

THE UNIVERSITY OF WYOMING
BOARD OF TRUSTEES' REPORT

January 17-19, 2018

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

University of Wyoming Mission Statement (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
January 17-19, 2018

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BUSINESS MEETING

Roll Call

Approval of Board of Trustees Meeting Minutes

December 13, 2017 (conference call)

Approval of Executive Session Meeting Minutes

December 13, 2017 (conference call)

Reports

ASUW

Staff Senate

Faculty Senate

Public Testimony

Committee of the Whole

REGULAR BUSINESS

Board Committee Reports

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

Trustee Standing Committees

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

Liaison to Other Boards

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

PROPOSED ITEMS FOR ACTION (consider approval):

- Contracts and Grants – Synakowski/Yates 386
- Contracts and Procurement Report – Evans 393

INFORMATION ONLY:

- Capital Construction Report – Mai 398

New Business

Date of Next Meeting – February 14, 2018 (conference call)

Adjournment

AGENDA ITEM TITLE:

Consideration and Action: Veterans Center Renovation, Blackburn/Kibbon/Jewell

CHECK THE APPROPRIATE BOX(ES):

☐ Work Session

☐ Education Session

☐ Information Item

☒ Other

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

As an integral part of the University's educational mission, the Wyoming Union fosters a sense of community by providing quality programs, services and facilities that promote development, embrace diversity, and cultivate loyalty to the University. The Wyoming Union provides a nurturing environment within which students are encouraged to pursue excellence, to develop leadership, and to realize their potential.

After a visioning study in the fall of 2015, a multi-phased approach to updating the Union was recommended to the Board during the September 2017 meeting. Aligned to the new Strategic Plan of the University, these projects will expand the engagement opportunities for students and support the retention goals of the University.

Phase One, Veterans Center:

The current Veterans Center space in Knight Hall is inadequate for the growing veteran population of UW and the growing programs of the Center. More veteran students will be able to take advantage of the services, programs, and community established within the center. A portion of the third floor of the Union, vacated by Student Media, will be renovated to provide a high-quality, accessible, and modern space for the current and future needs of the Veterans Center. This will include a computer lab, study area, lounge, conference room, coordinator's office and kitchen. To date \$295,000 has been raised from private donors for this project. Mandatory student fees collected for the Wyoming Union held in the Special Projects reserve will cover the difference.

Phase One, Veterans Center was approved to proceed with bidding to a total of \$715,000. The construction bid for the Veterans Center project has been received and is shown below.

	Veterans Center	
Description	Cost	Notes
Design-Plan One Architects	\$ 38,000	Spent
Advertising/plan review fees	\$ 8,281	Spent
Abatement	\$ 13,453.00	Spent
Construction	\$ 534,100	Bid Received 10/3
Const. Oversight - Plan One	\$ 16,000	Proposal
Controls (UW PPL)	\$ 30,000	Proposal
FF&E	\$ 100,000	Budget
PPL Contract Admin	\$ 31,942	5% of contract costs
Engineering	\$ 15,971	Budget

Contingency	\$ 63,885	
	\$ 851,632	
Funding Authority:	\$ 715,000	
Difference	\$ (136,632)	
sf	2,380 sf	
Cost per sf	\$358 per sf	

The lowest bid for the project came in \$136,632 above the pre-bid estimates. This item has returned for review and additional funding authority (post-bid).

Schedule:

Project:	Design Complete:	Construction bids received	Begin Construction:	Complete Project:
Veterans Center	Complete	October 2017	February 2018	June 2018

Proposed Project Funding:

	Division / College		Philanthropy / Foundation		University Reserves			
	Current FY Operating Budget	Division/ College Level Reserves	Received	Pledged	General Unrestricted Operating	Capital Constr.	Special Projects	Total
September 2017 BOT Approved Plan	\$ 0.00	\$ 0.00	\$ 295,000	\$ 125,000	\$ 0.00	\$ 0.00	\$ 295,000	\$ 715,000
January 2018 Revised Request	\$ 0.00	\$ 0.00	\$ 295,000	\$ 125,000	\$ 0.00	\$ 0.00	\$ 432,000	\$ 852,000
Difference	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 137,000	\$ 137,000

Immediate Funding Needed from University Reserves:

University Reserves			Total
General Unrestricted Operating	Capital Constr.	Special Projects	
\$	\$	\$557,000	\$557,000

Proposed Repayment Plan to Special Projects Reserves:

Table 3.						
Fund Source(s)	FY2019	FY2020	FY2021	FY2022	FY2023	Total
Operating Budget	\$	\$	\$			\$
Division/College Reserves	\$	\$	\$			\$
Philanthropy (Received Pledges)	\$ 55,000.00	\$ 55,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$125,000

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Veterans Center renovation was approved at the September 2017 Board meeting to proceed with bidding to a total of \$715,000.

WHY THIS ITEM IS BEFORE THE BOARD:

The lowest bid for the project came in \$136,632 above the pre-bid estimates. This item has returned for review and additional funding authority (post-bid).

ACTION REQUIRED AT THIS BOARD MEETING:

Approval and additional funding authorization to proceed on Phase I construction for Veterans Center.

PROPOSED MOTION

I move to amend the Veterans Center Project to a total of \$852,000 (not to exceed) from 1.) the Veterans Center Renovation Fund at \$295,000 (UW Foundation) and 2.) from mandatory student fees held in the Special Projects Reserve at \$557,000. The Special Projects Reserve will be reimbursed as described in Table 3.

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

AGENDA ITEM TITLE:

Consideration and Action: FY18 Budget Amendments (Academic Affairs),

Jewell/Miller/Benham-Deal

CHECK THE APPROPRIATE BOX(ES):

☐ Work Session

☐ Education Session

☐ Information Item

☒ Other

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

At the June 7, 2017, Board of Trustees conference call, the Board adopted the FY2018 UW Operating Budget and adopted a motion stating that the FY18 Operating Budget can only be amended with full Board of Trustees approval.

In addition, the Board of Trustees took action in the fall of 2017 that consolidated university-wide reserves and created 7 central university reserves. After implementing the action taken by the Board, the Administration discovered there were funds for the renewal, repair and replacement of the King Air research aircraft that had been incorrectly categorized in the University's former financial system and thus were included in the consolidation when in fact the funds should not have been.

Please see the attached memo from Provost Miller to President Nichols detailing the request that the funds related to the renewal, repair and replacement of the King Air research aircraft be placed in/coded to the proper plant reserve in the University's new financial management system.

The Budget Committee will discuss this item at the January 17 committee meeting and recommend full Board action, if appropriate, at the January 2018 Board of Trustees meeting.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

See above.

WHY THIS ITEM IS BEFORE THE BOARD:

Pursuant to Wyoming Statute § 21-17-204, "(a) The board of trustees may: ... (v) Expend the income placed under their control from whatever source derived, and exercise all other functions properly belonging to such a board and necessary to the prosperity of the university and all its departments." Additionally, UW Regulation 1-103 states, "final approval of the Operating Budget rests with the Board of Trustees."

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the resolutions.

PROPOSED MOTION


"I move to approve that \$642,164.74 of fund balance related to the renewal, repair and replacement of the King Air research aircraft, be exempted from the Board of Trustees' prior action that consolidated the University's reserves, and that \$513,731.79 (80% of the fund balance) be

transferred from the Special Projects Reserve along with \$128,432.95 (20% of the fund balance) from the Unrestricted Operating Reserve in the Dean of Engineering Office to a reserve account solely designated for the King Air research aircraft.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval.



To: Laurie Nichols, President
From: Kate Miller, Provost 
Date: January 4, 2018
Subject: University Reserves Request for the Department of Atmospheric Science (DAS) operating funds to establish a *King Air Non-Facility Renewal Plant Reserve* for Capital Assets

On behalf of the Department of Atmospheric Science (DAS), I am requesting that **\$642,164.74**, i.e. the fund balance at the end of FY2017 (as of June 30, 2017), be exempted from the Board of Trustees' action that consolidated the University's reserves, and that \$513,731.79 (80% of the fund balance) be transferred from the Special Projects Reserve along with \$128,432.95 (20% of the fund balance) from the Unrestricted Operating Reserve in the Dean of Engineering Office to a new reserve under DAS.

For over forty years DAS has managed the King Air Research Facility. Since 1988, the King Air and its atmospheric research instruments have been base-funded by the National Science Foundation (NSF) through a series of Cooperative Agreements, with a current annual base budget of over \$2.0M, and additional funds resulting from field deployments, supported by NSF and other agencies. As detailed in the NSF Cooperative Agreement, grant funds are set aside in specific accounts for the operation of the aircraft, and for the maintenance and development of instruments and data products. These include the *King Air engine reserve* for the scheduled repair and replacement of the turbojet engines, the *King Air maintenance account* for general repair and maintenance, a *DAS data* account for the King Air instrument data collection and processing, a *King Air Use* account for third-party (non-NSF funded) deployments, and, finally, *two instrument maintenance and development* accounts that are intended to ensure that specific base-funded instruments for use on the King Air remain state-of-the-art and reliable.

All these funds were 100% grant derived, on a contractual basis. To ensure that these funds were spent as intended by the grantors, DAS has maintained cash carry-over accounts to allow the unspent dollars to be collected and utilized for large equipment purchases and for platform and instrument maintenance. These accounts have allowed DAS to maintain the UW King Air as a top-notch airborne atmospheric research facility that is attractive to the NSF-funded community, for a variety of projects. It also has allowed DAS to develop an array of new instruments, some of which have become base-funded in later Cooperative Agreements, including the nationally recognized Wyoming Cloud Radar (WCR). Obtaining long-term base-funding for specific instruments is only possible if DAS can demonstrate high-quality data, enabling transformational research by UW or external investigators. This bar is a high one, which highlights the importance of the two instrument accounts. The ability to build instruments in-house also resulted in the spinoff of a successful tech business, *Alpenglow Instruments Inc.*, which specializes in lidar remote sensing technology.

The proposed funding for *King Air Non-Facility Renewal Plant Reserve* is shown below, and the original cash carry-over accounts are identified in the next table.

