activities <ul style="list-style-type: none">▪ Experiential learning▪ Faculty interactions▪ Mentoring▪ Governance activities▪ Student meetings▪ Students working alone or together
Extend and enhance learning	<ul style="list-style-type: none">▪ Social events▪ Creative activities▪ Food▪ “Third places between home and ‘office’ / classroom”▪ Partying▪ Hanging out

Common / Program Spaces to Support Residence Life and Residential Learning

Residence halls should have a rich array of common spaces to support learning & community

- Informal living room space (a large gathering center for residents; a center of community life)
- Staff (and faculty?) living space
- General common space
 - Informal hang out spaces
 - Recreation spaces
- Enhanced program space
 - Spaces for large gatherings
 - Spaces to bring people together around food
 - Project / production space
 - Computing / technology spaces
 - Workspace where residents can work together on “house projects”, etc.
 - Classroom / meeting / group study spaces

Welcome / Reception



Social / Hang-Out Space



TV / Movie Screening Room



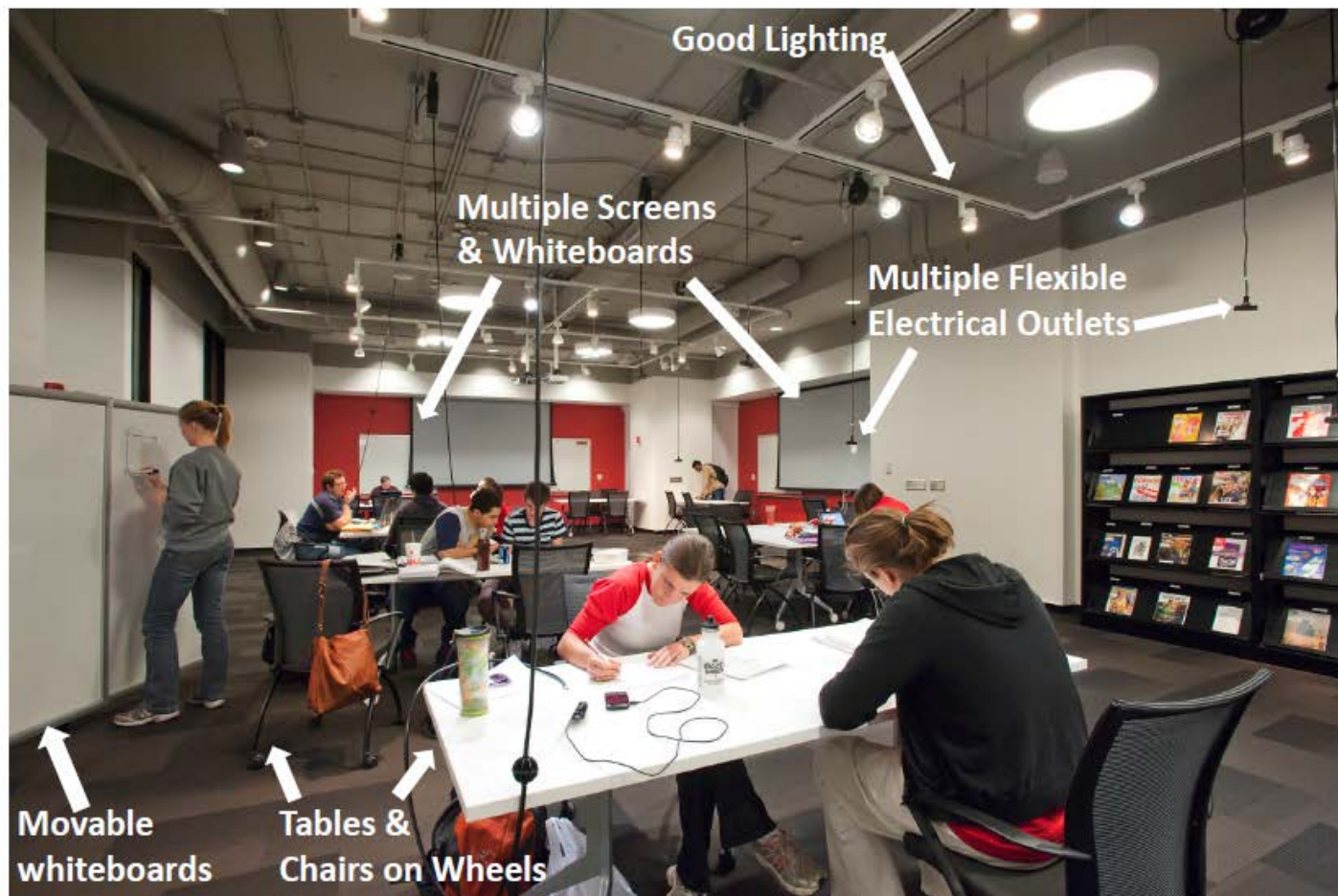
Game Room



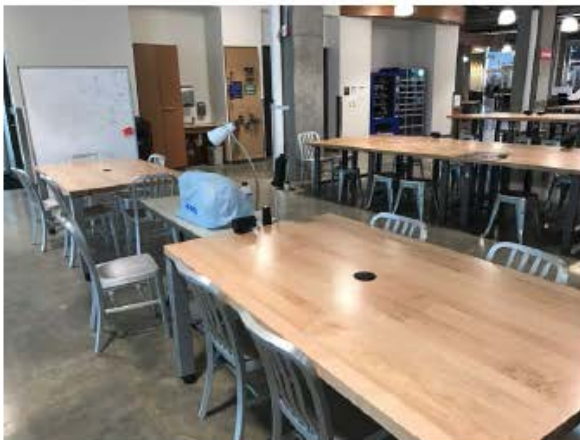
Spaces for Group Work / Collaboration



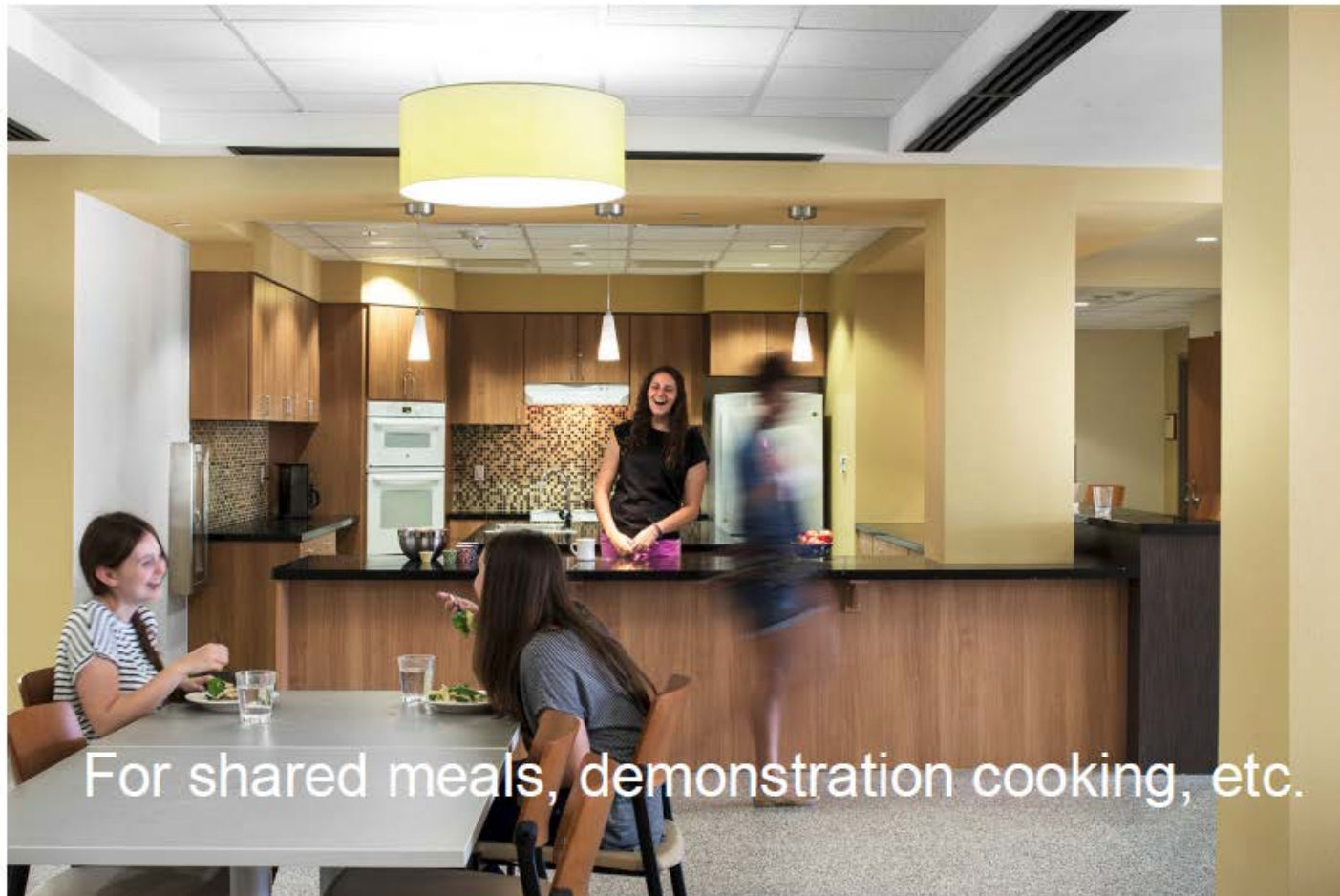
Classroom – Flexible Learning Space



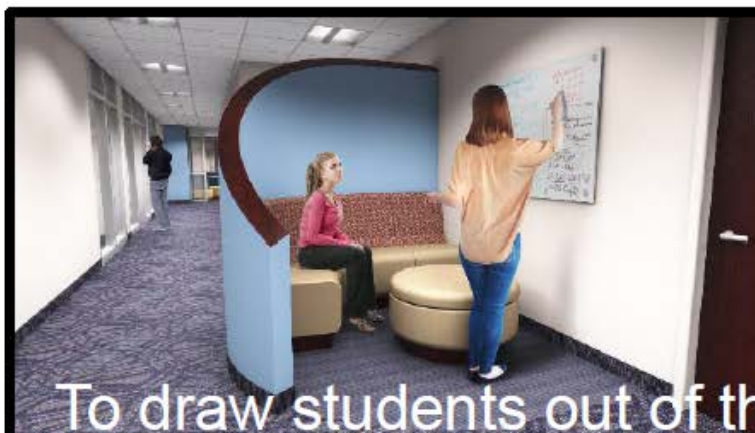
Maker and Other Spaces to Support Creative Learning



Open-Plan Kitchen



Study Nooks / Alcoves



To draw students out of their rooms

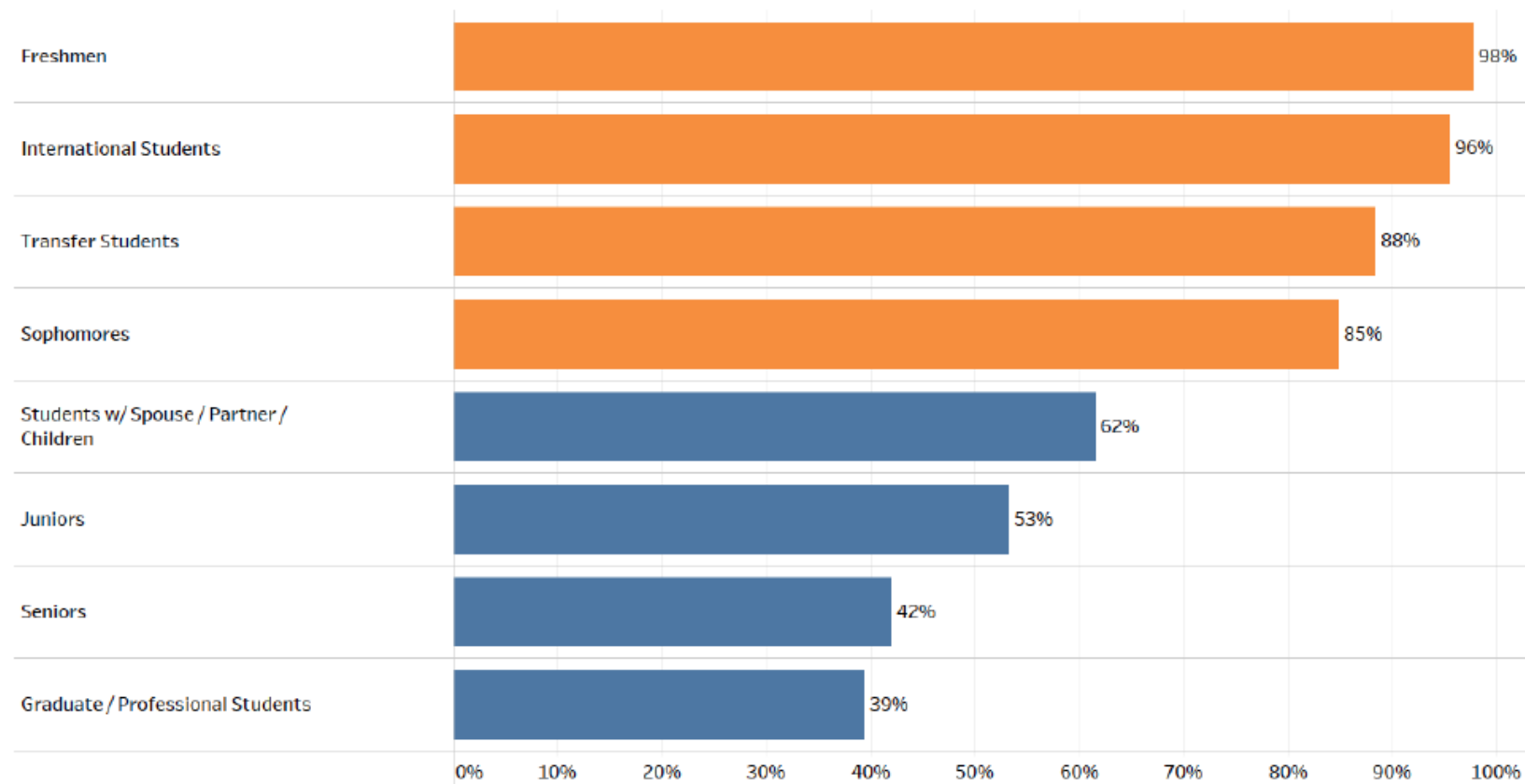
Housing Demand

- Interest in University Housing



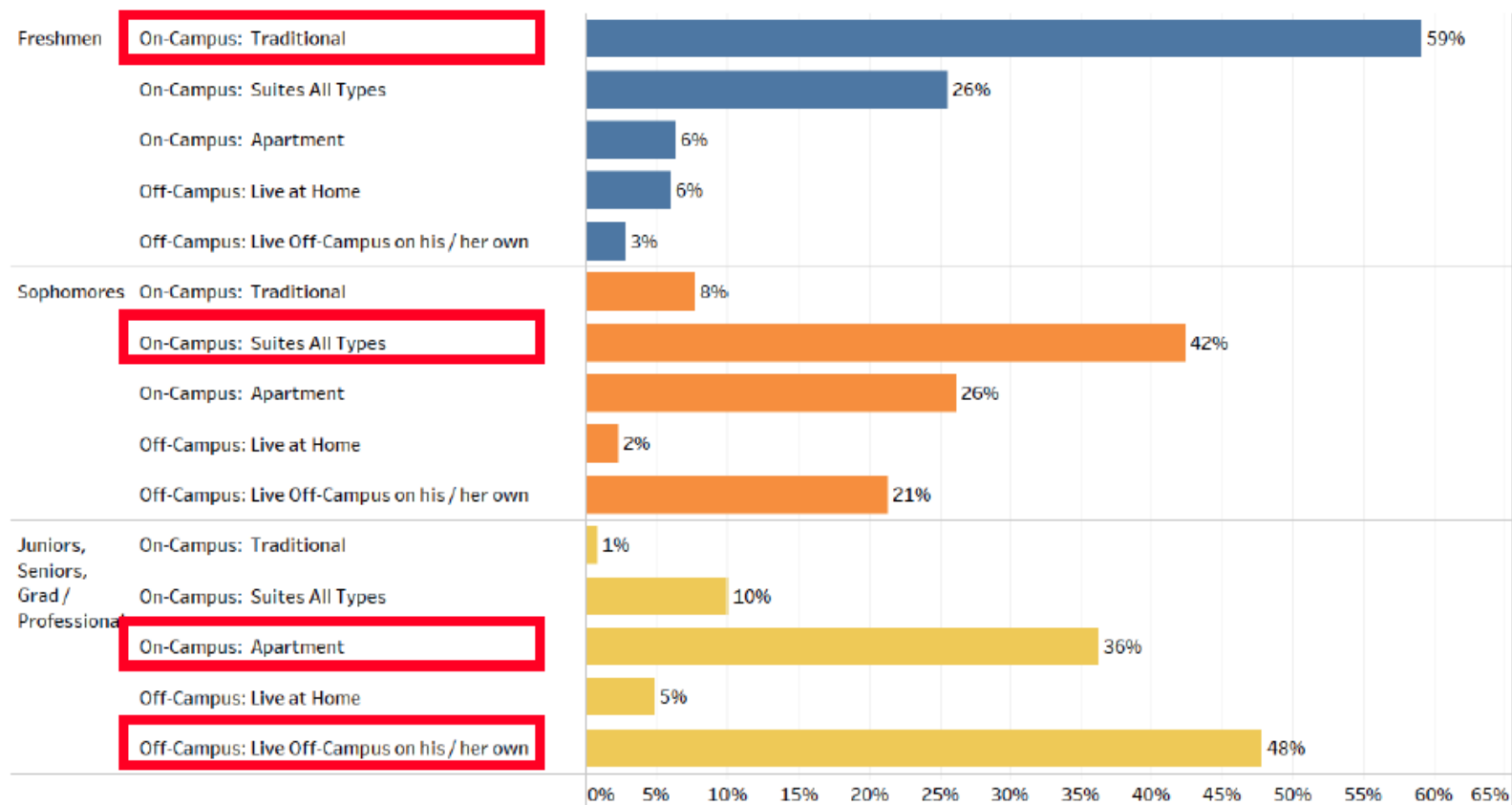
Important Populations for the University to House

More than 80% of respondents think it is important for UW to provide housing for freshmen, international students, transfer students and sophomores



Most Appropriate Housing Types by Population

A traditional residence hall is the preferred choice of housing for freshmen; suites for sophomores; apartments for all others



Housing Demand

- Interest in University Housing
- **Housing Demand**



Estimating Demand for UW Housing

Approach

- **First Year Demand**

- With housing requirement, demand is estimated based on current and projected enrollments, and assumptions of amendments to University Regulation 1-102. (Over the past two years, the school has averaged 623 exemptions based on this regulation.)

- Demand for Other Undergraduates

- Based on survey question from Mahlum Study.
- Explored interest in new campus housing.
- Assumed existing housing was demolished.

[illegible]

Estimating Demand for UW Housing

Enrollment Projections – Target Growth of ~1,110 Students by 2022

Full-Time Undergraduate Enrollment -- Current and Projected to 2022

Class	2016	2022	Change	Average Annual Growth Rate /3
First Time Freshmen	1,533	1,727	194	2.0%
New Transfers	664	889	225	5.0%
Continuing Sophomores / 1	1,543	1,708	165	1.7%
Juniors	1,871	2,070	199	1.7%
Seniors / 2	2,925	3,237	312	1.7%
Total	8,536	9,631	1,095	2.9%

NOTES

- 1/ Continuing Sophomores are the difference between total sophomores and new transfers.
- 2/ Seniors include second bachelors as well.
- 3/ Growth rates for freshmen and transfer students were provided by the University; other growth rates were imputed to yield an overall growth

Estimating Demand for UW Housing

Current Housing and Impact of Demand Projections – 2016 and 2022

▪ Today

- University houses about 25% of full-time enrolled students. Estimates suggest demand from additional 240 students – largely sophomores – assuming the right type and quality of housing were available.

▪ Future

- With enrollment growth of 1,100 students, potential demand from an additional 630 students – mostly for freshmen and sophomores

	CURRENT CONDITIONS (2016)						FUTURE PROJECTIONS (2022)			
	FT	Currently Housed	2016 Bed	Net	Total Pct		Projected	Projected	Net Change	
	Enrollment	On-Campus	Demand	Additional	Housed If		Enrollment	Demand	in Housing	Pct Housed
			(per survey)	Beds	Demand				from	
		No.	Pct. Of		Met				Current	
			Enroll							
Freshman	1,533	1,307	85%	1,307	0	85%	1,727	1,554	247	90%
Sophomore	2,207	314	14%	515	201	23%	2,597	606	292	23%
Junior	1,871	229	12%	248	19	13%	2,070	274	45	13%
Senior	2,925	277	9%	294	17	10%	3,237	326	49	10%
TOTAL	8,536	2,127	25%	2,363	236	28%	9,631	2,760	633	29%

Housing Supply and Demand

Mapping Unit Configurations to Populations

For aligning supply with demand, housing is mapped by the “High / Medium / Low Structure” model presented earlier, as follows:

- **High Structure:** Traditional **residence hall doubles** map primarily to traditional **first-time freshmen** and potentially some transfer students.
 - Doubles in the Washakie Halls (1,728 beds) are assumed to be primarily targeted for first-time freshmen.
- **Medium Structure:** Traditional **residence hall singles** and various **suite-style housing** options map primarily to **sophomore** and **transfer** populations.
 - Sophomore housing is assumed to be traditional and suite singles in the Washakie Halls and Hill-Crane (if the latter are in service) as well as housing in Honors House.
 - Including Hill and Crane, 625 beds are available in total. If only Hill remains in service, then only 422 beds are available. If Crane is removed as well, then the available bed count falls to 216.
- **Low Structure:** Apartment-style housing maps to **junior and senior** populations (and to **graduate** populations as well).
 - Total inventory is 870 beds.

Mapping Housing Supply and Demand

Based on Current Conditions

Based on today's enrollments, UW has an excess of housing, even without Hill and Crane, although if they are removed, there will be a shortage of beds potentially suitable for sophomores.

	[1]	[2]	[3]		[4A]	[4B]	[5A] = [4B] - [3]	[5B] = [4B] - [3]
Class	Enrollment Fall 2016	Percent Housed	Projected Demand (2016)	Target Unit Type	Supply (by Target Unit Type)		Excess (Shortage) of Target Housing Type	
					With Hill / Crane	Without Hill / Crane	With Hill / Crane	Without Hill / Crane
Freshman	1,533	85%	1,307	Traditional Residence Halls ▪ Washakie Doubles	1,728	1,728	421	421
Sophomore	2,207	23%	515	Singles / Suites / Houses ▪ Washakie Halls, Crane-Hill Complex, Honors House	625	216	110	(299)
Junior	1,871	13%	248	Apartments ▪ University Apartment Complexes	870	870	328	328
Senior	2,925	10%	294	Apartments ▪ University Apartment Complexes				
Total	8,536	28%	2,363		3,223	2,814	860	451

Mapping Housing Supply and Demand

Based on 2022 Enrollment Projections

With enrollment growth, demand and supply come closer into balance, although there is still a significant shortage of housing suitable for sophomore populations if Hill and Crane are removed.

	^[1] Projected Enrollment 2022	^[2] Percent Housed	^[3] Projected Demand (2022)	Target Unit Type	^[4A] Current Supply (by Target Unit Type)		^{[5A] = [4B] - [3]} Excess (Shortage) of Target Housing Type	
Class					^[4B] With Hill / Crane	^[4B] Without Hill / Crane	^[5A] With Hill / Crane	^{[5B] = [4B] - [3]} Without Hill / Crane
Freshman	1,533	101%	1,554	Traditional Residence Halls ▪ Washakie Doubles	1,728	1,728	174	174
Sophomore	2,207	27%	606	Singles / Suites / Houses ▪ Washakie Halls, Crane-Hill Complex, Honors House	625	216	19	(390)
Junior	1,871	15%	274	Apartments ▪ University Apartment Complexes	870	870	270	270
Senior	2,925	11%	326	Apartments ▪ University Apartment Complexes				
Total	8,536	32%	2,760		3,223	2,814	463	54

Facility Audit and Costs



Facility Audit

Approach

Halls Included in the Audit

- Washakie (Downey, McIntyre, Orr, White)
- Hill and Crane
- Apartments (Bison Run, Landmark Square, River Village, Spanish Walk)
- Other (Honors, Health Sciences Living, selected Greeks)

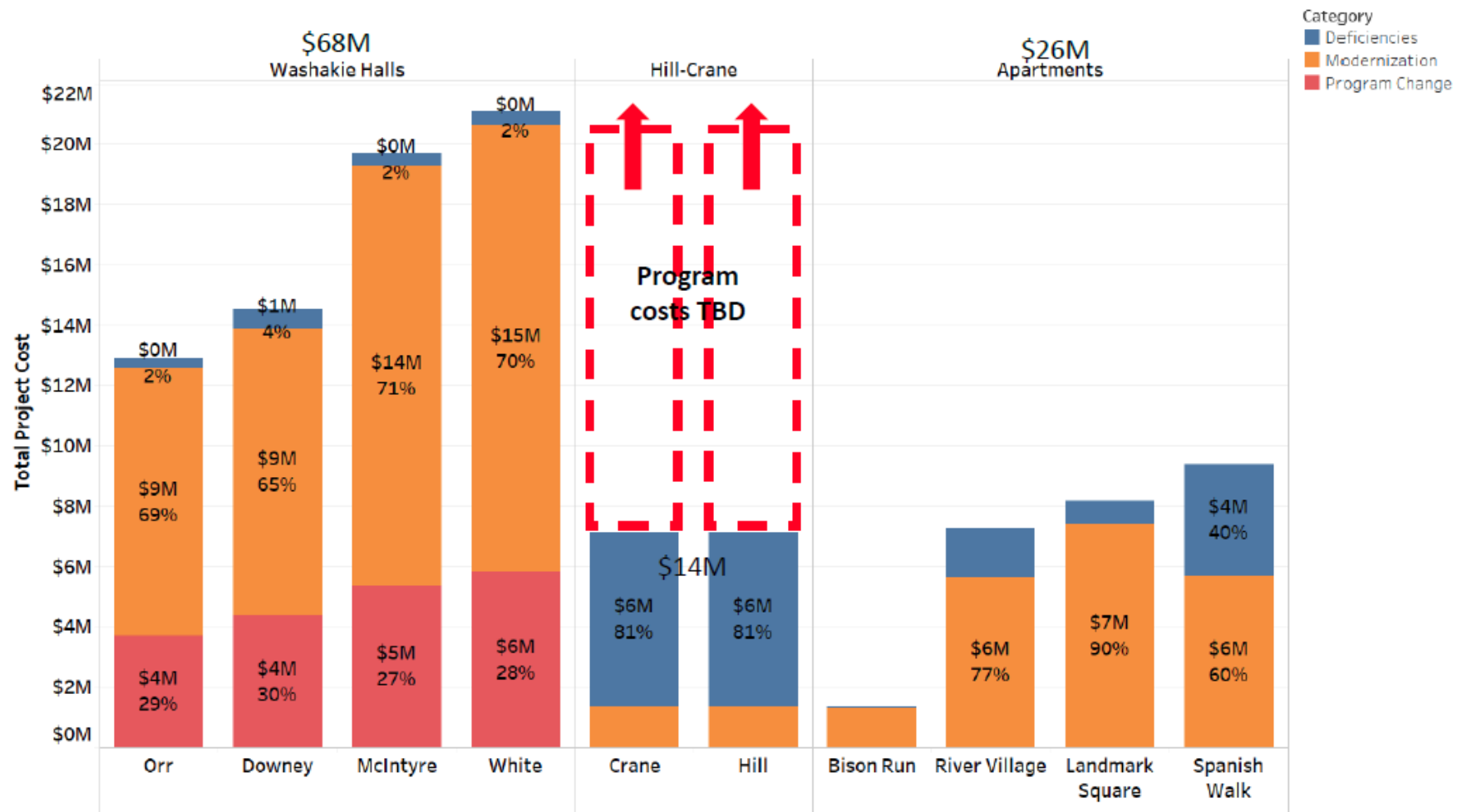
Building Systems Audited

- 01 Site Work
- 02 Exterior Envelope
- 03 Interior
- 04 Life Safety
- 06 Plumbing
- 07 Mechanical
- 08 Electrical
- 10 Roofing
- 11 Elevator
- 99 Other

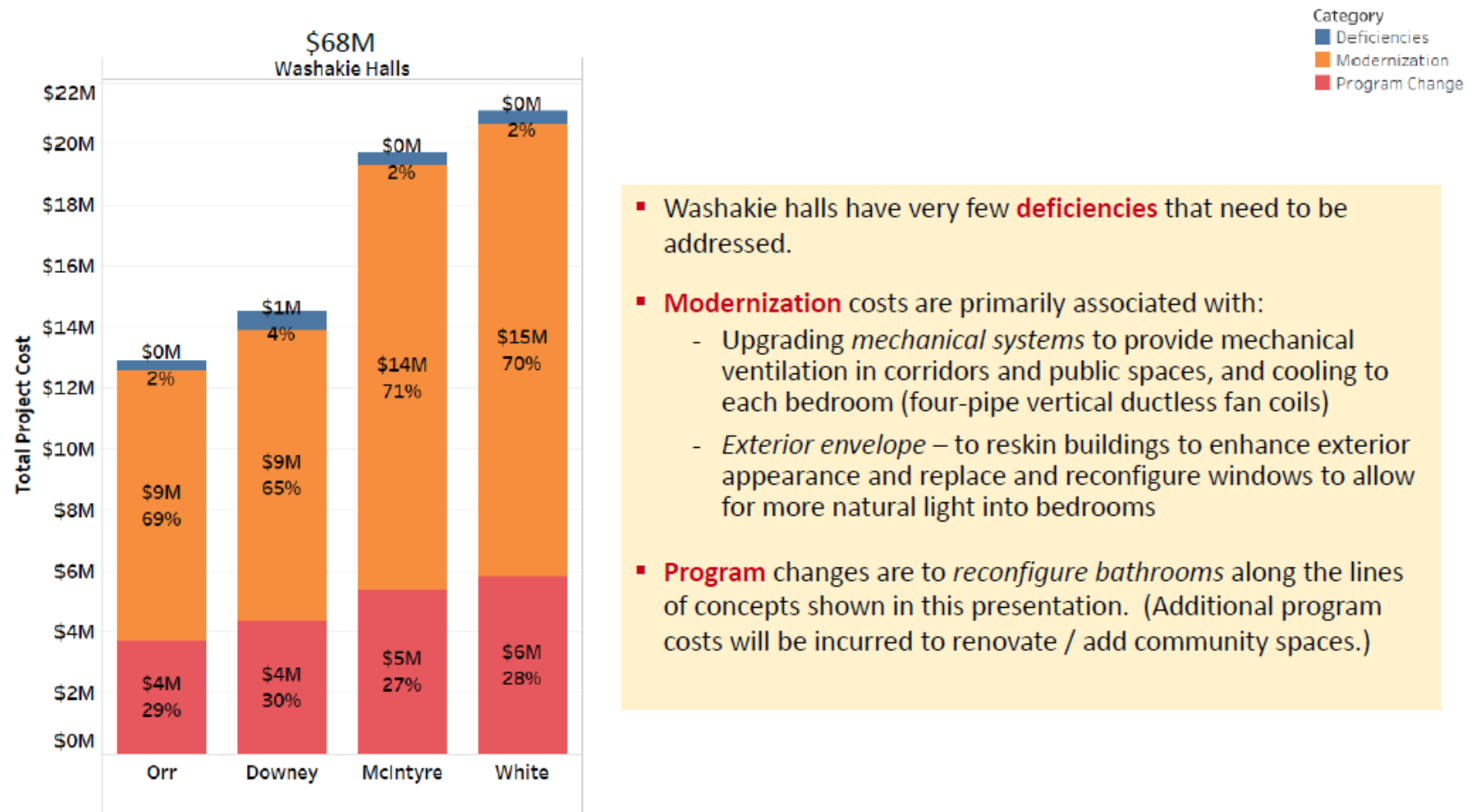
Classification of Costs

- **Deficiencies.** Costs to correct deferred maintenance
- **Modernization.** Costs to bring buildings to modern codes or standards
- **Program.** Costs to add common or other spaces, or change a program use within a building