Division / College		Philanthropy / Foundation		University Reserves			Total
Current FY Operating Budget	Division/ College Level Reserves	Received	Pledged	General Unrestricted Operating	Capital Constr.	Special Projects	
\$0.00	\$128,432.95	\$0.00	\$0.00	\$0.00	\$0.00	\$513,731.79	\$642,164.74

Department Title	Oracle Fund Class Title	Oracle Fund Source	Oracle Org	Oracle Program	FY 17 Ending Balances
King Air Engine Reserve	Designated Operating	10002	16101	1414	\$239,928.62
DAS Data	Designated Operating	10002	16101	1415	\$61,523.83
King Air Maintenance	Designated Operating	10002	16101	1416	\$113,698.83
Radar Operating - WCR	Designated Operating	10002	16101	1418	\$108,775.22
King Air Use	Designated Operating	10002	16101	1419	\$89,608.09
Wyoming Cloud Lidar Use	Designated Operating	10002	16101	1420	\$28,630.15

TOTAL: \$642,164.74

cc: Budget & Institutional Planning Office
Dean of Engineering and Applied Science

AGENDA ITEM TITLE:

Excellence in Higher Education Endowment Update, Jewell/Miller/Benham-Deal/Boswell/Albeiruti

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The board will hear an update on the Wyoming Excellence in Higher Education Endowment, including current fiscal year and 5-year budget projections, plus implications of recent changes to the state statute and ongoing uncertainties about future distributions.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE BOARD:

For information.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION

N/A

PRESIDENT'S RECOMMENDATION:

N/A



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Wyoming Excellence in Higher Education Endowment

1. Background

Created in 2006, the Excellence in Higher Education Endowment was funded at \$105 million, the earnings from two-thirds of which, or \$70 million, was designated to the University of Wyoming. Earnings on the state-managed endowment, which are distributed by the state treasurer to the university, allowed the university to establish endowed faculty positions (known as Wyoming Excellence Chairs) and to acquire instructional and resource materials, classroom equipment, and other resources necessary to support the work of endowed chairs. Distributions to the university were to be based on a spending policy of 5% of the average of the market value of the corpus for each of the preceding five (5) fiscal years or the fiscal years up to five for which there was a balance.

The statute (W.S. 21-16-1204) imposed some constraints on the uses of the endowment earnings. Not less than 2/3 of the amounts must be used to expand university instruction and research in disciplines related to economic and social challenges facing Wyoming. No fewer than four Wyoming Excellence chairs must be in the College of Education. The remaining endowed faculty members must have established reputations in other areas of distinction as identified in the university academic plan, including business, arts and humanities, mathematics, cultural studies, economics and law.

After careful consideration of salary, benefits and other position-related costs and projected payout estimates provided by the state treasurer's office, the Provost established a plan for creating 15 Excellence Chair positions. Some of the positions were to be funded with earnings combined from both the state account and private endowment gifts to the university, allowing for a greater number of search authorizations and establishing a unique private-public partnership in endowing distinguished professorships.

By FY2013, all 15 positions were filled. These positions conform to the legislative mandate. Four positions in Education, as prescribed by the legislation, were created and were filled in areas critical to the future of K-12 education: literacy education (2 positions), science education, and mathematics education. The strategy for allocation of the others was to coordinate a set of positions in the life sciences, an institutional area of distinction identified in the then current academic plan, and to build greater depth in other areas of distinction, including the arts and humanities and professions critical to the state such as business and law. In addition, positions were selected for allocation based on their potential to address economic and social challenges in the state, such as community economic development, livestock and wildlife disease, and managing natural resource conflicts.

The Provost was also able to augment the program by providing bridge-funding for non-permanent positions (i.e., visiting chair programs) for several years. The plan was to temporarily support these visiting programs through FY17. Funding for these programs would be re-evaluated during the next (5-year) planning budget cycle. The expenses associated with the additional bridge-funded (or temporarily) supported positions were funded with accumulated reserves held at the university beyond those needed to cover the risks of any future periods of earnings declines.

Each year, UW reports annually on faculty positions partially or fully funded through the endowment program, including the name of each faculty member filling a Wyoming Excellence chair, their education and experience, their research and instructional activities, and the benefits of their research and instruction.

The below table summarizes the uses and expenses of the fund during the last five fiscal years, FY13 – FY17, and the estimated expenses for the current fiscal year, FY18.

Table 1. Uses and Expenses across Fiscal Years.

Fiscal Year (FY)	# of Endowed Chairs	Salaries & Benefits¹	Support²	Other Expenses³	Total Expenses
FY13	16	\$ 2,864,661	\$ 576,779	\$ 126,953	\$ 3,568,393
FY14	18	\$ 3,317,631	\$ 694,431	\$ 190,888	\$ 4,202,950
FY15	18	\$ 3,279,127	\$1,072,169	\$ 267,798	\$ 4,619,094
FY16	19	\$ 3,512,421	\$ 855,345	\$ 127,072	\$ 4,494,838
FY17	17	\$ 3,304,218	\$ 602,018	\$ 302,523	\$ 4,208,759
Projected for FY18	14	\$ 2,741,773	\$ 527,000		\$ 3,268,773

¹ Salaries & Benefits include all visiting chairs

² Support includes Graduate Assistants

³ Other Expenses include Advertising, Recruitment, Equipment, and Facilities

2. A Closer Look at FY 2018

As noted above, the Division of Academic Affairs plans the annual budget based on anticipated distribution / income from the state treasurer's office. Due to the announced pending exhaustion of the state's reserve account balance in November, 2016, and uncertainty over reserve account balances going forward, the University planned to reduce spending for FY18. Three permanent positions from FY17 were either not replaced when they became vacant or funding for the positions was moved to different funding sources.

In FY17, the University received almost \$700,000 less in total distribution than was received in the previous fiscal year - an amount that is nearly equivalent to total funds used by the University to support the visiting chair programs in Fine and Performing Arts, Creative Writing, American Indian Studies, and Global and Area Studies.

To date, the university has received \$969,370 in the first quarter distribution. Recent reporting suggests it is likely that by the end of the fiscal year the university will receive an additional

\$2.16M, resulting in an annual distribution of \$3.13M. Provided the total amount that was budgeted for FY18 (i.e., \$3.27M) is expended and the projected income is accurate, an additional \$140,000 will be used from accumulated reserves held at the university. The remaining balance of the reserve would be \$2.89M.

3. Fiscal Outlook for FY19 and Beyond

The corpus of the Excellence in Higher Education Endowment has increased to \$115.4M, the earnings from two-thirds (\$76.93M) is designated to the University of Wyoming. Recent changes to the statute will drop the payout percentage maximum from 5% to 4.75%. If earnings are sufficient to meet this maximum, the annual payout to the university would be ~\$3.7M. A stipulation of the new policy is that the university will hold 10% of its payout in the (internal) reserve, which would be ~\$400,000, leaving ~\$3.3M available.

4. Final Thoughts

Consistent with the original intent of the legislation that created the Wyoming Excellence in Higher Education Endowment, the university will continue to carefully examine program costs and maintain an adequate reserve that allows for, at minimum, one FY year of expense outlay.

AGENDA ITEM TITLE: Audit Engagement, Jewell/Hanneman/Reese

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Article VII. Section 7-2 IV.a. of the Bylaws of the Trustees charges the Fiscal and Legal Affairs Committee with the responsibility of recommending to the board “the selection and retention of the external audit firm.”

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

January 2014- the Board of Trustees approved a four-year audit engagement with McGee, Hearne & Paiz, LLP, beginning with the fiscal year ending June 30, 2014.

WHY THIS ITEM IS BEFORE THE BOARD:

The contract term with McGee, Hearne, & Paiz, LLP ended with the completion of the most recent fiscal year 2017 audits.

ACTION REQUIRED AT THIS BOARD MEETING:

Determination to put the audit out for bid.

PROPOSED MOTION

“Move to approve administration to put the audit out for bid.”

PRESIDENT’S RECOMMENDATION:

President recommends approval.

AGENDA ITEM TITLE: Capacity Study and Tuition Discussion, Rose Martinelli/Moore/Jewell

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The University of Wyoming and Huron have partnered to look at university capacity, pricing and opportunities to increase demand, thus growing enrollment.

The attached study evaluated UW's capacity for growth and then identified approximate marginal cost for each additional student enrolled. They also studied pricing for out-of-state and online students in terms of what we currently charge and what we could charge to maximize enrollment.

In terms of growth capacity, from combined residential (housing), instructional and student support perspectives, consultant suggest that UW has sufficient space for roughly 1,000 to 1,400 additional students. Some additional investments will need to be made to accommodate these students, but investments primarily have to do with general education courses, academic advising and student support services.

UW currently charges a significantly higher tuition rate for non-residents with the intent of using tuition revenue to offer a broad and attractive scholarship package. The complexity for non-residents to identify the actual cost of attendance and understand the true cost after application of the scholarship "discount" is a challenge and limits opportunities for enrollment. Through market research in conjunction with the Huron Capacity study, we found that ~83% of out of state students share a perception that high out of state tuition is a "deal-breaker" in the higher education choice. More than 50% revealed they were unsure of the actual cost to attend UW, indicating the lack of clarity in the current pricing structure.

For the University's proposed tuition for the 2018-2019 academic year, the administration would like to engage in a discussion regarding:

- Setting undergraduate out-of-state tuition to \$9,500 per academic year
- Setting undergraduate in-state tuition to \$4,100 per academic year
- Implementing a tuition-banding pricing structure for full-time undergraduate students (12-18 student credit hours per semester)
- On-line/distance education pricing changes
 - Gradual increase (over a five year period) of undergraduate in-state tuition to ~\$200 per student credit hour (SCH)
 - Graduate out-of-state tuition reduction from \$775/SCH to \$325/SCH
 - Undergraduate out-of-state tuition reduction from \$541/SCH to \$319/SCH

In addition to increasing the market demand for a UW education, the above proposed changes to tuition align with and support proven approaches which contribute to improved student success

(i.e., increased retention and degree completion). The attachments following this agenda item provide further insight and research into similar approaches other universities have implemented.

Huron consultant Rose Martinelli will present the findings of the study and resulting recommendations.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

At the March 2017 meeting, the board discussed HB-189, out-of-state tuition for Colorado and Nebraska students, and as a result requested the President move forward with a capacity and tuition elasticity study.

At the board's request, an RFP was drafted to initiate this study and presented to the board at the July 2017 board meeting. At that time, Trustees Bostrom and Brown volunteered to represent the board on the study's steering committee.

In September, the steering committee presented the outcome of the RFP process and announced that Huron Consulting would be awarded the contract. At the September meeting, Rose Martinelli and Andrew Laws presented their proposal to conduct the study and heard directly from the board their questions around capacity, enrollment growth, and cost of attendance.

In December, Rose Martinelli of Huron Consulting provided a brief report to the board.

WHY THIS ITEM IS BEFORE THE BOARD:

To provide the Board the final study outcomes and recommendations from which further tuition decisions can be made.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION

N/A

PRESIDENT'S RECOMMENDATION:

N/A



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EAB / February 22, 2016 / How colleges encourage students to take 15 credits

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How colleges encourage students to take 15 credits

Most students take 12 credits per semester when they really need 15 to graduate on time

3:32 AM - February 22, 2016

Colleges and universities are encouraging students to take 15 credits per semester in an effort to help them graduate on time, Jon Marcus reports for the *Hechinger Report*.

The 12-credit conundrum

Most bachelor's degrees require 120 credits, which amounts to 15 credits each semester over four years, but most students only take 12 per semester.

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Today's EAB Daily Briefing

Featured

What enrollment leaders need to know about campus design trends
8:41 AM - January 4, 2018

The 10 best—and worst—college towns for 2018, ranked

8:33 AM - January 4, 2018

Higher ed had 4 main concerns about the tax bill. Here's how they turned out.

8:25 AM - January 4, 2018

lagging. Only 5% of community college students with two-year degrees graduate on time, while about 36% of students at four-year private and flagship public colleges and universities do so.

Nineteen percent of students at non-flagship four-year institutions graduate on time.

[What health care can teach us about student success →](#)

4 college programs helping students develop 21st-century skills

8:22 AM - January 4, 2018

"From the time you select in your first semester to take 12 credits, you are already on a five-year plan," says Blake Johnson, spokesperson for **Complete College America**. "There's no way that those 12 credits will add up [in four years] to the 120 credits you need for a bachelor's degree."

But a number of barriers prevent many students from taking more than 12 credits per semester:

- Advisors may encourage students to pace themselves by taking fewer classes;
- Many colleges and universities charge students extra for exceeding 12 credits;
- Most state financial aid programs only require students to take 12 credits;
- Students may be shut out of courses required for their majors;
- Students may be unable to handle taking more than 12 credits; and
- The maximum Pell Grant award allows for no more than 12 credits, and students cannot use Pell money for summer courses.

In addition, students may also fall behind when certain majors require more than 120 credits for graduation, or if they change majors during their college careers.

"The culture of education is, 12 hours is full-time," says Risa Dickson, vice president for academic affairs in the **University of Hawaii** (UH) system. "But the math doesn't add up."

The costs of not graduating on time, however, certainly add up. According to estimates by **Complete College America**, every additional year an undergraduate spends in college costs an average of \$68,153 in extra fees, living expenses, and tuition, as well as lost income.

UH pushes students to take 15 credits

UH is taking on a new initiative called "15-to-Finish," which aims to push

Why one university is bringing more screens into the classroom

8:20 AM - January 4, 2018

We tried 5 productivity hacks so you don't have to

3:49 PM - December 6, 2017

more students to take 15 credit hours each semester so they have a better chance of graduating on time.

How to finish in four: Supporting on-time graduation for low-income students →

When the program launched in 2012, UH's four-year graduation rate was less than 20%, far below the national average. By last year, UH increased the graduation rate to 28%, and the system is on track to reach 40% on the Manoa campus. The proportion of students completing at least 15 credits each semester of freshman year has also increased from 49% to 55%.

The university found that students taking 15 credits get better grades and are less likely to drop out than their peers taking 12, regardless of measures such as high school rank and SAT scores.

"We recognize that not every student can take 15 credits, but we do think there's utility in telling students what happens if you choose not to," Johnson says.

More systems follow UH's lead

Institutions in 22 states are experimenting with some form of the 15-to-Finish model, including:

- Colorado;
- Illinois;
- Kentucky;
- Missouri;
- Nevada;
- Oregon; and
- Tennessee.

Other attempts to help students graduate on time include:

- South Dakota's scholarship for students who complete 30 credits each academic year;
- **Temple University's** "Fly in 4" campaign, which pays students up to \$2,000 if they work no more than 15 hours each week and follow guidance to help them graduate in four years; and
- Texas' "B-on-Time" program, which offers complete forgiveness of state-

issued loans to undergraduates who complete their bachelor's degrees in four years with at least a "B" average.

Indiana University-Purdue University Indianapolis (IUPUI) adopted the 15-to-Finish model in 2012, which led to the proportion of students successfully completing 15 credits each semester increasing from 28% to 64%.

However, the system is not stacked in all students' favor. IUPUI found that students who were able to take 15 credits each semester are more likely to:

- Be female;
- Be more academically prepared;
- Be wealthier;
- Have fewer outside commitments; and
- Live on campus.

Some critics also argue that college is a period of exploration and should not be rushed. "That's what college is about," Dickson says. "But that doesn't mean that students should be doing it for six or seven years" (Marcus, [Hechinger Report](#), 2/17).

Topics

[Academic Affairs](#), [Academic Planning and Performance Measurement](#),
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Why even C students should consider taking 15 credits their first semester

2:47 PM on August 21, 2017 by [Ed Venit](#)

Please note, this post has been updated to include methodologies and additional guidance for policymakers.

How should you advise an incoming student who is registering for their first term in college? Would you recommend that they take 15 credits to stay on track for a four-year graduation? Or should they ease into their first term, taking only the full-time minimum of 12 credits, and make up the difference later?



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I often hear from advisors and administrators the desire to protect their new students from overwhelming themselves with coursework in their first year, especially if it seems like the student would benefit from the chance to adjust to college life—and many students think the same way. As a result, 44% of incoming full-time students average just 12-14 credits per term during their first year, less than the 15 they need to stay on pace for four-year graduation. That extra time in college comes at a cost, both in tuition and in the opportunity cost of delayed entry to the workforce.

[Evaluate the strength of your advising program →](#)

How the University of Hawaii's campaign improved student outcomes

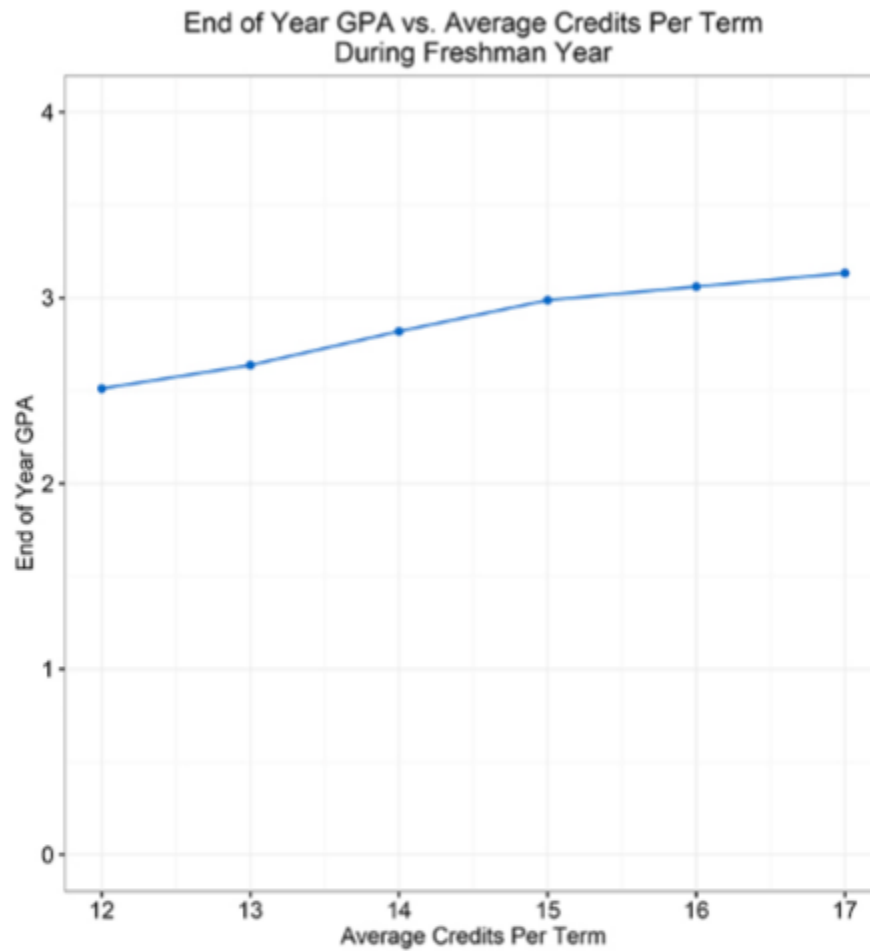
Recently, many schools in the Student Success Collaborative have adopted “15 to Finish,” a public relations campaign that promotes the academic and financial benefits of taking more credits and finishing in four years. They are following the lead of [the University of Hawaii, the first school to deploy the “15 to Finish” messaging strategy](#). UH has seen meaningful results—in just one year, the majority of incoming full-time students at UH shifted from taking 12 credits to taking 15 or more.

Before launching the campaign, administrators and advisors at UH sought to ensure that the extra coursework wouldn't harm their students. Analysis of historical records verified that incoming students of all backgrounds and academic achievement levels performed just as well on average when taking a 15 credit course load.