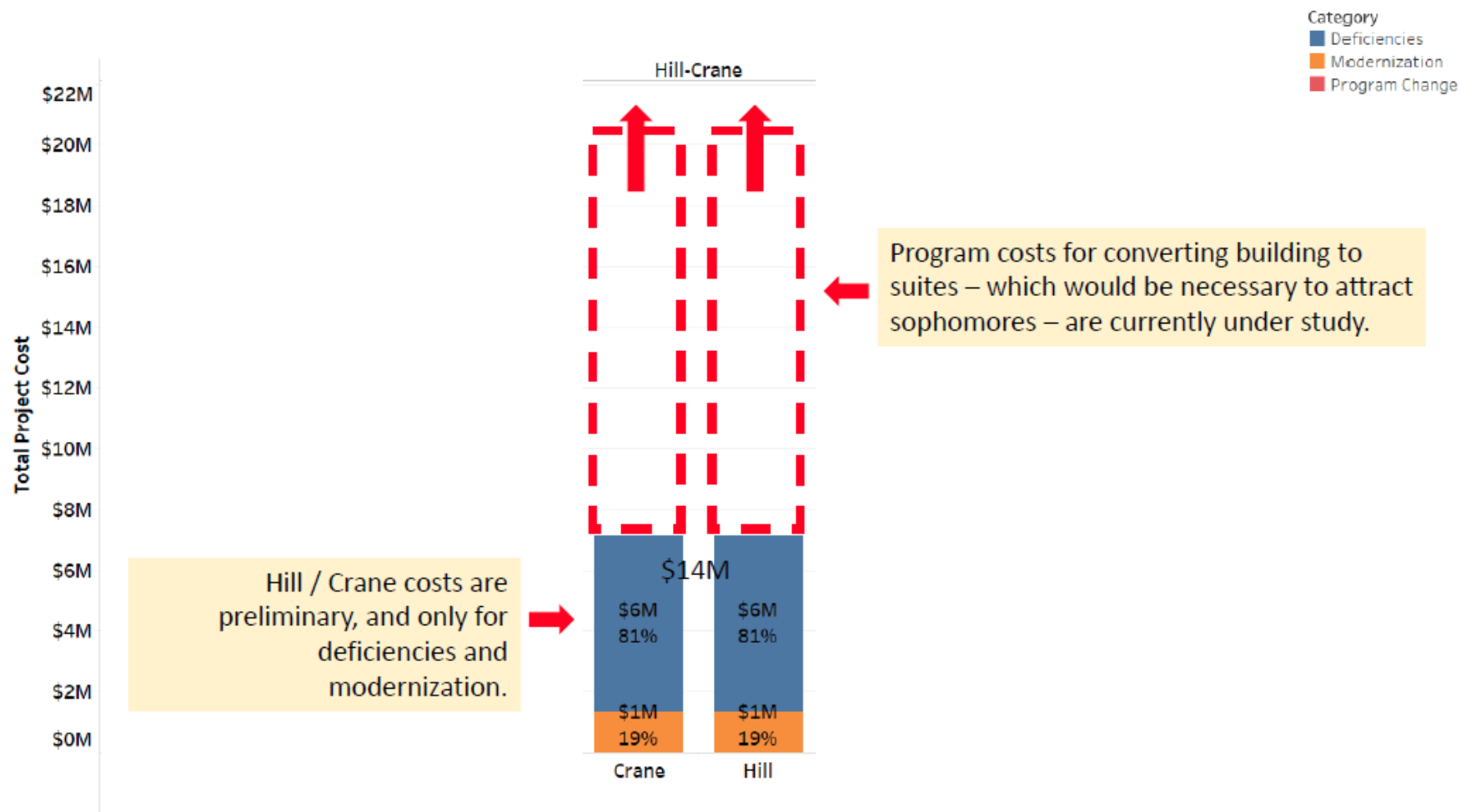
Project Costs by Category: Deferred Maintenance, Modernization and Program Changes



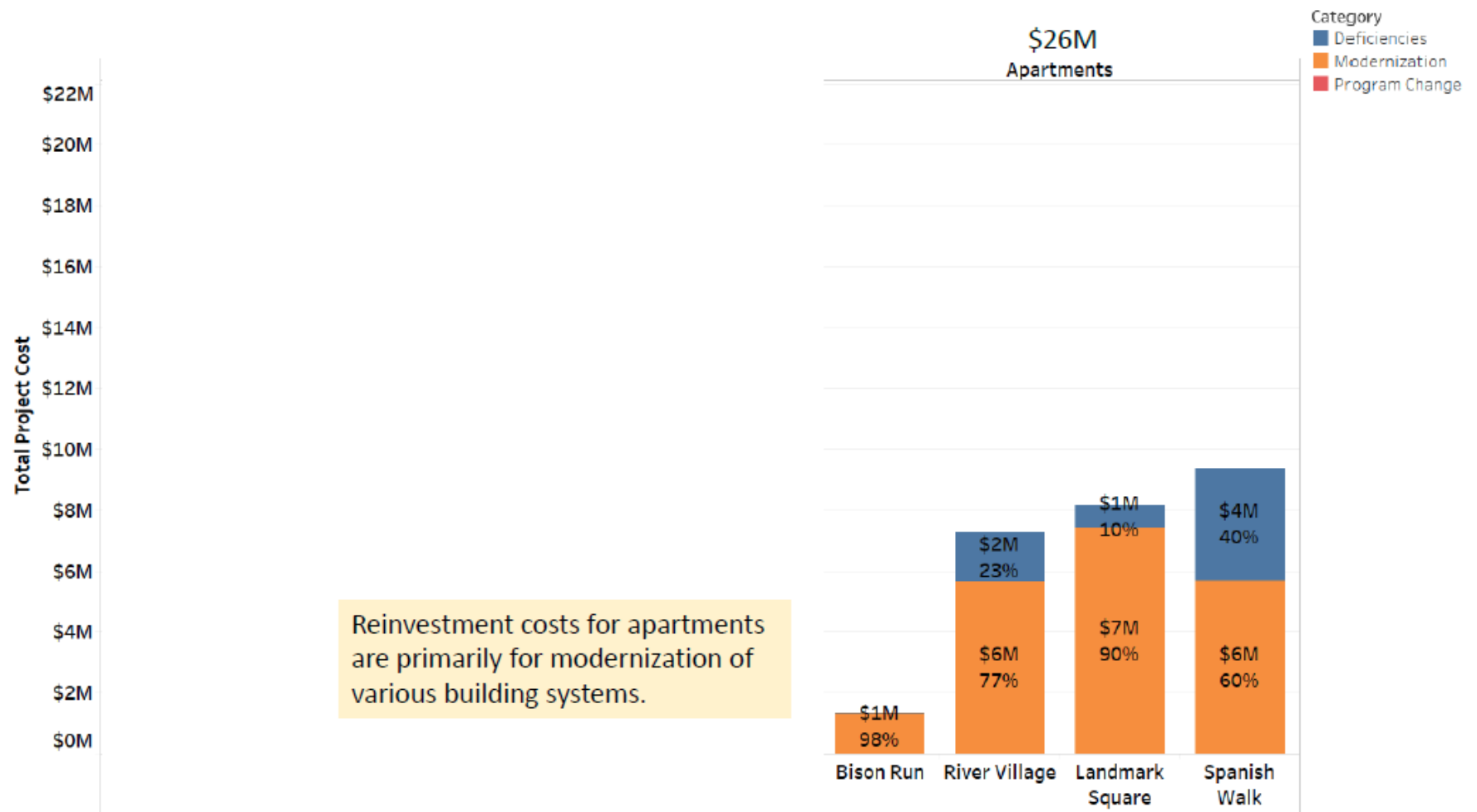
Project Costs by Category: Deferred Maintenance, Modernization and Program Changes



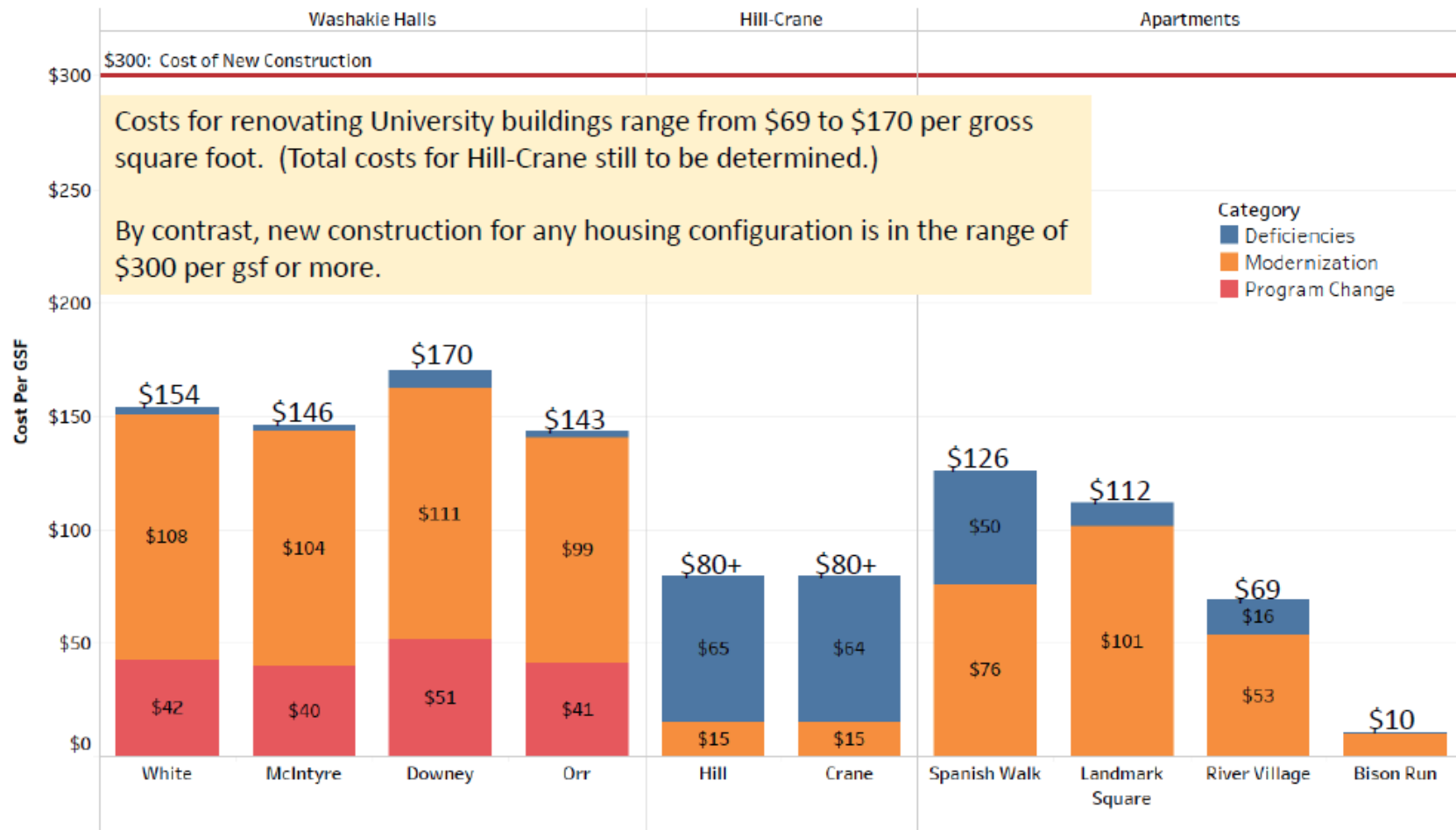
Project Costs by Category: Deferred Maintenance, Modernization and Program Changes



Project Costs by Category: Deferred Maintenance, Modernization and Program Changes



Project Costs per Gross Square Foot



Initial Reflections on Housing Reinvestment Costs

Washakie Halls

- Renovation cost range: \$150 to \$170 psf (roughly 50% of costs to build new)
- Preponderance of costs are for modernization and program changes rather than deferred maintenance. (Program costs to add common spaces are forthcoming.)
- Traditional residence hall configuration is well-suited to freshman populations.
- Proposed bathroom reconfigurations should significantly address student concerns with bathroom issues. Adding HVAC and new exterior and windows can address comfort and aesthetic issues.

Hill-Crane

- Renovation cost range: \$80 psf before any program changes are added.
- Without gutting and reconfiguring, renovations only extend the supply of traditional residence halls, which UW already has in abundance.
- Conversions to suite-style housing would add substantial program costs. (Estimates forthcoming)
- Renovation also does not comport with long-term University goal of creating lower, more human-scale residential villages, with greater possibilities for residential colleges and other programmatic options.

Apartments

- Renovation cost range: \$70 to \$126 psf (excluding Bison Run)
- Costs are primarily to modernize systems, except at Spanish Walk.
- Per bed cost to renovate Spanish Walk is relatively high (\$82k) versus other UW housing (in the \$30k to \$45k range).

Discussion and Next Steps



Deferred Action for Childhood Arrivals (DACA) Fact Sheet

The University of Wyoming is committed to providing information and support to employees and students affected by the rescission of the DACA program.

DACA Overview:

On September 5th, 2017, the Department of Homeland Security (DHS) issued a [memorandum](#) rescinding the Obama administration's 2012 Deferred Action for Childhood Arrivals (DACA) program. DACA allowed young persons without lawful immigration status—who met [criteria](#)—to remain in the United States, to attend university, and to obtain employment. DACA also allowed students to travel/study abroad by making them eligible to exit and lawfully re-enter the country (known as “[advanced parole](#)”). DACA status was granted for a two-year period with the possibility of renewal for additional two-year periods.

Key Points about the Rescission of DACA:

- Current DACA status and employment authorization remain valid until their stated expiration dates; however, DACA status is discretionary and can be rescinded.
- DHS will no longer accept [initial](#) (first-time) applications for DACA status; however, DHS will continue processing applications accepted by September 5, 2017.
- DHS will continue processing pending [renewal](#) applications.
- If a DACA recipient's status expires by [March 5, 2018](#), the recipient is eligible to apply for renewal; renewal applications must reach DHS by [October 5, 2017](#).
 - Employees or students in this situation should immediately contact Adam Severson at the University Wyoming College of Law at [\(307\) 766-2397](#) or immsupport@uwyo.edu. Mr. Severson will take meetings by appointment only.
 - The Consulate of Mexico in Denver is offering to pay the \$495 DACA renewal fee for Mexican citizens— T: [\(303\) 331-1110](#); E: infodenver@sre.gob.mx.
- Approved applications for advanced parole remain valid until their expirations dates; however, DACA recipients should strongly consider consulting an immigration attorney before traveling outside the country.
- DHS will accept no new applications for advanced parole and has administratively closed all pending applications.
- DACA recipients whose status remains valid should still be able to obtain a Wyoming driver's license.

**This document is for information only. Nothing herein constitutes legal advice or creates an attorney-client relationship.*

Support for DACA Students and Employees:

Any student at the University Wyoming who needs financial assistance can contact the Student Financial Aid Office for Emergency Funding. DACA students can also apply for this funding without disclosing their identities as DACA students. Emergency Funding can help ease the additional financial burden caused by applying for DACA renewal. For assistance, students should contact Kathleen Bobbitt, director, Student Financial Aid, at (307) 766-6726 or Denise Jarell, associate director, Student Financial Aid, at (307) 766-3016.

Students and employees with DACA status should be encouraged to contact Adam Severson for information and legal support. Mr. Severson is a Colorado-licensed attorney and Robert J. Golten Fellow, UW College of Law. He will assist eligible students and employees to apply for DACA renewal by October 5, 2017, and screen interested employees and students to determine their eligibility for lawful immigration status. Students and employees eligible for lawful immigration status may be referred to outside attorneys for advice and/or representation.

Students and employees with DACA status can utilize counseling services as needed. Students can contact the University Counseling Center at (307) 766-2187; the center is located in Room 341 of Knight Hall. The University Counseling Center is open Monday through Friday from 8 a.m. to 5 p.m. Students can call an after-hours counselor at (307) 766-8989 or the Peak Wellness Center at (307) 745-8915 during the weekend and after business hours. Employees and their household members are eligible for up to six free counseling sessions per year through UW's Employee Assistance Program (EAP). Contact HR or visit their website for additional information.

UW Employee's Response to Immigration and Customs Enforcement

Campuses are considered "sensitive locations," and Immigration and Customs Enforcement (ICE) officers are unlikely to come on campus unless there is a national security concern, imminent danger, etc. If in the future, ICE officers come to campus, employees should immediately call General Counsel at (307) 766-4997 and UW Police Department at (307) 766-5179. These areas can verify the subpoena, warrant or other court order and determine next steps. Employees at the university should not take on this responsibility.



INTRODUCTION

THE HURON TEAM



Andrew Laws
Managing Director

Rose Martinelli
Senior Director

Gabe Olszewski
Director

Adam Meyer
Project Manager

Victoria Wilbraham
Analyst

UNIVERSITY-WIDE PLANNING EFFORTS

UNIVERSITY OF WYOMING INSTITUTIONAL CAPACITY ANALYSIS

The Institutional Capacity engagement will build from several recent planning and assessment efforts.

UW's Strategic Plan

- **August 2016**, UW's Board of Trustees approved the development of an integrated, comprehensive strategic plan
- Initiatives focused on enhancing student recruitment, enrollment, and overall success

5-Year Enrollment Management Plan

- **Fall 2016**, UW and Huron co-create a Five-Year Student Enrollment Management (SEM) Plan
- The plan focused on increasing the size of incoming undergraduate cohorts (both freshman and transfer) and improving student retention and graduation

Outreach School & UW Casper Assessment

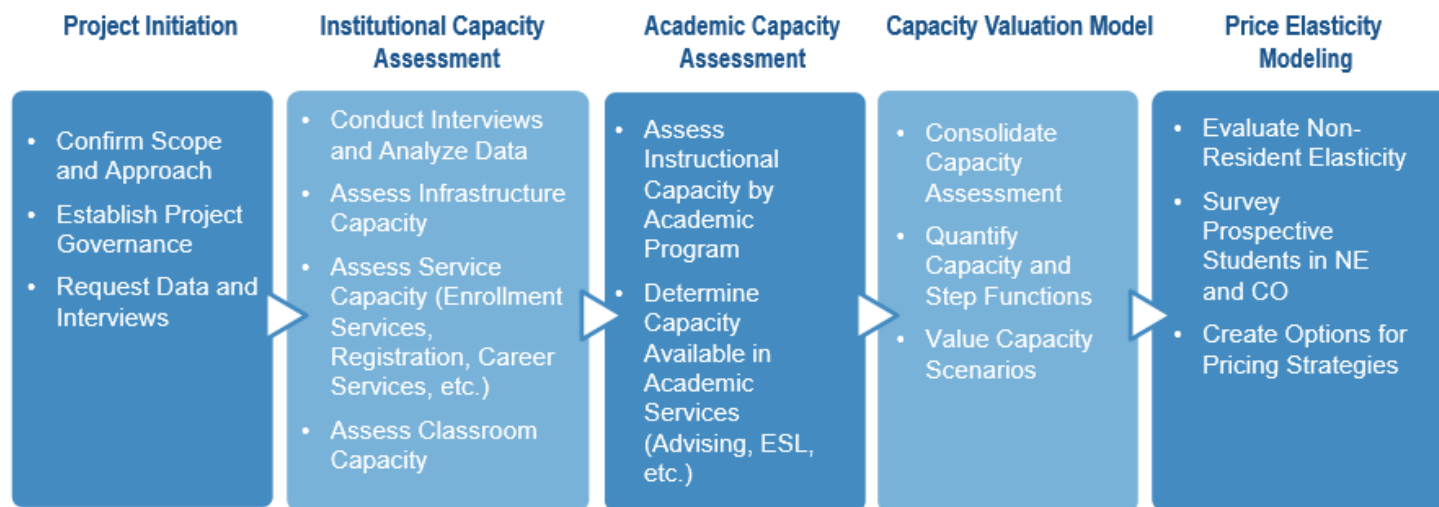
- **Spring 2017**, UW worked to assess the realignment plans for the Outreach School and UW Casper in order to validate that operational functions maintain continuity and redundant functions were eliminated
- In partnership with Huron, the project included a strategic assessment of online learning at UW to understand its market position and the opportunities and barriers to online enrollment growth

Institutional Capacity Engagement

- University leadership would like to pursue a study to determine the enrollment capacity of the University given current facilities and resources
- This study will enable the University to make strategic decisions about how and where to increase its headcount and adjust its pricing in the coming years

APPROACH PROJECT OVERVIEW

The Institutional Capacity Analysis will be divided into 5 key tasks.



In the next few weeks Huron will:

- Partner with UW to establish University leadership team who will oversee this effort
- Conduct interviews with key stakeholders
- Request relevant contextual information and documents

INSTITUTIONAL CAPACITY ASSESSMENT APPROACH

Identify the university's capacity for future enrollment growth through understanding impact on student services and university infrastructure.

- + Conduct interviews with a selection of Wyoming's leaders and staff responsible for student and academic programs
- + Assess and quantify capacity limits associated with the University's infrastructure and services
- + Leverage institutional data to evaluate space metrics:
 - + Room Utilization
 - + Seat Utilization
 - + Square feet of instructional space per FTE

Infrastructure Perspective

- Classroom (Space) Capacity
- Residence Life
- Auxiliaries
- Parking

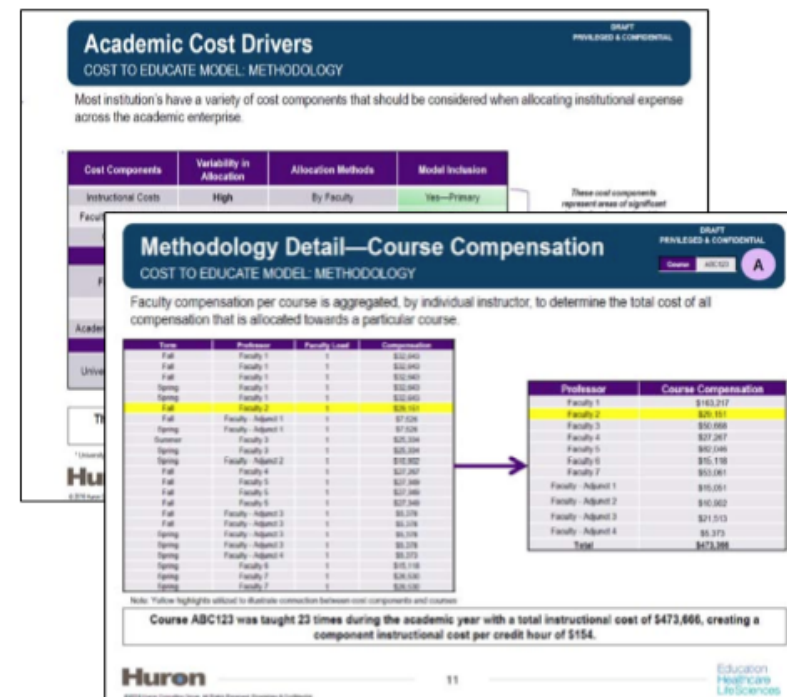
Service Perspective

- Financial Aid
- Registration
- Student Accounts
- Student Programming
- Counseling and Advising

ACADEMIC CAPACITY ASSESSMENT APPROACH

Determine instructional capacity within the current sized and staffed portfolio.

- + Isolate academic programs that have the potential to increase institutional activity without significant additional expenditures
- + Determine the cost to provide a credit hour the department level by incorporating individually identified cost components
- + Provide insight into the differentiation of the costs to deliver education by academic program
- + Understand the impact of growth on academic support services



DEVELOP CAPACITY VALUATION MODEL APPROACH

Build an excel-based model that will consolidate the University's existing capacity constraints and demonstrate the marginal costs of additional students.

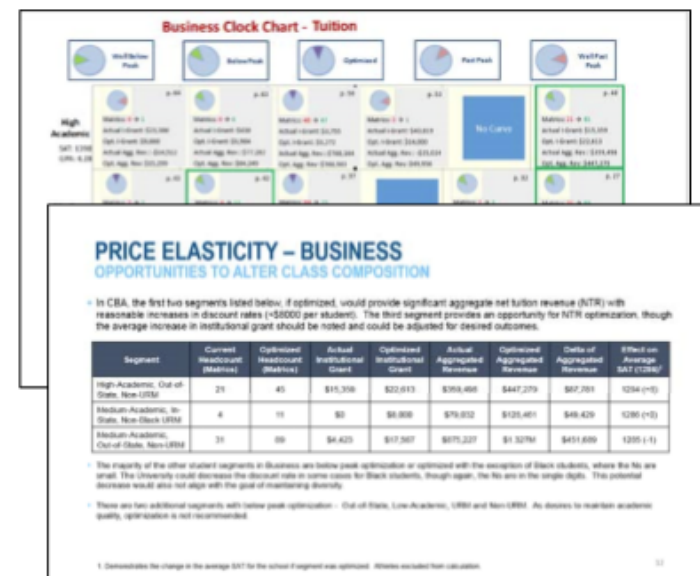
- + The focus will be on quantifying capacity opportunities and viable investment opportunities, though the model will have built-in flexibility that allows for changes in student headcount and type, dollar amounts and ratios associated with costs estimates.

Methodology
<ul style="list-style-type: none">• Break-out capacity opportunities and potential investment needs by school (and in some case programs or majors)• Incorporate elements of the University's academic calendar and program delivery structure (in-person v. online) into the capacity model to illustrate various types of capacity• Determine 2-3 scenarios for utilizing and/or growing capacity, which we will then tie to student revenue forecasts and our costing data in order to provide a valuation for the quantified capacity

PRICE ELASTICITY MODELING APPROACH

Build a tuition-net price model to help Wyoming explore and assess a wide range of pricing scenarios for applicants from Colorado and Nebraska.

- + Pursue a price elasticity analysis to evaluate how Wyoming could alter its pricing strategy for students from NE and CO
 - Utilize a multidimensional approach using the historical behavior of **admitted students** that explicitly considers distinct price-response effects attributable to strength of profile, family ability to pay, level of net cost, and affinity
- + Develop an understanding of where Wyoming can increase and/or decrease its price to utilize or grow capacity and maximize net tuition revenue



PRICE SENSITIVITY FOR PROSPECTIVE STUDENTS APPROACH

Develop and field a survey to examine the needs and values of prospective students from Colorado and Nebraska.

- + Examine perceptions of Wyoming's value proposition and reactions to changes in pricing/discounting with **prospective students**
- + Survey a representative sample of prospective students, with coverage of all the key segments of prospects, including:
 - Geography
 - Academic area of interest
 - Other agreed-upon segments
- + Provide insight into pricing and discounting strategies that will enable Wyoming to achieve headcount growth from students in the Nebraska and Colorado regions and a deeper understanding of prospective students' perceptions of the University of Wyoming

Prospective Student Survey Focus

- How do prospective students in Colorado and Nebraska weight the importance of price when comparing the University of Wyoming to its competitors?
- How do these prospective students weigh geography, size, ranking, and other key attributes in their decisions?
- How are these regional prospects likely to react to new pricing/discounting at Wyoming?

TIMELINE KEY MILESTONES

These five key phases will take place over a twelve week period with stakeholder updates at key milestones across the phases:

	Week												
	0	1	2	3	4	5	6	7	8	9	10	11	12
Project Initiation <ul style="list-style-type: none"> Confirm Scope and Approach Establish Governance Request Data and Interviews 													
Institutional Capacity Assessment <ul style="list-style-type: none"> Conduct Interviews and Analyze Data Assess Infrastructure Capacity Assess Student Services Capacity Assess Classroom Capacity 													
Academic Capacity Assessment <ul style="list-style-type: none"> Assess Instructional Capacity Determine Academic Support Capacity 													
Develop Capacity Valuation Model <ul style="list-style-type: none"> Consolidate Capacity Assessments Quantify Capacity and Step Functions Value Capacity Scenarios 													
Price Elasticity Modeling <ul style="list-style-type: none"> Evaluate Non-Resident Elasticity Determine Price Sensitivity of Non-Resident Prospective Students Inform Pricing Strategies 													



UW Program Fees Update

UW Board of Trustees' Meeting
September 14th, 2017
Laramie, WY



WHY PROGRAM FEES?



To Simplify...

- Cover the revenues from over 140 existing college program and course fees in Section IV of the Fee Book.
- Cover proposed 40 additional course fees introduced at March 2016 Board meeting.
 - Note: Board suggests considering an alternative way to assess fees such as a program fee model.
- Cover existing revenues generated by “ghost fees”
 - unofficial fees levied on an ad-hoc basis in some programs to cover material, travel or other support costs.
- Programs expansion or extensive enhancements not considered - e.g. fees do not cover new labs or significant increases to program resources or travel.



UNIVERSITY OF WYOMING

WHY PROGRAM FEES?



- *The fairest means to maintain academic standards while striving to ensure student success:*
 - Reflect fact that costs of programs differ – user-pay principle.
 - Avoid implicit subsidy of flat tuition.
 - Tuitions from lower cost programs implicitly subsidize higher cost ones when university revenues are flat.
 - Value of benefits from programs after graduation differ.
 - Allow students to avoid higher cost program costs if they wish to.
 - Program fees do not discriminate between residents and non-residents.
 - Avoids undermining out-of-state tuition competitiveness.



SUMMER2017WORK

New approach to the program fee proposal, as opposed to modifying previous ones.

Focus on two objectives:

1. Recognize and cover all existing program costs (including “ghost fees”) to provide and maintain program quality.
2. Enhancing value to students
 - by improving resources for university student success, retention, graduation rate, and improving career success skills.

ELEMENTS

Enhancing value to students:

- Each program fee includes a common advising fee of \$6/credit hour.
- This fee was assigned equitably across all students to support necessary resources to implement a
 - new professional advising program/model
 - expansion in success service efforts on campus
 - improvements in career exploration, planning, development, and placement services.
 - Broader career options/support/placement services including internships.
- Create student success resources that exist in aspirational and many near-peer schools but not at UW.



PROPOSED PROGRAM FEES

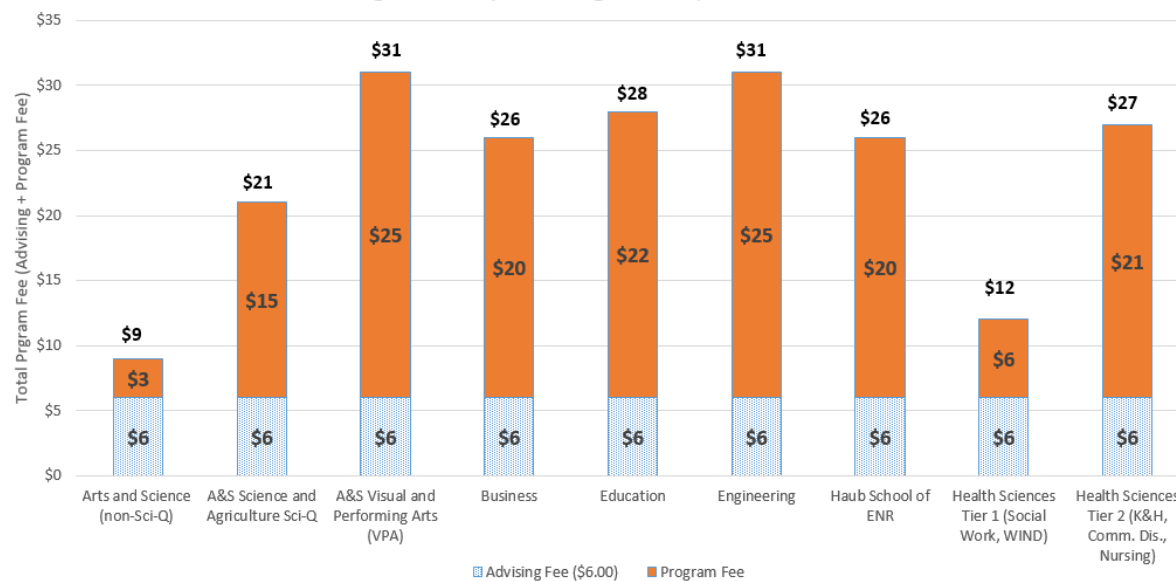
- Engineering: \$31/credit hour
- Business: \$26/credit hour
- A&S: \$9-\$31/credit hour
- Agriculture: \$21/credit hour
- Education: \$28/credit hour
- ENR/Haub: \$26/credit hour
- Health Science \$12-\$27/credit hour

All classes in these colleges/schools will be assessed fees based on undergrad (under 5000) course code and the college the department is in.