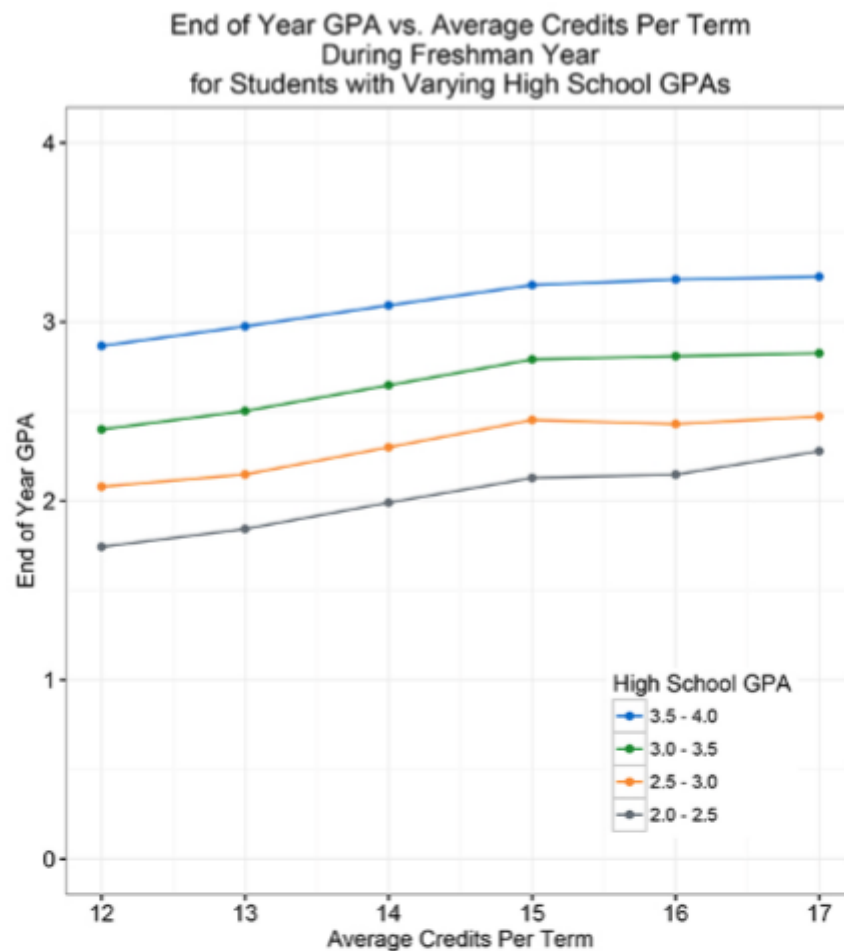
Since the “15 to Finish” philosophy is becoming much more widespread, we sought a national analysis to see if the findings from UH held true for other students and schools. We examined data from 1.3 million incoming full-time students representing 137 schools in [the Student Success Collaborative](#) and compared outcomes for students who averaged 12-14 credits per term across the first year to those averaging 15 or more. Here's four essential insights we found:

1. **We confirmed that students who average 15+ credits across their first year end the year with higher GPAs and higher retention rates than their full-time peers who take fewer credits.** These students ended their first year with a GPA that was 0.36 grade points higher than their peers (3.04 versus 2.68) and were retained at a rate nine percentage

points higher (90% versus 81%). Not only were these students not suffering from the additional course load, they were thriving.



2. **Students at all levels of academic achievement benefit from taking 15+ credits.** To ensure that our initial finding was not simply the result of better students taking more courses, we repeated our analysis controlling for students' high school GPA. We found that students of every level of high school academic achievement experienced better first-year GPA and retention outcomes when they took more courses. Even students with a high school GPA between 2.0 and 3.0, who averaged at least 15 credits, were two percentage points more likely to persist than their peers that only took 12-14 credits. They also ended their freshman year with a GPA that was more than a quarter of a grade point higher.



3. **Low-income students also benefit from taking 15+ credits.** Students from lower socioeconomic backgrounds are more likely to be working large numbers of hours in addition to taking classes. Some advisors have wondered if a 15+ credit schedule made sense for many of these students, given the constraints on their time. Although this is something that each student should decide for themselves, the general trend holds true for low-income students as well. Using the Pell grant as a proxy for family income, we found that Pell students who took 15+ credits were seven percentage points more likely to persist and had an end-of-year GPA that was 0.12 points higher than their Pell recipient peers who averaged only 12-14 credits per term in the first year.
4. **Early course-taking behaviors seem to be habit-forming.** Students who take 15+ credits in their first term average 15.9 credits per term for the remainder of their college careers, while students who take 12-14 credits average just 13.5, the difference of nearly one three-credit course every term. Nearly one in six students who take 12-14 credits will never

take a 15+ credit load. This suggests it is incorrect to assume that students who "underload" in their first term will pick up the pace once they settle into college.

Most schools that initiate "15 to Finish" programs offer flat-rate tuition for all full-time students taking above 12 credits. If your school does not have flat-rate tuition, you should take into consideration the impact that the cost of taking additional credits might have on financial aid and a student's overall ability to pay, as well as offering students and their families additional guidance as part of the messaging campaign. Most schools that do not offer flat-rate tuition are still likely to find that students will save money in the long run by taking more credits each term, although the overall savings might be muted.

More on **reducing time to degree**

Promoting Timely Degree Completion

EAB Student Success Best Practice Library

Advice for policymakers

Many states and schools are grappling with potential policy shifts to graduate more students within four years. Based on best practice research, prior analyses, and this nationwide study, we believe that policies encouraging students to take 15 or more credits per semester should be closely considered. The findings from this analysis echo what many schools have seen on their own campuses and could be a helpful complement to an institution's own comprehensive analysis, which can be tailored to include local factors.

That said, the available data only allowed us to include a limited number of variables, and we were not able to account for every potential covariate. We do not advise schools to make a policy shift based purely on this analysis. Instead, our goal is that these findings will move students and schools away from the common generalization that certain subsets of full-time students should not take 15 credits per semester.

Students, no matter their academic preparedness or financial situation, should consider taking 15 credits per semester—and then work with their advisor to make the decision that makes the most sense for them.

Methodology

The EAB Data Science Team (Ali Bagherpour, PhD; Charles Carbery; William Heath; Janek Nikicicz; Ankur Roy; Lars Waldo; and Jeremy Werner, PhD) conducted an observational analysis of the academic record data of nearly 1.3 million freshmen from 137 colleges and universities representing a broad array of American public and private institutions. The analysis cohort included all full-time freshmen who started college at these institutions between summer 2011 and spring 2016; neither part-time nor transfer students were included in the analysis cohort. Only regularly-scheduled terms were included in the calculation of average credits per term during freshmen year; e.g., credits taken during summer terms were excluded. Likewise, any AP credits a student may have brought with them to college were excluded.

Of the nearly 1.3 million full-time freshmen included, 56% enrolled in at least 15 credits per term on average during their freshman year, while the remaining 44% enrolled in between 12 and (just under) 15 credits. Four different outcomes for these freshmen were considered: retention to the sophomore year, end of freshmen year GPA, credits taken per term in subsequent years, and, in the case of students who began between summer 2011 and spring 2012, graduation within four years. The mean average of these outcomes were measured for various subgroups of students, defined by their average number of credits enrolled in per term during their freshmen year, cumulative high school GPA, and, for a small subset of these students, whether they were Pell grant recipients.

The cohort of the Pell analysis was limited to the roughly 18,000 freshmen from six private institutions that Pell data was available for. Four thousand of these freshmen were Pell recipients and 14,000 were not.

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At our national Student Success Collaborative summit in October, experts will share the latest research and insights from our work across 2017, along with actionable strategies and inspiring ideas to positively affect student outcomes. Please note that attendance is reserved for institution provosts and vice presidents.

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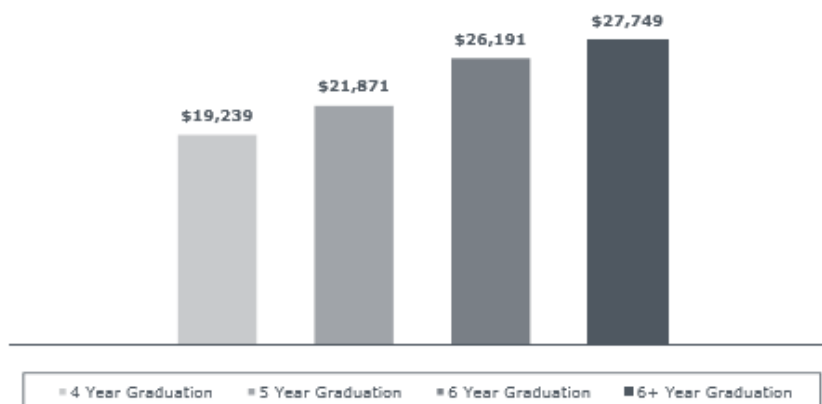
Paying a Penalty for Delayed Graduation

Steep Increases in Loan Debt Burden Associated with Extended Time to Degree

Unfortunately, without a sudden influx of institutional, state, and federal funds, students and families will continue to see the cost of college rise. In the meantime, the most obvious and near-term measure to help individual students manage costs and reduce student debt is to ensure they do not pay excess tuition and fees by extending their time-to-degree beyond four years. Institutions across the country have recognized this opportunity, with the popularity of "15-to-Finish," "Finish in Four," and graduation guarantee marketing campaigns on the rise. However, it is important to note that four-year graduation initiatives are not a panacea; students take different paths to graduate, with legitimate and even constructive reasons why a student would take more than four years to complete.

The Cost of Delayed Graduation

Undergraduate Student Loan Debt, University of Texas at San Antonio¹



Most notably, overemphasizing four-year graduation leaves out students who extend time-to-degree because of lapses in full-time enrollment, largely due to circumstances beyond their control. These delays do not necessarily result in added costs, but they do increase the risk of permanent attrition.² For these "stop-outs," the focus should be to ensure clear pathways to re-enrollment and to provide the support they need to remain engaged despite disruptions to their education. However, for students who maintain continuous enrollment but are unable to complete on time, the financial consequences from added tuition and fees are substantial. At the University of Texas at San Antonio, graduating in six years rather than four is associated with a nearly \$7,000 increase in student loan debt—a burden that is likely higher for students attending more expensive private institutions. While some students might be postponing graduation to enrich their undergraduate experience, the resultant increases in debt burden could delay the returns on their education. The challenge for institutions is to find methods to reduce time-to-degree that do not come at the expense of exploration and enrichment.

¹ University of Texas at San Antonio, "Graduating On Time Saves You Money," Rowdy Condo.

² Dearden, S., & McCell, S. "Simulating the Effects of Financial Aid Packages on College Student Stopout, Reenrollment Spells, and Graduation Chances." *The Review of Higher Education* 33 (2010): 513-541.