PROPOSED PROGRAM FEES

Figure 1: Proposed Program Fees, Summer 2017



PROPOSED STUDENT SERVICES



The new program fees not only support instruction costs, they will also support *retention*, *graduation* and *employment preparation*.

1) Advising System Reboot

- Expansion in consistent, reliably-available, year-round advising with centrally-trained and certified advisors who develop intentional, relational contact with students

2) Expansion of student success resources

- STEP, Math and Communication, tutoring, supplemental instruction, other success services resources.

3) Expanded Career preparation

- Coordinated services to ensure job-ready on Day 1 post graduation.
- Internship outreach and coordination



NEW ADVISING MODEL

- Advising = only activity for on-going, one-to-one interaction with all students.
- Research on student retention suggests best practices to tap this opportunity:
 - **More professional advisors and faculty mentors:** trained in curricular and transitional issues, career/post-graduation preparation, and assisting students overcome barriers and challenges.
 - **Holistic, collaborative and integrated multidisciplinary process:** provide access to support systems before students may even know they need them
 - registration, degree planning, counseling, financial aid guidance, academic mentoring and tutoring, internship exploration, international experiences abroad, and career preparation.
 - **Constant collaboration between all parts of campus** to identify students who are at risk of falling off track before they do – and to provide guardrails to get back on track.



NEW ADVISING MODEL

- First-Year, Outreach, and Transfer advising done by highly trained professional advisors.
 - Minimize errors that lead to increased time to graduation.
- Major and program advising done by highly trained college-based professionals.
 - Faculty will be partners with advisors in selection of upper division courses, exploring internship options, promoting research opportunities, and planning for post-graduation career paths.
 - Integrate advising with student success and career preparation to create a holistic approach to student success.
- Training available and cooperative advising model for interested Wyoming community college partners.
 - Facilitate dual admission and ease paths for transfer students.



NEWADVISINGMODEL

- Universities that have adopted Integrated Planning and Advising for Student Success (IPASS) include many of our peer institutions.
 - CSU, Georgia State, UNM, Montana State, CU, KU, NMSU, UNR, NDSU, SDSU, Oklahoma State, University of Rhode Island, Utah State, and the University of Utah, among many others, have adopted similar redesigns.
 - **First semester and second semester GPA, retention rates, and persistence found to be significantly higher when advising systems are reformed with integrated and proactive advising.**



ESTIMATED REVENUES



- Total Program fee revenue: \$4.5 million
- Revenues to support academic programs: \$3.2 million
 - \$1.8 million replaces existing fee revenues
 - Covers \$225,000 in course fee applications tabled in 2016 to consider program fees
 - \$1.2 million in new support revenues to cover
 - inflation in current program costs since 2015
 - Replace “ghost” fees now charged on ad-hoc basis and not included in fee book.
- Advising, student success and career preparation support: \$1.3 million
 - Strategic plan: increase 1st–2nd year retention to 80% (currently 76%), increase 4 and 6-year graduation rates.
 - New plan requires 20.5 new FTE in professional advisor/counseling support.



PROCESSES RULES

- Review of fees process
 - Recommend annual evaluation at college, university and Trustee level.
 - Student involvement in process.
 - Assessment of fee goals and outcomes must occur and show success or fees eliminated.
- Uses of fees/prohibitions
 - Only for use in student services, undergrad program support.
 - Cannot be used for permanent faculty salary or research support.



NEXTSTEPS



- September-October 2017
 - Student and faculty comment
 - ASUW presentation
 - Online survey mechanism made available to students to comment on proposed fees
- October 2017: final report made available on proposed fees
 - Student and faculty comment
- November 2017: Final proposal to Trustees



QUESTIONS COMMENTS?



Program Fee Proposal Update, Summer 2017

Highlights

In response to ASUW and Trustees' questions and concerns, the proposed program fees presented at the March 2017 UW Trustees meeting were modified over the summer of 2017. Specific Trustee and ASUW concerns were levels of previous fees, and if possible a more simplified structure was requested.

Efforts over the summer of 2017 took a new approach to the program fee proposal as opposed to modifying the previous one. Proposed fees following the committee work in Summer 2017 are presented in Table 1. In this new approach

- 1) We determined that each program fee should include a common advising fee of \$6 to cover significant resources necessary to support full implementation of a professional advising program/model, improvements in career development, placement, and success service efforts on campus that will benefit all students (see Figure 1).
- 2) We determined that on top of this common advising fee, students would pay program-specific fees (see Figure 1) determined only on the basis of revenues necessary to cover costs and maintain current program quality, including revenues needed to
 - a. Cover the revenues from over 100 existing course fees students now pay in Section IV of the Fee Book.
 - b. Cover the costs of proposed course fees introduced at the March 2016 board meeting but not approved at that time. Note: the Board asked that we consider an alternative way to access course fees, such as a program fee model.
 - c. Cover existing revenues generated by "ghost fees" – unofficial fees levied on an ad-hoc basis in some programs to cover material, travel or other support costs.
 - d. Fees will cover existing program/course needs but will not allow programs to expand or add extensive enhancements e.g. new labs or significant increases to program travel.
- 3) This new approach results in net new revenues to the University of \$2.7 million, of which, over half (\$1.3 million) cover new advising costs of direct benefit to students (see Table 2).

The new proposal meets the general university objective of providing more advising and success services to students that will directly benefit them by expanding advising and success services, while also creating increased resources for career preparation. These efforts are anticipated to make significant improvements to student retention and graduation rates, and career success after graduation.

Proposed fees

- Address concerns of previous proposals: Proposed fees are on average 29% lower than previously proposed fees, with the largest reductions exceeding 50% relative to previously proposed levels.
- Simplify fee system: With only 9 fees, the structure of the program fees is greatly simplified relative to current course fees that students face. This allows cost of specific majors and programs to be estimated clearly.

Figure 1: Proposed Program Fees, Summer 2017

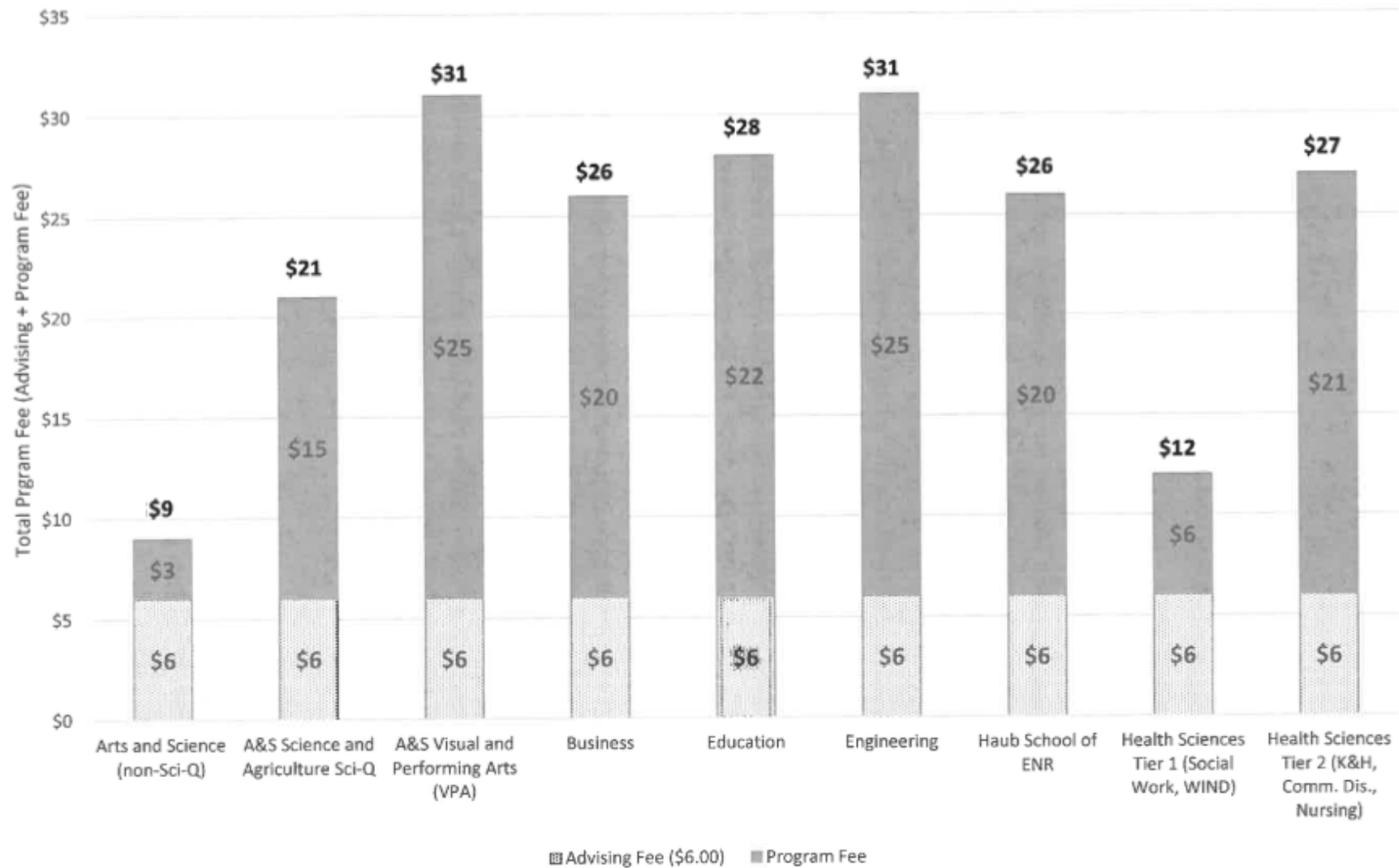


Table 1: Proposed Program Fees (separating advising costs and assessing common advising fee across all students)

Programs	Fee	Course Codes
Arts and Science (non-Sci-Q)	\$3	All A&S codes not shown below
Programs		
A&S Science and Quantitative, and Agriculture Studio/Science Programs (Sci-Q)	\$15	A&S: ANTH, GEOG, MATH, STAT, GEOL, ASTR, BOT, CHEM, LIFE, PHYS, ZOO Agriculture: AECL, AGECL, ANSC, ENTO, ESM, FCSC, FDSC, MICR, MOLB, PATB, PLNT, REWM, RNEW, SOIL
A&S Visual and Performing Arts (VPA)	\$25	ART, MUSC, THEA
Business	\$20	All codes in Business College
Education	\$22	All codes in Education College
Engineering and Applied Science	\$25	All codes in Engineering College
Haub School of Environment and Natural Resources	\$20	All ENR codes
Health Sciences Tier 1 (Social Work, WIND)	\$6	All Health Sciences codes not in Tier 2
Health Science Tier 2 (Comm. Disorders, K&H, Nursing)	\$21	SPPA, HLED, KIN, NURS
Advising fee common across all students	\$6	Covers cost of 20.5 additional FTE

Table 2: Projected Revenues from Proposed Program Fees using AY 2015-2016 Data

	credit hours	Program Fee	Revenue	Programmatic Support	Advising fees
College of Agriculture and Natural Resources	14,829	\$21.00	\$311,409	\$222,435	\$88,974
College of Arts and Sciences	133,783	\$9-\$31	\$2,236,320		
non-SciQ/non-VPA	56,789	\$9.00	\$511,101	\$170,367	\$340,734
SciQ	66,158	\$21.00	\$1,389,318	\$992,370	\$396,948
VPA	10,836	\$31.00	\$335,901	\$270,888	\$65,013
College of Business	23,644	\$26.00	\$614,744	\$472,880	\$141,864
College of Education	8,463	\$28.00	\$236,964	\$186,186	\$50,778
College of Engineering and Applied Sciences	25,647	\$31.00	\$795,042	\$641,163	\$153,879
Haub School	1,589	\$26.00	\$41,314	\$31,780	\$9,534
College of Health Sciences	11,326	\$12-\$24	\$272,277		
CHS Tier 1 (Social Work, WIND)	2,235	\$12.00	\$26,820	\$13,410	\$13,410
CHS Tier 2 (Comm. Dis., K&H, Nursing)	9,091	\$27.00	\$245,457	\$190,911	\$54,546
Total	219,280		\$4,508,069	\$3,192,389	\$1,315,680
Avg. per credit hour			\$20.56	\$14.56	\$6.00
Current Course Fee Revenues			\$1,779,460	\$1,779,460	
Avg. per credit hour			\$8.12	\$8.12	
Net New Revenue			\$2,728,609	\$1,412,929	\$1,315,680
Avg. per credit hour			\$12.44	\$6.44	\$6.00

The University of Wyoming
Minutes of the Trustees
September 13-15, 2017
Page 300

Institution Name	City	State	2017 Tuition and Mandatory Fees (30 Cr. hrs)	2016 Tuition and Mandatory Fees (30 Cr. hrs)	% Increase 2016-17	% difference to UW	Business	Engineering	Sci-Q	Health Science / Nursing	Architecture	Art/MUS/T he	A&S	Education	Agriculture
University of Wyoming	Laramie	WY	\$5,217	\$5,055	3.2%		\$26.00	\$31.00	\$21.00	\$12/\$27	\$31.00	\$31.00	\$9.00	\$28.00	\$21.00
Near-Peer Institutions															
Utah State University	Logan	UT	\$7,175	\$6,866	4.5%	37.5%	\$157.00	\$48.00	-	\$25.63	-	\$38.19		\$25.63	\$59.00
University of Nevada-Reno	Reno	NV	\$7,509	\$7,192	4.4%	49.9%	-	\$85.00	-	\$156.75	-	-		-	-
New Mexico State University-Main Campus	Las Cruces	NM	\$7,122	\$6,729	5.8%	36.5%	*	*	*	*	*	*	*	*	*
Oklahoma State University-Main Campus	Stillwater	OK	\$12,116	\$11,699	3.6%	132.2%	\$95.00	\$95.00	\$85.00	\$90.00	\$95.00	\$85.00	\$85.00	\$85.00	\$85.00
University of Rhode Island	Kingston	RI	\$13,792	\$12,884	7.0%	164.3%	-	\$41.00	-	\$67.00	-	-	-	-	-
University of Maine	Orono	ME	\$10,902	\$10,628	2.6%	109.0%	\$33.00	\$100.00	-	\$50.00	-	-	-	\$100.00	-
University of Idaho	Moscow	ID	\$7,488	\$7,232	3.5%	43.5%	-	-	-	-	\$651.00	-	-	-	-
Montana State University	Bozeman	MT	\$7,150	\$6,887	3.8%	37.0%	\$21.00	*	\$5.85	\$525.00	*	*	*	*	*
South Dakota State University	Brookings	SD	\$8,440	\$8,190	3.0%	61.8%	\$28.85	\$80.55	\$40.25	\$98.25	\$443.85	\$20.25	-	-	-
North Dakota State University-Main Campus	Fargo	ND	\$8,546	\$8,207	4.1%	63.8%	\$342.00	\$723.00	-	\$1,138.00	\$2,379.00	-	-	-	-
The University of Montana	Missoula	MT	\$7,063	\$6,469	9.2%	35.4%	*	*	*	*	*	*	*	*	*
		Average			4.7%	69.5% higher									
Aspirational Peer Institutions															
Kansas State University	Manhattan	KS	\$10,256	\$9,874	3.9%	96.6%	\$65.00	\$99.00	\$16.70	\$20.00	\$40.00	-	\$16.70	-	\$20.00
West Virginia University	Morgantown	WV	\$8,376	\$7,992	4.8%	60.5%	\$702.00	\$846.00	\$510.00	\$1,236.00	-	\$528.00	\$475.00	\$360.00	\$450.00
Clemson University	Clemson	SC	\$14,712	\$14,318	2.8%	182.0%	\$2,062.00	-	-	-	-	-	\$2,000.00	-	-
Colorado State University-Fort Collins	Fort Collins	CO	\$11,519	\$11,080	4.0%	120.8%	\$93.00	\$93.00	\$70.00	\$70.00	\$53.00	\$70.00	\$53.00	\$53.00	\$53.00
Washington State University	Pullman	WA	\$11,138	\$11,041	0.9%	113.5%	*	*	*	*	*	*	*	*	*
University of Nebraska-Lincoln	Lincoln	NE	\$8,978	\$8,628	4.1%	72.1%	\$54.25	\$97.50	-	-	\$79.25	-	-	-	-
Texas Tech University	Lubbock	TX	\$10,772	\$10,230	5.3%	106.5%	\$2,040.00	\$1,950.00	-	-	\$750.00	-	\$750.00	-	\$750.00
University of New Mexico-Main Campus	Albuquerque	NM	\$7,690	\$6,950	10.6%	47.4%	\$10.00	\$15.00	-	\$185.00	-	-	-	-	-
University of Utah	Salt Lake City	UT	\$8,915	\$8,562	4.1%	70.9%	\$65.89	-	-	\$500.00	\$500.00	\$250.00	-	-	-
		Average			4.5%	96.7% higher									
		Overall Average			4.6%	81.8% higher									

Notes: * charge course fees on specific courses but not necessarily across a program.
In all cases where schools charge course fees instead of program fees,
there are significantly more course fees than at UW.
per credit hour fee
semester-based fee



Legislative Response on Recruitment/ Retention and Lumina Update

Board of Trustees
September 2017

Laurie Nichols, Kate Miller, & Mary Aguayo



UNIVERSITY OF WYOMING

Legislative Request

2017 SF0001 The University of Wyoming, the community college commission and each community college shall collaborate and develop a unified plan to provide a coordinated approach to the recruitment and retention of and incentives for students graduating from Wyoming secondary schools and from schools in states contiguous to Wyoming. The university, on behalf of the university, community colleges and commission, shall report their progress on the plan to the joint education interim committee and the joint appropriations committee not later than September 30, 2017, and incorporate a final plan for the legislature not later than December 1, 2017, within their respective 2019-2020 biennial budget requests.



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Response Development Process

- Meeting 1
 - June 20, 2017
 - All Wyoming Presidents, their chief enrollment officers, and the Wyoming Community College Commission met in Casper
 - Topic: Possibilities for partnership in recruitment and retention of Wyoming and neighbor-state students



Response Development Process

- Meeting 2
 - July 20, 2017
 - All Wyoming Presidents or delegates, select board members, the Wyoming Community College Commission, and the Wyoming Department of Education met with Lumina in Rock Springs
 - Topic: Consider a statewide postsecondary educational attainment goal



Response Development Process

- Meeting 3
 - October 11, 2017
 - All Wyoming Presidents and the Wyoming Community College Commission will again meet in Casper
 - Topic: Review and finalize the *Plan*, determine opportunities for further development, and articulate the timeline for deliverables



Response Development Process

- Plan provided to UW's Trustees
 - November 2017
 - The Board will have the opportunity to review the plan, as developed in partnership across the state, prior to its submission to the legislature in December 2017



Key Themes

1. creating a **college-going culture**,
2. removing **barriers** to college participation,
3. building a **pipeline** for Wyoming's colleges,
4. developing **paths to re-entry** into college for Wyoming high school graduates entering higher education **from the workforce**, and
5. building **pathways to completion**



Statewide Educational Attainment

- Lumina is an independent, private foundation focused on higher educational attainment and completion
- By 2025, 60% of the nation's workforce will need a post-high school credential, but Wyoming has just 46%



Importance of a Skilled Workforce

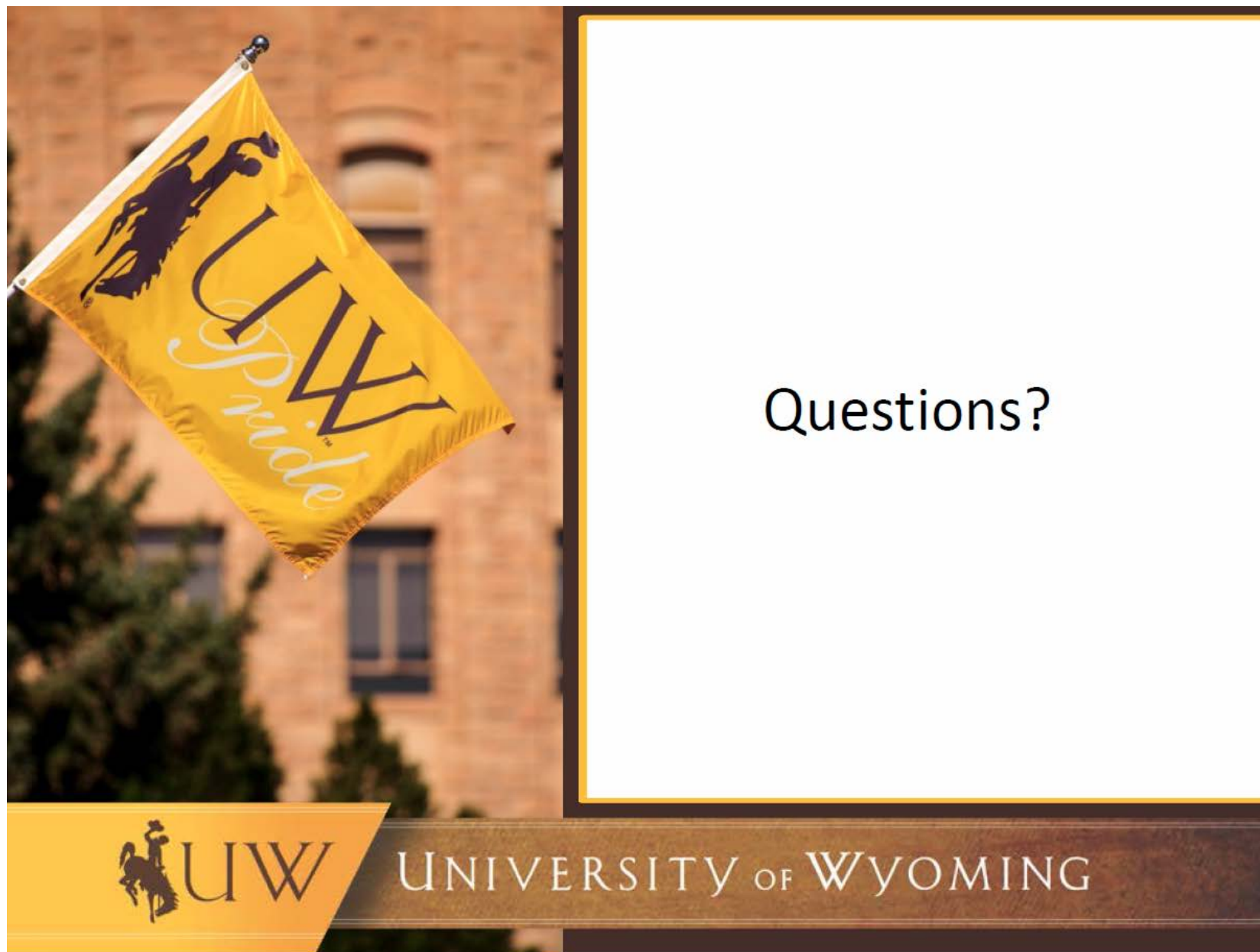
- An educated workforce is a major draw for companies who can provide economic diversification
- Setting and achieving a statewide postsecondary educational attainment goal is critical to meet the state's future workforce needs



Next Steps

- Lumina will provide support funds to consider the goal, which can be met in 3 ways:
 1. Joint Resolution (ex: Wisconsin)
 2. Law (ex: Minnesota)
 3. Governor's executive order (ex: South Dakota)





Wyoming Colleges' Recruitment and Retention Plan

September 2017 Progress Report

Submitted by:

Laurie Nichols, President, University of Wyoming

Legislative Request

20017 SF0001 The University of Wyoming, the community college commission and each community college shall collaborate and develop a unified plan to provide a coordinated approach to the recruitment and retention of and incentives for students graduating from Wyoming secondary schools and from schools in states contiguous to Wyoming. The university, on behalf of the university, community colleges and commission, shall report their progress on the plan to the joint education interim committee and the joint appropriations committee not later than September 30, 2017, and incorporate a final plan for the legislature not later than December 1, 2017, within their respective 2019-2020 biennial budget requests.

Response Development Process

On June 20, 2017, the presidents of each Wyoming college, their chief enrollment officers, and the Wyoming Community College Commission met together in Casper, Wyoming to discuss possibilities for partnership in recruitment and retention of Wyoming and neighbor-state students. Key themes for collaboration were identified and form the basis for the response.

On July 20, 2017, the presidents of each Wyoming college or their delegates, selected board members, the Wyoming Community College Commission, and the Wyoming Department of Education met with representatives from the Lumina Foundation in Rock Springs, Wyoming regarding the current state and future needs of the Wyoming workforce as it relates to levels of post-secondary educational attainment. Wyoming has the opportunity to consider setting a state-wide goal of citizens with certificates, associate's degrees, and bachelor's degrees as a framework to meet the needs of an educated citizenry associated with economic development, such as that articulated through the governor's ENDOW initiative.

On October 11, 2017, the presidents of each Wyoming college and the Wyoming Community College Commission will meet again in Casper, Wyoming to review and finalize the *Wyoming Colleges' Recruitment and Retention Plan*, determine opportunities for further development, and articulate a timeline for deliverables in the coming three years.

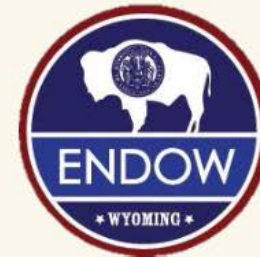
Key Themes

The *Wyoming Colleges' Recruitment and Retention Plan* will outline tactics, to be completed throughout the coming three years, which focus on the following themes:

- (1) creating a **college-going culture**,
- (2) **removing barriers** to college participation,
- (3) **building a pipeline** for Wyoming's colleges,
- (4) **developing paths to re-entry into college** for Wyoming high school graduates entering higher education **from the workforce**, and
- (5) building **pathways to completion**.



Report from the August 14-15 ENDOW Advisory Council Meeting



President Laurie Nichols
September 14, 2017



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Overview

- **Mission**

- Coordinate and expand ongoing efforts across the state, as well as produce measurable results expanding and diversifying the Wyoming economy
- Address current economic circumstances and prepare for anticipated future changes

- **ENDOW Timeline**

- August 30, 2017: Assessment of Economic Data
- December 31, 2017: Preliminary Findings to Governor and Legislature
- August 1, 2018: Final Recommendations Report to Governor



Key Challenges for Wyoming Identified by ENDOW

- Lack of unified effort across agencies and sectors
- Over-indexed sectors and need for economic diversification
- Workforce constraints
- Limited access to capital
- Limited transportation access
- Perceptions about quality of life



**Workforce constraints are cited
as the single greatest inhibitor
—and opportunity—
for growth and stability**

UW—working in partnership with Wyoming's
community colleges—is well positioned to be a
leader in workforce development across sectors



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Educational Attainment

ENDOW has identified educational attainment as one area for improvement in workforce development. The state ranks 40th in educational attainment.

Wyoming

High School Graduates: 92.3%

Among population 25 and older

RANKS #3 NATIONALLY

Bachelor's Degree or Higher: 25.7%

RANKS #40 NATIONALLY

Advanced Degrees: 8.6%

Master's, Professional, or Doctoral

RANKS #40 NATIONALLY

United States

High School Graduates: 87.1%

Among population 25 and older

Bachelor's Degree or Higher: 30.6%

Advanced Degrees: 11.6%

Master's, Professional, or Doctoral



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ENDOW has also identified areas of strength in Wyoming's economy and growth sectors to target.

UW should/will/must have a role in facilitating the continued strength of existing sectors and expansion of growth sectors.



Wyoming's Areas of Strength

Energy

Tourism

Agriculture



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Example Potential Growth Sectors

Technology/Information Technology

Software Development
Data Centers

Financial Services

Traditional Financial Services
Insurance

Manufacturing

Traditional Manufacturing

Education and Healthcare Services

Remote Diagnostics
Back Office Transactions



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Key Opportunities for UW to Lead

Expanded, educated workforce

- Recruit, retain and graduate students to build the workforce
- Deepen relationship with community colleges



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Key Opportunities for UW to Lead

Career preparation

- Develop and expand academic programs that support economic growth and diversification
- Partner with the state in workforce needs
- Drive innovation and foster a stronger entrepreneurial culture, including among undergraduates



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Key Opportunities for UW to Lead

Research, innovation and commercialization

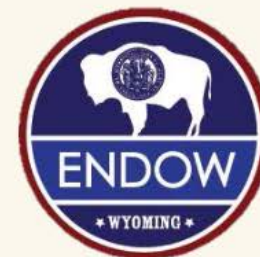
- Contribute to research for a better understanding of the roles of various sectors in Wyoming's economy
- Expand technology transfer operations at UW to support graduate students and faculty in taking laboratory research to commercialization
- Partner with Wyoming Business Council on economic development initiatives



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Report from the August 14-15 ENDOW Advisory Council Meeting



President Laurie Nichols
September 14, 2017



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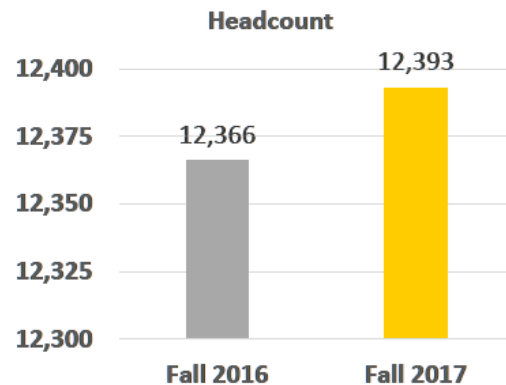
Enrollment Report

9/15/2017



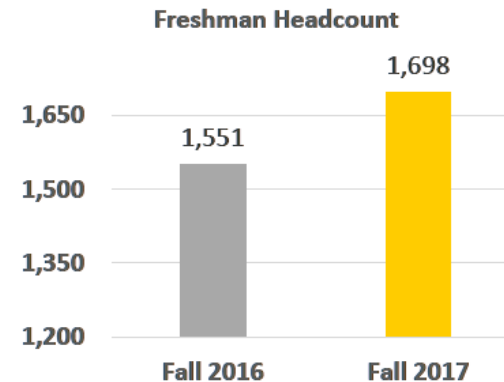
Preliminary Fall 2017 Enrollment Census Trends are Positive

- The Fall 2017 enrollment numbers below are unofficial and reflect preliminary census numbers from the end of the 10th day of the semester (Wednesday, 9/13/17).
- UW's official enrollment census for the fall semester will be as of the end of the 15th day of the term (Wednesday, 9/20/17)



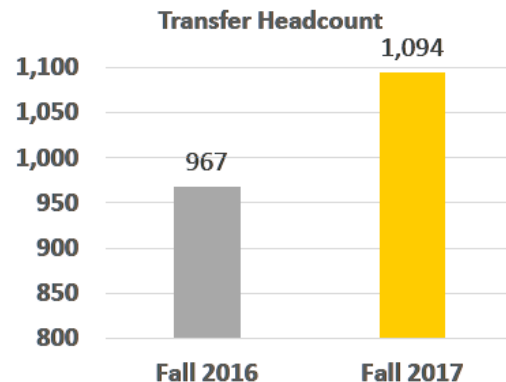
As of Fall '17 10th Day:

- Up 36 students overall
- 0.3% overall increase
- 0.6% increase for Laramie campus



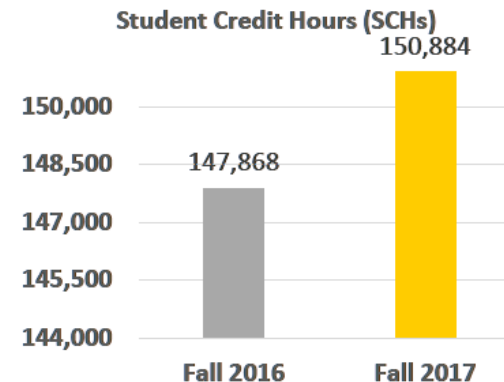
As of Fall '17 10th Day:

- Up 141 students overall
- 9.1% overall increase



As of Fall '17 10th Day:

- Up 127 students overall
- 13.1% overall increase



As of Fall '17 10th Day:

- Up 3,016 SCH overall
- 2% overall increase

Update on Retreat on the Future of UW- Casper

Kate Miller



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Why Now?