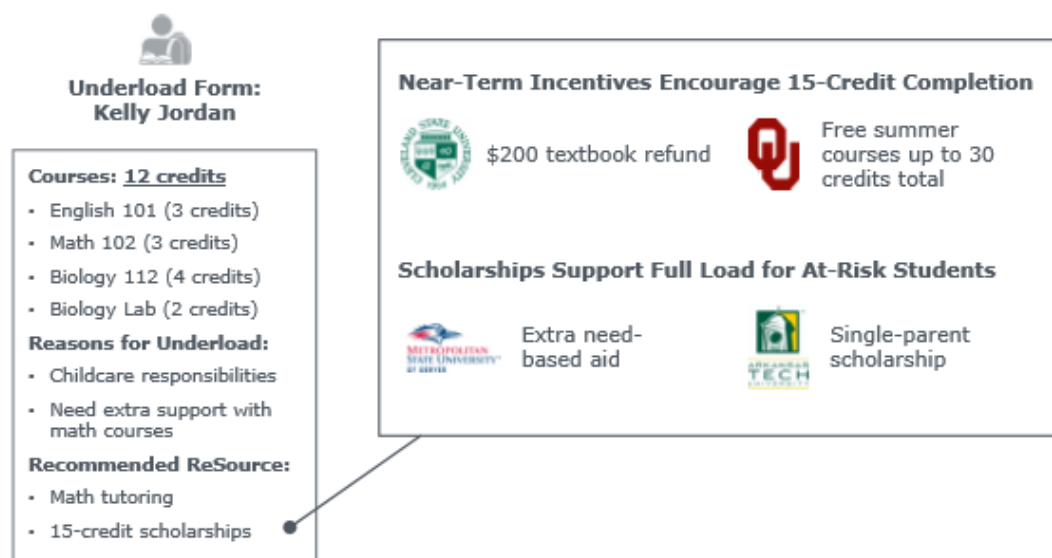
Source: University of Texas at San Antonio, "Graduating on Time Saves You Money," Rowdy Condo; EAB interviews and analysis.

Practice 1: Hardwiring "15 to Finish"

From Marketing Slogan to Standard Procedure

Advisors Must Document Reasons and Remedies to Approve Under-loading

When it comes to credit accumulation, the power of high-visibility marketing campaigns like "15 to Finish" cannot be overstated. Especially for first-generation students, for whom the incremental steps to graduation are less obvious, the direct message of these campaigns—graduate on time by completing 15 credits per term or 30 credits per year—clarifies expectations. Even more powerful is the counsel students receive from their advisors, who are concerned not only with academic success but also with students' mental health. Unfortunately, well-meaning advisors, under the influence of stereotypes, too often nudge underrepresented students to take fewer than 15 credits.¹ Though intended to ensure they can handle the academic workload, this advice unintentionally perpetuates disparities in degree progression.



To prevent these risks, **Grand Valley State University** embeds into its registration process the notion that underloading is the exception not the norm by adding an extra step to register a student for fewer than 15 credits per term. Advisors must seek a registrar waiver for any first-year student enrolled full-time but taking 12-14 credit hours. Waiver forms are never rejected by the registrar; the form simply creates an added step in the process that makes unnecessary underloading a bit more difficult.

In addition to disincentivizing underloading, several institutions have also created positive financial incentives for students who take 15 credits, as in the handful of examples listed above. Institutions which cannot afford incentives for every student should consider targeting scholarships to students with the highest financial need. Alternatively, textbook scholarships ensure that any revenue is returned to the institution.

1) Byron P. White, "Affirming the Student Success Underground," *Inside Higher Ed*, April 4, 2016

Source: Ronan S. "Kids and Money: Schools Offer Bonuses to Help Students Graduate on Time," *Reading Eagle*, May 4, 2013; University of Oklahoma, "Met-Rate Tuition"; Metropolitan State University of Denver, "Foundation Scholarships"; Arkansas Tech University, "Foundation General Scholarships"; EAB interviews and analysis.

UNIVERSITY LEADERSHIP COUNCIL



Transitioning to Flat-Rate Tuition

Effects on Finances, Course Capacity, Retention, and Graduation Rates

Custom Research Brief

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Research Manager
Sarah Moore

June

2012

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I. Research Methodology

Project Challenge *Leaders at a member institution approached the Council with the following questions:*

- When did a transition to flat tuition occur? How long did a transition take?
- What was the intended purpose for implementing flat tuition?
- How was the transition applied to different student groups?
- Which administrators were involved in the decision to change the tuition policy and oversight of policy implementation?
- What internal marketing occurred to promote the transition to students? How did students and administrators react to the change?
- What percentage of students enrolled in additional credit hours due to the flat tuition structure? Did other institutions hire additional faculty or increase course capacity to meet additional demand?
- What was the overall financial impact of adopting flat tuition? How was financial aid affected by a transition?
- How did a transition affect enrollment, retention and graduation rates?
- Were students offered any other incentives for completing additional credits?
- What other benefits or drawbacks were realized from adopting flat tuition?

- Project Sources**
- Education Advisory Board's internal and online (www.educationadvisoryboard.com) research libraries
 - Jaschik, Scott, "Student Work Hours: Up and Down," Inside Higher Ed, <http://www.insidehighered.com/news/2012/01/17/study-explores-increases-and-declines-student-work-hours>
 - Institutional websites
 - National Center for Education Statistics [NCES] (<http://nces.ed.gov>)



Research Parameters *The Council interviewed senior administrators in academic affairs and financial affairs at public institutions that recently transitioned to flat-rate tuition models:*

Institution	Location	Carnegie Classification	Enrollment (Total/Undergraduate)	Type
University A	South	Research Universities (high research activity)	14,900/12,400	Private
University B	Northeast	Master's Colleges and Universities (medium programs)	7,900/7,100	Public
University C	South	Research Universities (very high research activity)	49,100/39,100	Public
University D	South	Doctoral/Research Universities	10,000/8,100	Public
University E	South	Research Universities (high research activity)	36,300/28,300	Public
University F	South	Research Universities (high research activity)	33,000/25,100	Public
University G	South	Research Universities (very high research activity)	51,200/38,400	Public
University H*	Midwest	Research Universities (high research activity)	25,000/20,000	Public

*Response provided through email correspondence



II. Executive Overview

Key Observations

Contact institutions adopted flat-rate tuition in order to encourage timely degree completion and create cost transparency for full-time students. A flat-rate tuition model also allows students to realize cost savings by enrolling in additional credit hours each semester at no additional cost. However, some contacts suggest that a flat-rate tuition model may not be appropriate for an institution with a large population of part-time students or students academically unprepared to manage larger course loads.

Most contact institutions applied flat-rate tuition to all students simultaneously. However, exemptions were granted to students requiring less than one semester of credits to graduate, students enrolled in special academic programs, or students with extenuating financial circumstances. Only one contact institution permitted all students already enrolled in the institution to be exempt from new tuition policies.

Academic affairs, finance and administration, and enrollment administrators develop plans and oversee implementation. Administrators discuss potential student groups to exempt from policies, new tuition prices, and financial effects of new policies. Institutions typically require at least one year between policy planning and implementation.

Administrators promote policy changes by publicizing information about the effects of new policies and emphasizing benefits of new policies. University newspaper articles and online resources provide details about tuition policies, while public forums enable students to ask questions and provide feedback about potential changes. Across contact institutions, students typically reacted positively to policy changes; consistent communication of student benefits reportedly increases acceptance and understanding of policies.

Flat-rate tuition may increase overall revenue, but revenue gains have not been consistent at some institutions or are not fully attributable to changes in tuition models. Several contact institutions realized one to several million dollars in revenue gains following the implementation of flat-rate tuition. If students continue to enroll in more courses than the number at which the flat rate tuition is priced, additional revenue gains may decline over time.

Most contact institutions experienced an increase in average student course loads following the implementation of flat-rate tuition; several institutions experienced increases of over one credit hour per semester, while other institutions experienced more modest increases. Additional faculty and course offerings may be required to accommodate increased student credit loads, although contacts at several institutions note that additional faculty hiring often results from institutional strategic initiatives rather than the impact of tuition policy changes.

Enrollment and graduation rates have increased at contact institutions, but contacts do not attribute gains solely to flat-rate tuition policies. Institutional strategic initiatives contribute to increases in enrollment, although several contacts partially attribute improved graduation rates to new tuition policies that encourage timely degree completion.



III. Implementing Flat-Rate Tuition

Flat-Rate Tuition Models

Across contact institutions, several flat-rate tuition models were adopted:

- **Flat-Rate Tuition Equivalent to Per-Credit Price:** At **University G**, **University B**, **University C**, and **University A**, flat-rate tuition models established a single tuition price for full-time students, which all institutions define as students enrolled in 12 or more credits. **University G** established flat-rate tuition as equivalent to the cost of enrolling in 14 credit hours under the per-credit model; **University B** established flat-rate tuition as equivalent to the cost of 16 credit hours; and **University C** and **University A** established flat-rate tuition as equivalent to the cost of 15 credit hours.
- **Flat-Rate and Differential Tuition:** **University F** implemented flat-rate tuition as well as a differential tuition model, by which different costs are associated with each academic program. Differential tuition also allowed college deans to replace revenue lost by the elimination of "hidden" student fees and provided more flexibility to deans who were previously restricted regarding the use of course fee revenue.
- **Flat-Rate Tuition with Incremental Price Increases:** **University E** implemented a modified flat-rate tuition model that includes moderate price increases for every credit over 12; each additional half credit over 12 costs an additional \$30, which represents an incremental change relative to the price increases for credits below 12. **University D** implemented flat-rate "designated" tuition in Fall 2004 for undergraduates enrolled in 12 or more credits: the designated tuition for enrolling in 12 credits remains constant for enrolling in more than 12 credits, and was set to equal the previous per-credit hour cost of enrolling in 14 credits (i.e., prior to the transition to flat-rate tuition). Some fees in addition to the designated tuition are constant regardless of the number of total credit hours (e.g., advising fee); some fees increase with additional credits until 12 and are held constant for more than 12 credit hours (e.g., student service fee), and some continue to increase after 12 credits (e.g., library use fee).

Motivations for Transitions to Flat-Rate Tuition

Flat-Rate Tuition Encourages Timely Completion and Promotes Transparency...

Administrators at **University G** implemented flat-rate tuition in order to increase tuition and student fee transparency and motivate students to complete degrees in fewer years. Administrators at **University B** also intended to establish an expectation that students graduate in four years; contacts also explain that students who do not finish in four years often require the institution to provide additional resources (e.g., housing). **University C** administrators implemented flat-rate tuition in order to encourage students to enroll in 15 credit hours each semester. Flat-rate tuition at **University F** eliminated hidden fees and allowed students to understand true enrollment costs.