- Completion of “*Breaking Through 2017-2022*”, The University of Wyoming Strategic Plan
- Completion of a significant reorganization of the Office of Academic Affairs
 - Redistribution of Outreach School Functions
- Legislative request for a 3-yr recruitment and retention plan from Wyoming’s colleges
 - “A unified plan to provide a coordinated approach to the recruitment and retention of and incentives for students graduating from Wyoming secondary schools and from schools in states contiguous to Wyoming”
- Governor’s ENDOW Initiative



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UW-Casper Current State

- Both credit hour production and fall headcounts have been on the decline over the last several enrollment cycles
 - Fall headcounts have declined 65% from the record high in 1991 (603) and 53% since 2007 (451)
- 68% of UW Casper's fall undergraduate enrollments come from five programs. With the exceptions of Psychology and Criminal Justice, the top five programs have seen declines in enrollment since 2013.
- Less than 60% of the undergraduate credits attempted at UW Casper are delivered fully onsite
- With a degree completion academic portfolio, UW Casper is heavily reliant on non-traditional age students for enrollment.
 - Over half attend on a part-time basis, limiting financial aid eligibility and increasing time to degree.



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UW-Casper Current State

- UW Casper supports a small cohort of faculty (<14) to deliver its academic programming, resulting in many students completing their program with a single faculty member.

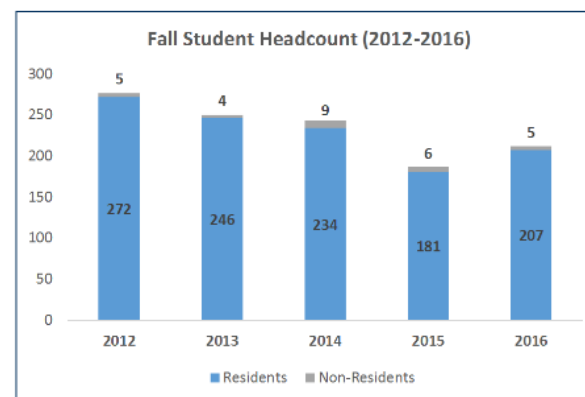
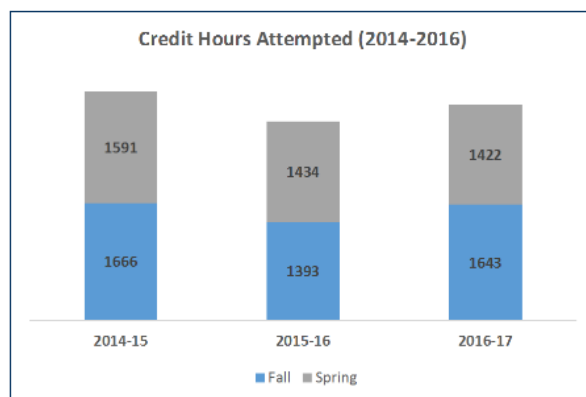


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CURRENT STATE

OVERALL ENROLLMENT

- + Both credit hour production and fall headcounts at UW Casper have been on the decline over the last several enrollment cycles.



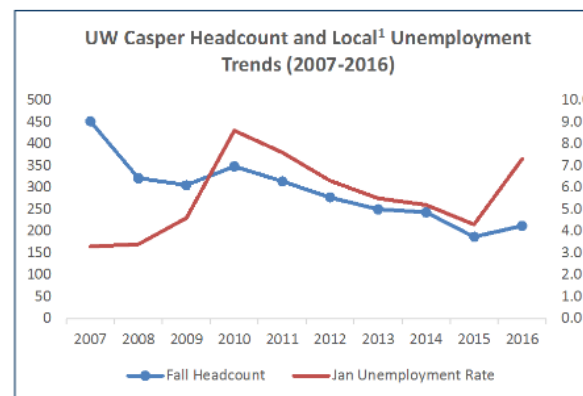
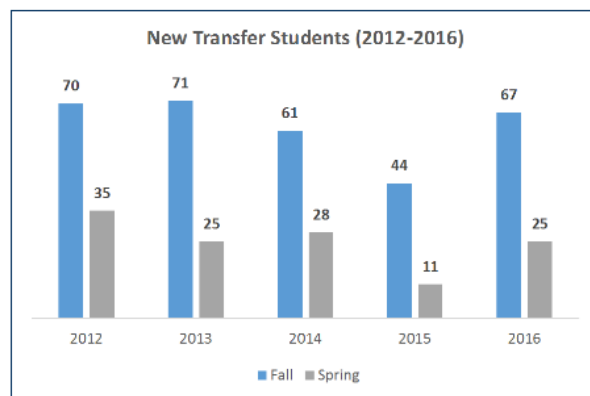
Fall headcounts have declined 65% from the record high in 1991 (603) and 53% since 2007 (451)



CURRENT STATE

NEW STUDENT ENROLLMENT TRENDS

+ New transfer student enrollment has struggled to maintain consistency over the past five years.



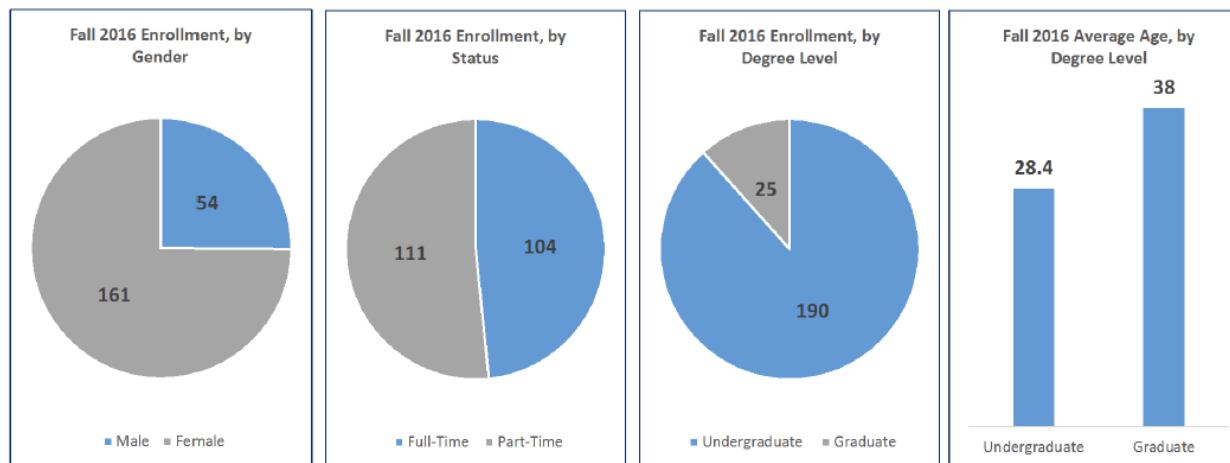
Reflective of its site-bound, working adult constituency, overall headcount at UW Casper has followed the regional employment trend.



CURRENT STATE

STUDENT PROFILE

- + With a degree completion academic portfolio, UW Casper is heavily reliant on non-traditional age students for enrollment.

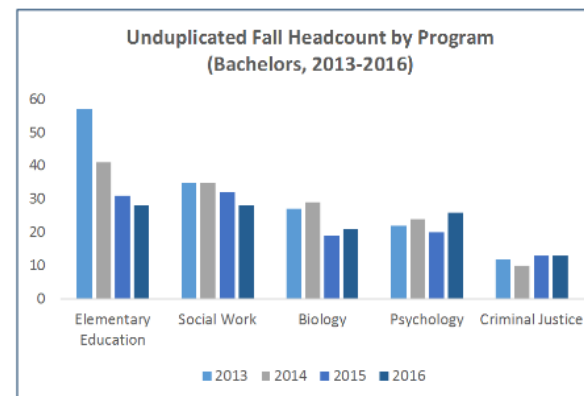
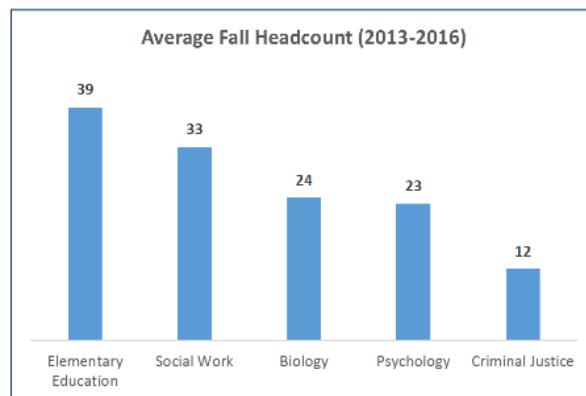


Over half attend on a part-time basis, limiting financial aid eligibility and increasing time to degree.



CURRENT STATE PROGRAM ENROLLMENTS

- + 68% of UW Casper's fall undergraduate enrollments come from five programs. With the exceptions of Psychology and Criminal Justice, the top five programs have seen declines in enrollment since 2013.



The recently introduced Medical Laboratory Science program has experienced strong enrollment. Recent numbers (14 in 2016) would place it in the top five enrolled programs.



CURRENT STATE PROGRAM PORTFOLIO

+ Less than 60% of the undergraduate credits attempted at UW Casper are delivered fully onsite.

Bachelors Degree	Fall 2016 – Credit Hours Enrolled				
	Teleconference	Combination	Online	Traditional	Video Conference
Applied Science	0	0	6	0	3
Biology (BA or BS)	0	68	3	82	3
Communication (BA or BS)	3	3	18	0	6
Criminal Justice (BA)	0	0	63	3	3
Elementary Education	0	0	30	237	0
English	0	3	6	45	3
Family and Consumer Sciences	0	0	0	0	0
Humanities and Fine Arts	0	12	6	12	0
Journalism	0	0	6	0	0
Mathematics and Sciences	0	8	6	6	0
Medical Laboratory Sciences	0	4	59	4	0
Nursing	0	0	0	0	0
Psychology	30	0	33	12	45
Secondary Science Education, Biology	0	3	2	0	0
Social Sciences	3	6	6	0	6
Social Work	0	0	3	294	6
TOTAL	39	107	247	695	75



CURRENT STATE

FACULTY

- + UW Casper supports a small cohort of faculty to deliver its academic programming, resulting in many students completing their program with a single faculty member.

Bachelors Degree Program	Faculty Positions (FT & PT)
Applied Science	0
Biology (BA or BS)	1
Communication (BA or BS)	1
Criminal Justice (BA)	1
Elementary Education	2
English	2
Family and Consumer Sciences	0
Humanities and Fine Arts	0
Journalism	0
Mathematics and Sciences	0
Medical Laboratory Sciences	2
Nursing	1
Psychology	1
Secondary Science Education, Biology	1
Social Sciences	1
Social Work	1
TOTAL	14



Purpose

- Learn about the roles and structures of branch campuses in other states
- Learn about the history of UW Casper's role in Wyoming higher education
- Engage key stakeholders in defining the future of UW-C
- Develop an initial vision for the future of UW-C to be explored and finalized by the end of the year
- Develop a time line of activities for developing the strategic plan for UW-C



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Principles

- The need to diversify Wyoming's economy, as exemplified by the ENDOW initiative - an important backdrop
- Any plan will build on UW-C's distinct attributes
 - Geographical location near center of state
 - serve as a focal point for delivering bachelors and graduate degrees to place-bound students
 - Co-location with Casper College
 - Administrative Focal Point for Regional Centers



UNIVERSITY OF WYOMING

Invitees/Attendees

- Laurie Nichols, President
- Kate Miller, Provost
- Sean Blackburn, VP Student Affairs
- David True, Trustee
- Michelle Sullivan, Trustee
- David Jewell, AVP Budget and Finance
- Anne Alexander, AVP Undergraduate Education
- Tami Benham-Deal, AVP Faculty Personnel
- Kyle Moore, AVP Enrollment Management
- Deans
- UW-C Faculty
- Maggi Murdock, Professor Emerita
- Charles Walsh, CEO CAEDA
- Ann Rochelle, Former UW trustee
- Cindy deLancy, ED of Wyo Business Alliance
- Shawn Powell, Vice President of Academic Affairs, Casper College
- Darren Divine President, Casper College
- Sean Reese, CEO, Wyo Business Council
- Gilda Lara (Casper Chamber of Commerce)
- Jerd Stack, ENDOW
- Charles Bird, author of *Out on a Limb: : A Branch Campus Life*



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Agenda Overview – Day 1 – Big Picture

- Current State of UW Casper, *Kate Miller and Jeff Edgens*
- History and Background at UW Casper & Casper College, *Maggi Murdock*, and *Darren Divine*
- Economic and workforce needs of Casper and surrounding region, *Charles Walsh*
- A National Perspective on Branch Campuses, Keynote speaker: *Charles Bird*, author of *Out on a Limb: A Branch Campus Life*
- Tour UW-C Facility



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Agenda Overview – Day 2 - Discussions

- Topic 1: *What elements of branch campus models might work well for UW-C and Wyoming? Why?*
- Topic 2: *What mix of courses and/or degree programs should/could we deliver from UW-C? Why?*
- Topic 3: *What governance, operational and budget structures would optimize the work among UW-C, Laramie, the regional centers and the community colleges?*
- Topic 4: *What other attributes do we need to consider, e.g. nature of instruction and faculty composition, student advising, innovative course scheduling and delivery modes?*
- Group: *Elements of Initial Vision for the Future of UW-C*
- Group: *Next Steps and Time Line*



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Initial Outcomes

- Plan for UW-C must align with UW Strategic Plan
- UW-C is essential to fulfilling higher educational need of the state
- UWC is an essential collaborator in fulfilling the distance education mission
- Achieve stability ASAP



UW

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Degree Program Strategy

- Sustain complementary “core programs” that are in high demand state wide
 - E. g. Biology, Psychology, Criminal Justice
- Degree completion is a leading part of the UW-C mission
- Leverage partnership with Casper College (replicable model)
- New academic programs will be tied to workforce needs
 - Lead with innovative and entrepreneurial programs



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Action Items - Next 6 Months to a Year

- Conduct full review of academic programs offerings at UW-C
 - Determine which should be kept, modified or eliminated; programs that are place based vs. distance education
- Define structures to fully engage Laramie in UW-C Success
 - Clarify how to “count student”- how students are coded
- Identify exist degrees that are deserving of additional marketing, and do so
- Create a Degree Program to facilitate Completion
- Develop advising model for UW-C
- Improvement management of course offerings to include 2-year plan
- Develop preliminary list of new academic programs to be explored



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Action Items - Next 6 Months to a Year

- Develop 2+2 articulation agreements for Casper College to UW-C degrees
- Prepare and sign a consolidated MOU with Casper College
- Advance relationships with community stakeholder, e.g. CAEDA , etc.
- Create advisory board
- Commission a state-wide higher education market analysis



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Action Items – Next 1 to 3 Years

- Substantial and rapid enrollment growth; accompanying faculty involvement
- Identify and authorize 1-5 new degrees (limited set)- including stackable certificates
- System/ process for continuous improvements, including more two way conversations across institutions
- Assess regional centers: functions and effectiveness
- Implement incentives and evaluate
- New budget model



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Your Thoughts - Welcome



UNIVERSITY OF WYOMING



Contact Us

Staff Senate
Department 3413
1000 E. University Ave.
Laramie, WY 82071

Room 102, Merica Hall
Phone: (307) 766-5300
E-mail: staffsen@uwyo.edu
Web: uwyo.edu/staffsenate



9/6 Meeting Agenda

- I. Roll call
- II. Approve August minutes
- III. Approve Sept. agenda
- IV. Special Guests: Tara Evans and Chris Boswell
- IV. Administration reports
 - A. Div. of Admin.
 - B. Human Resources
 - C. Academic Affairs
- V. Officer Reports
- VI. Old Business
- VII. New Business
- VIII. Liaison Reports
- IX. Committee Reports
- X. Open forum

Dates to Remember

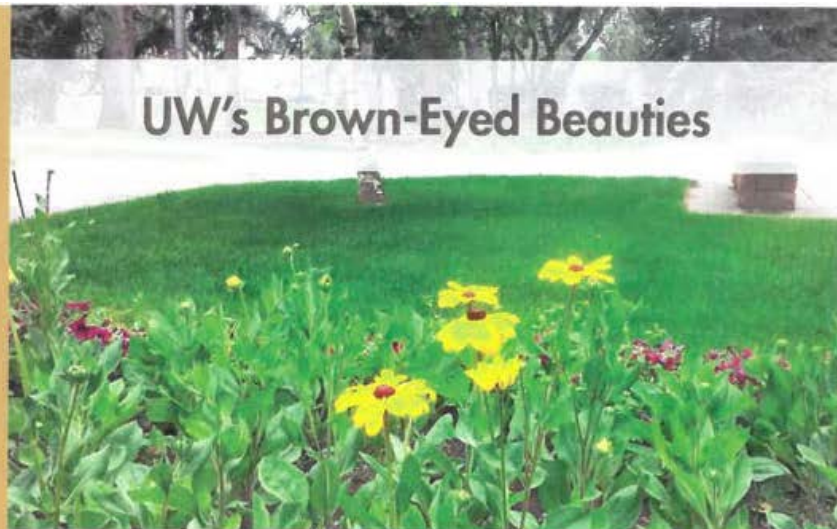
August 27, 2017
Field Day and Family Farm Day

August 30, 2017
Classes begin

August 31, 2017
Back-to-School Bash

September 4, 2017
Labor Day, Offices Closed

September 6, 2017
Staff Senate Meeting



STAFF SENATE NEWS

August 2017

Nominations for Employee of the 3rd Quarter Close September 8

Nominations for the UW Staff Employee of the 3rd Quarter close on **Friday, September 8, at 5:00 p.m.** The award recognizes deserving staff members for their efforts toward excellence in the workplace.

Nomination forms and instructions can be found on the Staff Senate [website](http://uwyo.edu/staffsenate).

Ask A Question: Student Input on the 10-Year Housing Plan

QUESTION: "I noticed that the student comment sessions for the new dorms are occurring during the summer when there are very few students on campus. I think this makes it look like admin doesn't really want student input on the new dorm construction project. Is there any plan to include comments from more students than just the handful who are on campus in the summer?"

ANSWER: (from Sean Blackburn, VP Student Affairs): "Residence Life and Dining Service is very interested in student feedback as we develop the 10-Year Housing Plan. Students have been involved in these conversations from the beginning and we'll announce additional opportunities for student feedback when students return this fall. Students are also welcome to submit ideas or feedback on the housing needs of UW over the next ten years by e-mailing Rian Rabideau at rrabidea@uwyo.edu."

Points to Ponder: Visit with Mark Gordon, WY State Treasurer

State Treasurer Mark Gordon was a special guest at the August 2 full Staff Senate meeting. Treasurer Gordon provided a great overview of how the State approaches investing various permanent funds, discussed the difference between permanent fund and reserve accounts, and also touched on some areas of concern/improvement from his perspective.



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The core permanent funds include: the Mineral Trust Fund, Permanent Land Funds (including the University "land-grant"), Hathaway Scholarship Endowment Fund, and Excellence in Higher Education Endowment Fund. These funds are all "inviolable" per the Wyoming Constitution, meaning the corpus (base dollars in the account) cannot be spent.

The Treasurer is also involved in managing two specific purpose funds—the Workers Compensation Fund and the Tobacco Settlement Fund. The last investment fund is the State Agency Pool, which includes the so-called "Rainy Day Fund," as well as other agency reserves and investments. This last pool is accessible to the Legislature to spend from both the income, as well as the corpus.

For the most part, the Legislature mandates, in a broad sense, how each fund should be invested. For example the Mineral Trust Fund can be invested up to 70% in equities (ie stocks), the other 30% in fixed income (ie bonds). The mix varies somewhat by fund. Within these guidelines, the Treasurer, the State Loan and Investment Board (SLIB), and consulting fund managers have discretion to craft the State's portfolio. In an effort to improve the investment process, the Treasurer and Legislature recently worked to bring more of Wyoming's fund management into the Treasurer's office (avoiding management fees paid to outside consultants) and created an appointed board to advise on investment decisions (thereby depoliticizing investment strategies from the SLIB and creating deeper expertise).

Treasurer Gordon discussed the need for the State to consider ways to contribute permanently to the corpus of the permanent funds (particularly in light of declining mineral royalties) to combat inflation. Although it is tempting in difficult budget times to spend all of the investment income as part of the budgeting process, it is important to remember

that without regular contributions to the fund corpus, the State loses ~2% per year in fund value to inflation.

The Treasurer noted that the Land Funds for K-12 Education and the Excellence in Higher Education Endowment are areas of concern, since the State is spending more money than it is making on these funds. An additional point to ponder is the best structure for offering loans from the various investment funds. Currently, many of the funds allow 0% interest loans to State agencies and other government entities, such as local government. While this is a nice option for those receiving loans, the State overall is not making any income from those funds (and thus losing ground to inflation).

For more information, visit the [State Treasurer's website](https://statetreasurer.wyo.gov/assets/reports/PortfolioStatus063017.pdf). These reports in particular may be of interest:

<https://statetreasurer.wyo.gov/assets/reports/PortfolioStatus063017.pdf>

https://statetreasurer.wyo.gov/assets/reports/Treasurer's_Annual_Report_FY_16.pdf

Did You Know

Did you know that the story behind UW's colors dates back to 1895? In the spring of that year, the first ever UW Alumni Banquet was held. Decorations for the banquet included Brown-Eyed Susans, a flower native of Southeastern Wyoming. The alumni were so impressed with the colors (brown and yellow) and the beauty of the flowers that they decided to select these colors as the official school colors at UW. Currently, the colors are described as brown and gold. Source: <http://www.uwyo.edu/uw/aboutuw/uw-best.html>

Legislative Report

Res. 230: UW Morale Committee

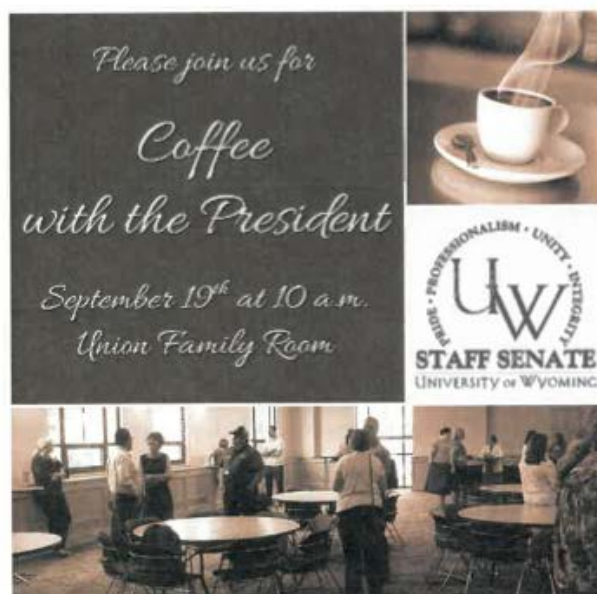
In the August Staff Senate meeting, the Senate voted unanimously to pass Resolution 230 in support of establishing an inclusive campus committee to address the issue of employee morale.

This resolution follows from conversations that members of the Financial Crisis Advisory Committee had in 2016 and recognizes that the University has recently come through some difficult times, with a negative impact on staff and faculty morale. Given the feedback we receive from staff across campus and based on our own observations, staff senators feel that this is the time to begin working to address campus morale.

Res. 231: Deans' & Directors' Council Meeting Minutes

Staff Senate also passed Resolution 231 in the August meeting. This resolution requests that the minutes of the Deans' and Directors' Council meetings be publicly posted in a timely manner.

Staff Senate receives numerous questions from staff in academic departments concerning policy changes, new programs or program changes, and reorganizations occurring within Academic Affairs. Staff Senate has set a goal for 2017-2018 of improving communication on campus. Our hope is that regularly posting the minutes from Deans' and Directors' Council meetings will be a significant first step toward increasing the flow of information across campus.





Liaison Reports

No More Committee

The subcommittees of the No More Committee continued to meet throughout the summer. The four subcommittees are:

- Education & Outreach Action Committee, which is responsible for developing, organizing and implementing awareness events and educational opportunities for students, staff, and faculty addressing sexual violence prevention;
- Response Action Committee, which is responsible for evaluating the current university response to sexual misconduct, identifying gaps and areas for improvement, and making recommendations to the Steering committee;
- Policy & Protocol Action Committee, which is responsible for evaluating existing university policies and protocols addressing sexual misconduct, identifying gaps and areas for improvement, and making recommendations to the Steering committee.
- Data Collection Advisory Committee, which is responsible for identifying national trends and best practice around sexual violence prevention, response, and policy; developing effective evaluation tools and strategies for Working Group efforts and initiatives; developing and implementing campus-wide and subpopulation-wide assessments to assess high priority areas of focus, victimization rates, and effectiveness of Working Group efforts and initiatives.

Each committee has been finalizing their strategic plan. In addition, the campus sexual misconduct policy and code of conduct is currently being revised, and a campus climate survey is tentatively planned for Fall 2017. If you would like to serve on the No More Committee, please let us know!

Strategic Plan

At the July meeting of the UW Board of Trustees, the board voted unanimously to approve the 2017-2022 Strategic Plan.

UW Salary Policy Task Force

The Salary Policy Task Force meets for the first time on Friday, August 25, in the Guthrie Conference Room in the Gateway Center. At that time, the Task Force will schedule two meetings in both September and October, and one in November, with a draft policy due to President Nichols by October 25, 2017. The draft policy will then be introduced to the Board of Trustees at the November meeting with the intention of implementation in Spring 2018. The Taskforce has two staff representatives – Kevin Colman and Rachel Stevens.

Know Your Senator: Cathy Moen

Staff Senator Cathy Moen is long-time University of Wyoming staff member. Currently, she works as a Staff Assistant in the new Distance Education Support Center. She spent 10 years in the Criminal Justice Department as Academic Advisor/Office Associate, Sr., 10 years in the Cowboy Joe Club as Club Coordinator, three years in the English Department as an Office Associate, one year in American Indian Studies as an Office Assistant, Sr., and two years in the Football Office.

Cathy is a Laramie native, a UW graduate, and is currently taking graphic design classes. She is married with one daughter (27), who is also a UW grad living in the Denver area.

Cathy lives on a cattle ranch near the Wyoming-Colorado border. Her hobbies are photography and team roping. Much of the moss rock boulders beautifying the UW campus came from the Moen ranch.

As a senator, Cathy's goals are to focus on increasing staff salaries, which she feels should be raised to the level of other State employees. Cathy also wants to work to get the salary matrix updated, which hasn't been done in about 10 years. Cathy notes "Morale is the lowest I've ever seen and steps need to be taken to change that."



Laramie Research & Extension Center

FIELD DAY & FAMILY FARM DAY

This is a great opportunity for the public to become aware of the work of LREC and the research that is being conducted at the facility, as well as the services LREC provides for all citizens of Wyoming and surrounding states.

Saturday, August 27 • 9:00 am – 4:00 pm

9:00-9:30 am	Registration – Coffee and Donuts at the Greenhouse
9:30 am	Welcome/Opening Remarks
9:45-10:50	Research Presentations and a separate activity for the children
11:20	Tour of the facilities
12:00-1:00	Lunch provided at the Hansen Arena

1:00-4:00 PM FARM DAY PROGRAM INCLUDES:

- Meet and Greet with Pistol and Pete
- Wagon rides
- Tours of the farm
- Games and activities for the children
- Petting zoo
- Research Presentations
- Presentation from David Kruger about the 125 Years of the Wyoming Agricultural Experiment Station Book
- Displays by UW Faculty, UW student organizations, and community organizations with an ag background
- And more!

We encourage you to RSVP
lrec@uwyo.edu or (307) 766-3665



UNIVERSITY of WYOMING



Contact Us

Staff Senate
Department 3413
1000 E. University Ave.
Laramie, WY 82071

Room 102, Merica Hall
Phone: (307) 766-5300
E-mail: staffsen@uwyo.edu
Web: uwyo.edu/staffsenate



8/2 Meeting Agenda

- I. Roll call
- II. Approve July minutes
- III. Approve August agenda
- IV. Administration reports
 - A. Div. of Admin.
 - B. Human Resources
 - C. Academic Affairs
- V. Guests and Special Business
 - A. Treasurer Mark Gordon
- VI. Officer Reports
- VII. Old Business
- VIII. New Business
- IX. Liaison Reports
- X. Committee Reports
- XI. Open forum

Dates to Remember

August 2

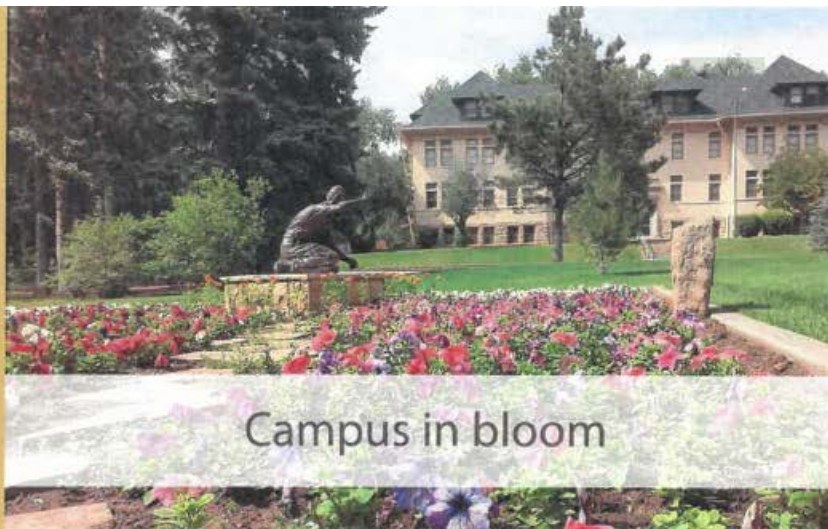
Staff Senate Meeting
1:15 pm, Union Senate Chambers

August 18-21

Eclipse Festival
Casper

Sep 4

Labor Day
UW offices closed



Campus in bloom

STAFF SENATE NEWS

July 2017

Meeting Updates

Staff Senate

At the July Staff Senate meeting the senate welcomed new senators as we began a new year. Staff Senate meets year-round and functions on a fiscal year basis. This means that new senators and newly-elected officers begin their terms in July. Staff Senate seats are allocated by division, according to the percentage of total classified UW staff who work in each division. To see how the seats are allocated and to see who represents your division, [click here](#).

Recognition Committee

The Recognition Committee is a standing committee of the Staff Senate, and this committee is responsible for coordinating the Employee of the Quarter program and planning Staff Recognition Day. Unlike other senate committees, this committee welcomes all staff members to serve. If you enjoy party planning and want to get involved in recognizing the great work that is done all year by UW staff we would love to have you! The Recognition Committee's next meeting is August 16th at 9:00 am in Union 202.

Board of Trustees

The UW Board of Trustees met July 18-21 in Rock Springs, at which time they had their annual meeting with state legislators and enjoyed a productive discussion. They also met with the Wyoming Community College Presidents and the Lumina Foundation to discuss the relationship between the Wyoming higher education system and the workforce in Wyoming.

Some items of interest from the business meeting are:

- The trustees approved the Strategic Plan, updates to the Housing Plan, and the Capacity Study.
- Further discussion of the budget process resulted in a decision to return indirect cost reserves to the colleges and departments so that the research work that was funded by these reserves can continue. Further discussion of the new reserves approach was had, and departments that need to request funding from the reserves are encouraged to speak with Provost Miller about their needs. Staff Senate will continue to request that a reserves policy be established with clear guidelines, an open process, and transparent reporting.



UW

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UW FOUNDATION STRATEGIC PLAN FOR PRIVATE SUPPORT

► 2017-2022

CENTERS FOR EXCELLENCE

Academics & Athletics



ENDOWED POSITIONS

Tied to Centers for Excellence



FACILITIES

Academics & Athletics



SCHOLARSHIPS