...But Success of Flat-Rate Tuition Model Depends on Student Demographics

Contacts at **University B** emphasize that an institution should adopt flat-rate tuition if full-time students are the institutional priority; for institutions that cater to part-time students, flat-rate tuition may not be appropriate. At **University F**, a large population of first generation students, potentially academically unprepared for larger credit loads, and students with part-time or full-time employment may explain why the average credit hour remained constant at

**8 hours
per week**

Average Student Employment Hours

In 2009, the average undergraduate worked eight hours per week; 40 percent of all undergraduates were employed.¹

¹ Scott Jaschik, "Student Work Hours Up and Down," Inside Higher Ed, <http://www.insidehighered.com/news/2012/01/17/study-explains-increases-and-declines-student-work-hours>, January 17, 2012.



the institution after a transition; an institution with a similar student demographic may not realize a goal to increase credit hours through a tuition policy change.

Tuition Change Adopted to Finance Broader Strategic Initiatives at University A

University A's transition to flat-rate tuition in 2002 coincided with an institutional strategic initiative to finance capital projects, add academic programs, and increase research expenditures. Contacts describe flat-rate tuition as a method used to help finance strategic initiatives; overall tuition costs increased 38 percent from the per-credit tuition model.

Transition Processes

Institutions Typically Apply Transition to All Students at Once, but Grant Exceptions when Necessary

University E applied flat-rate tuition to all students in Fall 2007, although students requiring less than one semester's worth of credit hours to graduate were exempt from the new rates. Contacts hypothesize that maintaining two distinct tuition models would create unnecessary administrative complications. **University F**

implemented flat-rate tuition for all students in Fall 2006. **University G** implemented flat-rate tuition in 2002 for the two largest undergraduate colleges, the College of Liberal Arts and the College of Natural Sciences, in order to test the efficacy of the new model; the other undergraduate colleges transitioned to flat-rate tuition in 2005.

Exemption of All Enrolled Students:

University A implemented flat-rate tuition in 2002 but exempted all students already enrolled from the policy change.

Student Groups Exempt From Flat-Rate Tuition Policies

University B implemented flat-rate tuition for all students starting in 2009, although the following student groups were exempt from flat-rate tuition:

- Financially constrained students already discouraged from enrolling in more than 12 credits due to cost
- Students in the teaching internship program
- Students requiring 32 credits or fewer to graduate

University C implemented flat-rate tuition for all students in Fall 2005, but offered rebate policies to two groups of students during the first year that flat-rate tuition was applied:

- Students completing their last semester before graduation who did not require 15 credit hours
- Students enrolling in a total of 30 credit hours over the fall, spring, and summer semesters

University C also maintains a student fiscal appeals process by which students can initiate appeals in circumstances when enrollment in 15 credit hours creates financial difficulties.



Senior Administrators Plan and Implement New Policies

The Provost at **University G** initiated the transition to flat-rate tuition, although approval was required from the President and the state legislature. The planning process took approximately one calendar year; contacts indicate that calculating the new tuition rate was the most difficult component of planning. The planning and discussion process at **University B** began in August 2008 and included the Provost, Deans, and Administration and Finance staff. Administrators and faculty discussed categories of students that would be exempt from the new tuition model; faculty also expressed concern about additional expenses for students as a result of the transition to a new model. Finally, the President discussed flat-rate tuition at approximately 15 total administrative budget meetings that occurred bi-weekly. The Provost's Office and Vice President for Finance's Office at **University C** initiated discussions about flat-rate tuition in 2003.

Administrators Estimate Financial Impact Prior to Transition

Administrators at **University E** used existing student enrollment data to estimate the potential financial impact of a flat-rate tuition model under several scenarios. Contacts at **University F** recommend that the chief financial officer collaborate with the provost and deans to understand revenue streams and expenses for all colleges; close collaboration results in more accurate estimates of revenue and expenses, as well as an appropriate price point for flat-rate tuition.

Process of Plan Development and Implementation at *University E*



Communicating New Policies

Administrators should advertise a policy change prior to a transition and publicize the benefits to students in order to cultivate a positive impression of flat-rate tuition. However, administrators must also prepare for potentially negative reactions from students who do not recognize the potential benefits of a new policy.

Communicate Changes and Value of New Policies Prior to Transition

Prior to implementing flat-rate tuition, administrators should communicate details of a new tuition model to students and institutional stakeholders.

- **Publish Relevant Information:** **University G** announced a transition to flat-rate tuition in March 2002, prior to Fall 2002 implementation, and publicized the transition in the university newspaper. **University B** students were informed of the potential transition in September 2008, one year before implementation. The Bursar's Office website published a frequently asked questions page to address concerns about the new model.
- **Provide Opportunities for Students to Discuss Proposals:** Seven student representatives (of 15 total representatives) on a tuition policy committee at **University C** served as liaisons to student government representatives regarding discussions about flat-rate tuition; a public hearing in January of 2005 also provided students with an opportunity to discuss the proposal for flat-rate tuition with administrators.
- **Emphasize Student Benefits:** **University B** administrators emphasize that students can benefit financially if they enroll in additional classes beyond 16 credit hours since flat-rate tuition is priced to that amount.



Tuition Program Name Communicates Value at University E

Administrators at **University E** named the new flat-rate tuition policy in a way that stressed the ability for the program to facilitate timely graduation, in order to effectively communicate the program's purpose to students and encourage students to accept policy changes. Methods used for publicizing the change include:

- Informational graphics demonstrating benefits to students
- Presentations to student government
- Informational flyers for distribution by advisors
- Discussion and promotion of the policy during first year orientation

Prepare for Potentially Negative Reactions to Policy Change

Although contacts at all institutions indicate that students typically accepted proposed flat-rate tuition models, contacts at **University G** caution that a future transition to flat-rate tuition may result in stronger student reactions due to current economic conditions. At **University B**, students with full-time employment expressed concerns about their ability to successfully complete more than 12 credit hours each semester; administrators responded by suggesting that students with full-time employment consider part-time enrollment that would allow them to pay the per-credit tuition rate.

IV. Effects of Flat-Rate Tuition System

Revenue and Financial Aid

Transitioning from per-credit to flat-rate tuition reportedly affects total tuition revenue, course capacity and demands on faculty, retention and enrollment, and graduation rates.

Flat-Rate Tuition May Increase Revenue

Across contact institutions, flat-rate tuition models provided an increase in tuition revenue generated, although increases were not realized for multiple years at all institutions. Contacts at **University H** caution that if an institution increases revenue by adopting flat-rate tuition, a potential transition back to per-credit tuition would result in reduced revenue; administrators may then be expected to replace lost revenue through other means.

Revenue Increases Are Possible...

University B has realized one million dollars in tuition revenue gains annually since implementation, while **University C** has realized several million dollars annually since implementation. Contacts at **University E** acknowledge a positive financial impact of flat-rate tuition.

...But May Be Difficult to Sustain or Are Not Definitely the Result of a New Tuition Model

Contacts at **University G** caution that while the institution experienced a short-term gain in tuition revenue, the gains declined over time as students adjusted the total number of credit hours in which they enrolled. **University A** realized gains in net revenue, but contacts attribute the gains to the overall 38 percent price increase rather than only the tuition model; furthermore, gains did not outpace the 38 percent price increase and some financial gains were reduced by the increase in scholarships and opportunities for discounted tuition. Contacts at **University E** note that a lack of sustained, aggressive marketing of the tuition model's benefits to students resulted in a decline in average course load for one year; the decline in course load reduced potential revenue.

Financial Aid Accommodated under New Tuition Models

Contacts at **University G** note that total student costs can be more easily calculated as a result of flat-rate tuition. Furthermore, state law requires that 20 percent of any additional revenue generated from increasing undergraduate tuition must be set aside for financial aid. Contacts at **University B** report that although some students received additional financial aid following the tuition policy change, there was not a substantial increase in the total amount of aid accessed by students. **University A** awarded more merit scholarships following the transition as a response to the overall price increase associated with the new tuition model. Financial aid staff serve as non-voting members on the tuition appeals panel at **University C**, allowing them to contribute a perspective on financial aid to student appeal case discussions.

Course Loads and Capacities

Flat-rate tuition policies often result in an increase in the average student course load. Additional faculty and course sections may be required to meet demand, although contacts across institutions indicate that institutional strategic initiatives, rather than changes to tuition policies, may explain increases in faculty size.

Student Course Loads Typically Increased

At most contact institutions, flat-rate tuition resulted in an increase in the average course load among full-time students:

Institution	Average Course Load Increase?	Reported Change in Average Course Loads
University A	✓	Contacts indicate a modest increase in the average course load.
University B	✓	The average course load for full-time students increased from 14 credit hours per semester prior to transition to approximately 15.2 credit hours per semester in the first year after the transition.
University C	✓	The average course load for students in Fall 2004 (the year prior to transition) was 13.27 credit hours per semester , with only 13 percent of students enrolling in 15 or more credit hours . In Fall 2005 (when transition to flat-rate tuition was implemented), the average course load was 14.26 credit hours per semester , with 47 percent of students enrolling in 15 or more credit hours . However, contacts note that since transitioning to flat-rate tuition, student course loads have slightly declined; contacts estimate that approximately 40 percent of students are currently enrolled in 15 or more credits and that the average course load is approximately 14 credit hours per semester .
University D	✓	35 percent of students enrolled in 15 or more credit hours in Fall 2005 , compared to 26 percent in Fall 2002 .
University E	✓	Contacts indicate that the average course load increased.
University F	✗	There was no increase in the average course load among full-time students.
University G	✓	The average student course load increased to approximately 14 credit hours per semester ; the change was an increase of less than one credit hour per student .



Additional Course Sections May Be Required to Accommodate Increased Course Loads

Contacts at **University B** observe that course sections and faculty to teach them were added in order to accommodate increased course demand following the transition to flat-rate tuition. **University C** has increased the size of its faculty since transitioning to flat-rate tuition; however, contacts do not attribute this increase solely to flat-rate tuition, as the institution simultaneously and independently engaged in a five-year faculty reinvestment program. Overall enrollment also increased during this time, which required additional faculty members. Contacts at **University E** also note that increases in faculty and courses offered cannot be directly attributed to the tuition model change.

Graduation and Enrollment Rates

Most contact institutions experienced an increase in enrollment and improved graduation rates following flat-rate tuition implementation; however, contacts caution that other strategic initiatives may have contributed to gains and that correlation between the new tuition model and gains in graduation rates or enrollment are difficult to determine.

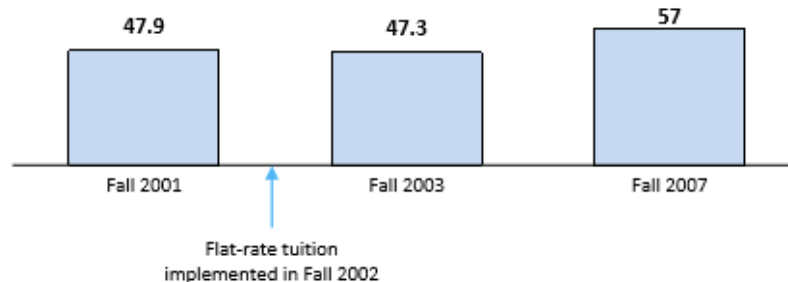
Graduation Rates Typically Increased, but Not Only Due to Flat-Rate Tuition

At most contact institutions, four-year graduation rates have increased following implementation of flat-rate tuition. However, contacts at all institutions explain that other institutional initiatives to encourage increases in graduation rates make it difficult to attribute graduation increases solely to the shift to flat-rate tuition. For example, the four-year graduation rate at **University A** increased from 47.9 percent of students entering in Fall 2001 to 57.0 percent of students entering in Fall 2007; however, the four-year graduation rate of students entering in Fall 2003, following the implementation of flat-rate tuition in Fall 2002, was only 47.3 percent of students.

Four-Year Graduation Rates at University C



Four-Year Graduation Rates at University A, by First Year of Enrollment



Enrollments Typically Increased, but Not Only Due to Flat-Rate Tuition

Contacts at **University G** report that full-time equivalent enrollment increased following the implementation of flat-rate tuition, but analysis is not necessary conclusive--the correlation between the change in tuition models and the increase in enrollment depends on the manner in which enrollment is calculated. For example, if enrollment is calculated by total credits offered divided by 16, then the flat-rate tuition policy appears to have directly resulted in an increase in enrollment. However, if enrollment is calculated by head count, then the enrollment increase does not appear to correlate with the tuition policy.

Enrollment Decline Connected to Higher Overall Tuition Cost

University A experienced a slight decline in enrollment following flat-rate tuition implementation, although contacts attribute the decrease to the 38 percent cost increase rather than the flat-rate tuition model itself. Contacts estimate freshman enrollment was no more than 200 students below an enrollment target of 2,850 students for the first year of flat-rate and overall increased tuition.

STUDENTS

How One University Makes Transparent Pricing Work

After the U. of Dayton cut out surprise expenses, its students graduated at a higher rate — and with less debt

By *Beckie Supiano* | JULY 11, 2017 PREMIUM



Kristin Davis, U. of Dayton

Families attend a campus tour at the U. of Dayton, where students are offered a guaranteed after-aid cost for all four years. "I like the predictability," says one father. Before the program started, "you crossed your fingers and gritted your teeth when that bill came."

After putting two sons through college, Tim Roach has figured out the fine print of college pricing. Tuition tends to go up, while scholarship amounts stay flat, leaving students with more to pay each year. Textbooks can be awfully expensive. And then there are the fees, levied left and right for purposes that are not always clear. "Every year," he says, "you crossed your fingers and gritted your teeth when that bill came."



Making Transparent Pricing Work

One university's unconventional experiment has yielded encouraging results. So how come other colleges don't seem eager to try it?

- [4 Ways to Help Families Plan for the Full Price of a Degree](#) PREMIUM
- [Why Not to Lock In Tuition](#) PREMIUM

But Mr. Roach is having a different experience with his daughter, Molly, even though she's a rising senior at the same college that both of her brothers attended, the University of Dayton. That's because in 2013 the university started showing its incoming students what they would pay for all four years of college.

A number of colleges will [hold students' tuition steady](#) for four years. Dayton went further. It got rid of fees. And rather than locking in the "sticker" price charged before financial aid is applied, it locks in each student's after-aid "net" tuition — the amount they actually have to pay. That means Dayton is raising students' grants and

scholarships in step with their tuition — and will make up the difference if their federal or state grants dip, too. (Tuition does go up each year for full-pay students — a very small share of the university's enrollment — by an amount that's spelled out in advance.)

Dayton provides projections of room-and-board expenses, which vary according to students' choices. And it also gives prospective students who complete the Free Application for Federal Student Aid and visit the campus \$500 to put toward books each semester for four years.

Mr. Roach, who found Dayton's fees frustrating and counseled one of his sons to wait and see which books professors were really using in class before purchasing any, is a fan of the new

system. "I like the predictability," he says.

It seems to be [working out well for Dayton](#) so far, too. This spring, the class of 2017 set a university record with its four-year graduation rate. The graduates' average debt burden was lower, too. How did the University of Dayton pull this off? And why haven't more colleges followed suit?

Back in 2012, colleges were under mounting pressure to present students with clearer prices. The federal government had recently required colleges to post "[net-price calculators](#)" on their websites to give families estimates of what they would pay after financial aid, and it was encouraging them to use a standardized [financial-aid award letter](#).

Meanwhile, Dayton's enrollment leaders were worried about the financial burden they were putting on upperclassmen — and about the message it sent to them, says Jason Reinoehl, vice president for strategic enrollment management.

Mr. Reinoehl and his boss at the time, [Sundar Kumarasamy](#), then the university's vice president for enrollment management and marketing, found confirmation of their fears when they looked at graduating seniors' feedback on the university's exit survey. One common refrain, Mr. Reinoehl says, was frustration over the university's fees. There was, he says, "a significant amount of negative comment around feeling nicked and dimed. You know, back then we even had a graduation fee — so congratulations, you did so well we're going to tack on a \$95 fee."

Communicating Clear Pricing

See how the University of Dayton communicates its tuition plan to families by reading [a sample financial-aid award letter](#).

While similar to many colleges' practices, the pricing model was hurting the student experience, the enrollment leaders believed — and maybe even weakening Dayton's brand. Just think of how airline passengers feel, Mr. Kumarasamy says, when they must cough up more money to board early, bring another bag, or have more legroom.

So Dayton played around with some different scenarios that would give families a more transparent price. At first, the focus was on tuition, Mr. Reinoehl says. But once they settled on the idea of a four-year net price, it became clear that charging fees undermined the spirit of what they were

trying to do: eliminate unpleasant surprises.



Larry Burgess, U. of Dayton
Prospective students and their families get an overview of the U. of Dayton's transparent-pricing plan when they visit the campus.

That work is continuing. In 2014, the university began offering students a \$3,000 scholarship to study abroad and letting them do so at no extra cost if they chose one of three Dayton-organized programs. Now it is looking at ways to "embed" experiential learning and intersession classes into the pricing plan, Mr. Reinoehl says.

Dayton's four-year price might appeal to a parent like Mr. Roach. But when the university [first floated the idea](#), outside experts weren't sure that it would work. That's because the idea flew in the face of some basic higher-education economics.

A college's costs, including what it spends on employee salary and benefits, go up each year. To bring in more revenue, the college raises tuition. But it won't actually see all of that additional money, since it [gives many students a discount](#). Still, the college gets a bit more money out of most students each year they are enrolled.

Locking in a net price means giving up that revenue. The price can increase only for freshmen, who probably account for between a quarter and a third of total enrollment. That means tuition will have to increase by a larger percentage each year to bring in the same amount of additional money.

As a result, the college's sticker price will start to get out of line with those of its competitors. Maybe families would be willing to pay more upfront for the peace of mind of a four-year price. But research shows that many of them rule colleges out [based on their sticker prices](#). No matter what else a college does, being an outlier on that price tag is a huge risk.

Mr. Kumarasamy understood that argument when Dayton started exploring the plan, but thought that it was missing a key detail. Dayton wouldn't have to raise tuition on subsequent entering

classes as much as everyone expected, he posited. That's because the university would improve student retention. In crude terms, higher retention means larger enrollment, and that means more revenue.

About 88 percent of freshmen who started at Dayton in 2011 returned as sophomores. So Dayton had some room to improve. And with entering classes of around 2,000 students, bumping up retention by even a couple of percentage points would make a significant difference in the number of students who are staying enrolled — and continuing to pay tuition.

The university already had a number of efforts to boost retention underway. And in a convenient twist, the pricing plan didn't just rely on greater retention, it should also help to create it. Students transfer or drop out for a variety of reasons, but [money is certainly one of them](#).

Mark Kantrowitz, a financial-aid expert and advocate of providing better information to families, has liked Dayton's plan since he first learned of it. But Mr. Kantrowitz, the publisher and vice president for strategy at Cappex.com, a college and scholarship search site, hadn't initially thought of how it would intersect with retention, he says. Now he realizes that the link is crucial. By offering a four-year price, Mr. Kantrowitz says, a college can correct families' "wishful thinking" about what they can afford. "They know whether or not they can send their child there," he says. "If the student enrolls they're much more likely to persist."

Not only that, Mr. Kumarasamy says, the plan should build goodwill for Dayton. "The way they feel at graduation," he says, "10, 20 years from now, who knows what kind of gift and support they will show for the university."

till, Dayton was taking a risk. After the university's board committed to the plan, Mr. Kumarasamy told *The Chronicle*, "I hope to God it works."

RELATED CONTENT

[What Happens When a College Tells Students What They'll Pay for All 4 Years?](#) PREMIUM

[How One State Reduced In-State Tuition for Undergrads](#) PREMIUM

[How One College Settled on a New Pricing Model — and What It's Learned So Far](#) PREMIUM

[How Colleges Give Students a Flawed Sense of Living Costs](#)

S

Despite turnover in both its president and its enrollment manager — Mr. Kumarasamy is now at Northeastern University — Dayton is continuing its pricing experiment. And the early signs are positive.

It's impossible, of course, to draw a straight line from a university's pricing strategy to an outcome like higher graduation rates or lower debt burdens. Still, Dayton officials think the new four-year price is a big part of the reason why the class of 2017 had a four-year graduation rate of 67 percent, up from 59 percent the year before. A smaller share of the class borrowed, and those who did had an average debt level of \$33,398, down from \$38,153. The retention rate saw a slight uptick, and Dayton was able to keep annual increases in tuition relatively low.

Those are the kinds of changes most colleges would love to see. But few seem interested in replicating Dayton's plan.

At least two colleges have rolled out similar programs in recent years — both public universities not far from Dayton. In 2015, Ohio University began locking in tuition and room-and-board options and got rid of most fees in its [OHIO Guarantee](#). While the university doesn't promise a set net price, it points out that its scholarships hold their value under the flat tuition rate. The following year, Miami University introduced its [Tuition Promise](#), locking in tuition, fees, and room-and-board options as well as institutional need- and merit-based aid.

Every once in a while, Mr. Reinoehl will hear from a college official who's interested in Dayton's model and wants to pick his brain. But "then there's no follow through," he says. Mr. Reinoehl imagines that his counterparts at other colleges run into one of several snags. The biggest barrier, Mr. Reinoehl believes, is the financial risk a college has to take on to offer students a locked net price.

Eliminating fees would also be [a huge challenge](#) for many institutions, he adds — and indeed some colleges that lock sticker tuition do not include fees. At many colleges, fees are set by academic units across campus, he says. They were at Dayton. That meant that administrators had to, for instance, talk to the business school's leaders about its professional-development fee (used in part

to cover a subscription to *The Wall Street Journal*) and assure them the university would make up for it out of a centralized pot of tuition revenue. Even if a college cleared those two bars, it would have to be reasonably confident it could improve retention enough to mitigate the price it charged incoming students.

Since Dayton's program appears to be unique, there's no telling whether other colleges would see similar results if they tried it, Mr. Kantrowitz says. But he adds another caution: "This gets the student in the door," but they'll only stay if the quality of the academic program is what they expect.

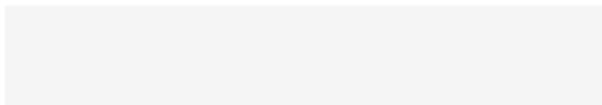
"You'd have to have substance," he says, "not just a quick fix like this — and this isn't that quick a fix."

Beckie Supiano writes about college affordability, the job market for new graduates, and professional schools, among other things. Follow her on Twitter [@becksup](#), or drop her a line at beckie.supiano@chronicle.com.

*This article is part of:
Making Transparent Pricing Work*

A version of this article appeared in the [July 21, 2017 issue](#).

Questions or concerns about this article? [Email us](#) or [submit a letter to the editor](#).





UW: INSTITUTIONAL CAPACITY ANALYSIS REPORT

PREPARED FOR THE BOARD
OF TRUSTEES

JANUARY 18, 2018



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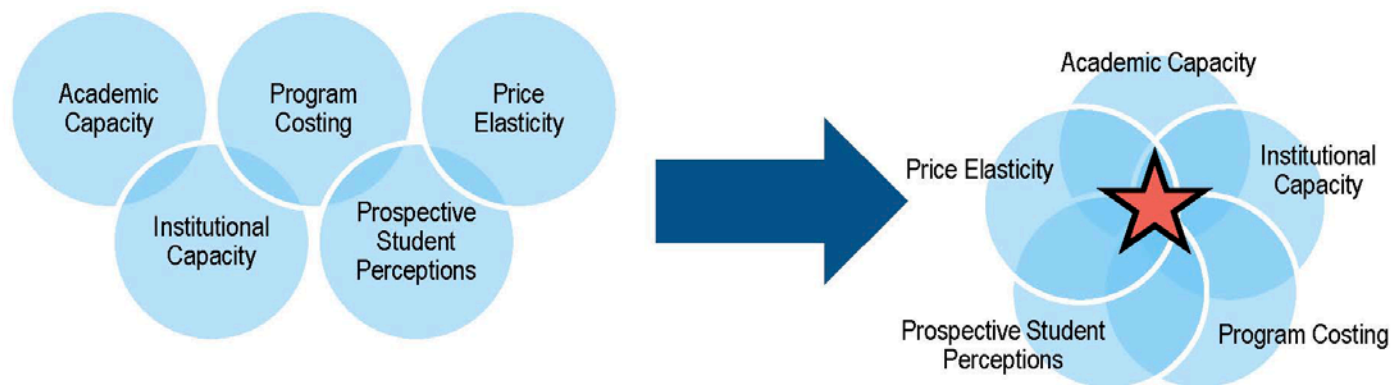
Recommendations: The Path Forward

Appendices

- *Institution Capacity & Growth Potential*
- *Recommendations: The Path Forward*

INSTITUTIONAL CAPACITY PROJECT

Today's meeting brings together various insights gleaned from capacity analyses, programmatic costing, student willingness to pay (elasticity), and the prospective student survey with a comprehensive scenario valuation model illustrating potential paths forward.



MEETING OBJECTIVES

Today's meeting contains a variety of individual sections that are used to inform final pricing recommendations and enrollment scenarios.

A few of the lessons learned from the project include:

- + **Prospective Student Survey: Colorado & Nebraska:** Over 80% of potential students believe going out-of-state will be more costly and over 50% of potential students have removed institutions from consideration due to tuition sticker prices
- + **Out-of-State Student Elasticity: Colorado & Nebraska:** Historical discounting and aid strategies for high-achieving out-of-state students has resulted in over-aiding; resetting the price closer to \$9,500 can likely increase additional out-of-state demand
- + **Capacity Valuation & Growth Scenarios:** Data analysis suggests that the cost of an average additional student is approximately \$3,500 and growth is possible within current infrastructure capabilities pending student demand to fill them
- + **The Path Forward:** Growth, while desired by institutional leadership, necessitates increased attention towards data stewardship, effectiveness in managing academic costs, and a stronger registrar function amongst other operational needs

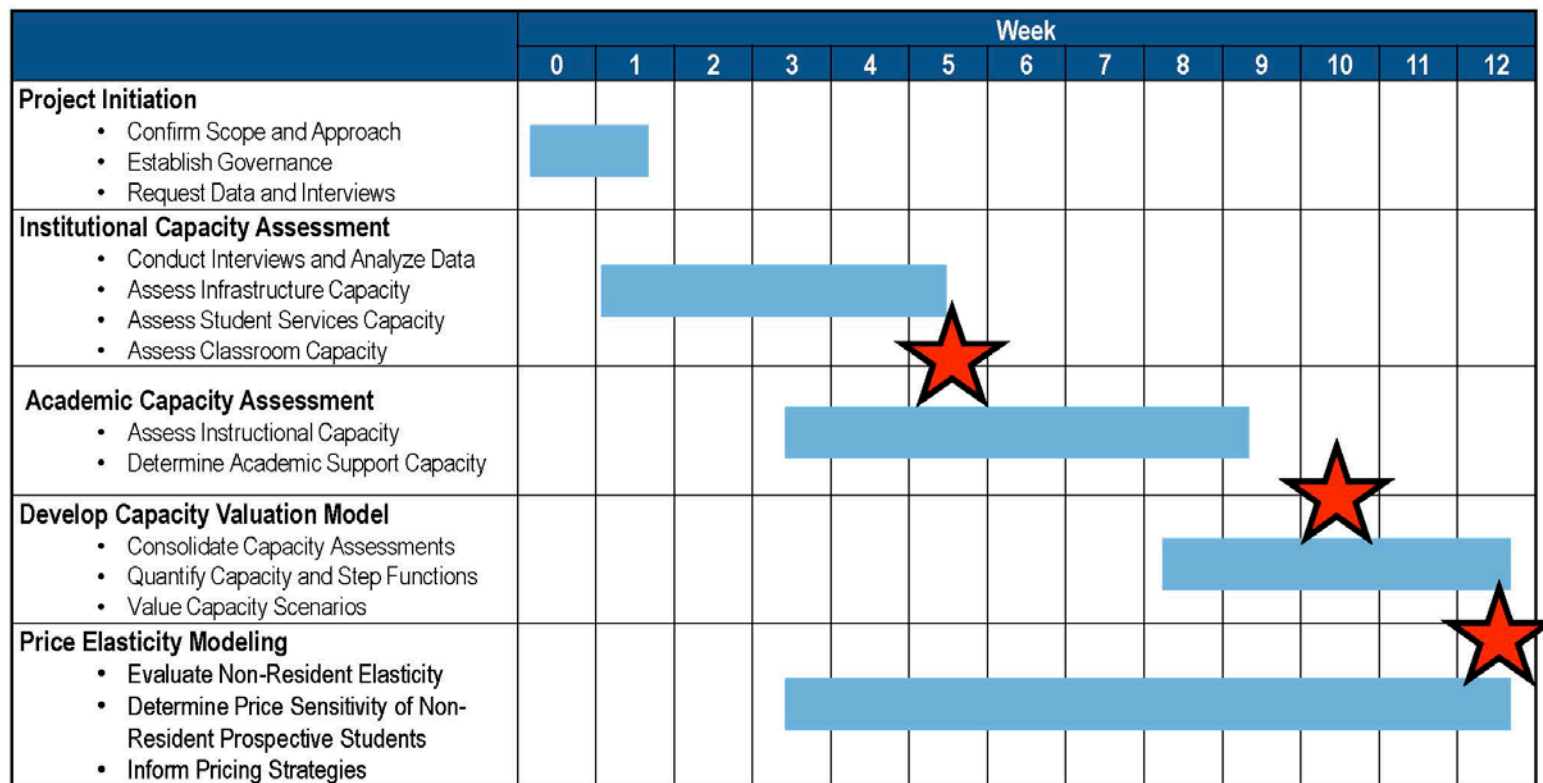
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PROJECT OVERVIEW

TIMELINE: KEY MILESTONES

PROJECT OVERVIEW

Huron's Institutional Capacity Assessment took place over nearly 3 months during the Fall/Winter of 2017 and consisted of five key tasks; regular updates were provided to the project steering committee to further inform the recommendations of this report.



Denotes steering committee meeting; committee included President Nichols, Provost Miller, Trustee Bostrom, Trustee Brown, David Jewell, and Kyle Moore (other university leaders were invited as deemed appropriate)

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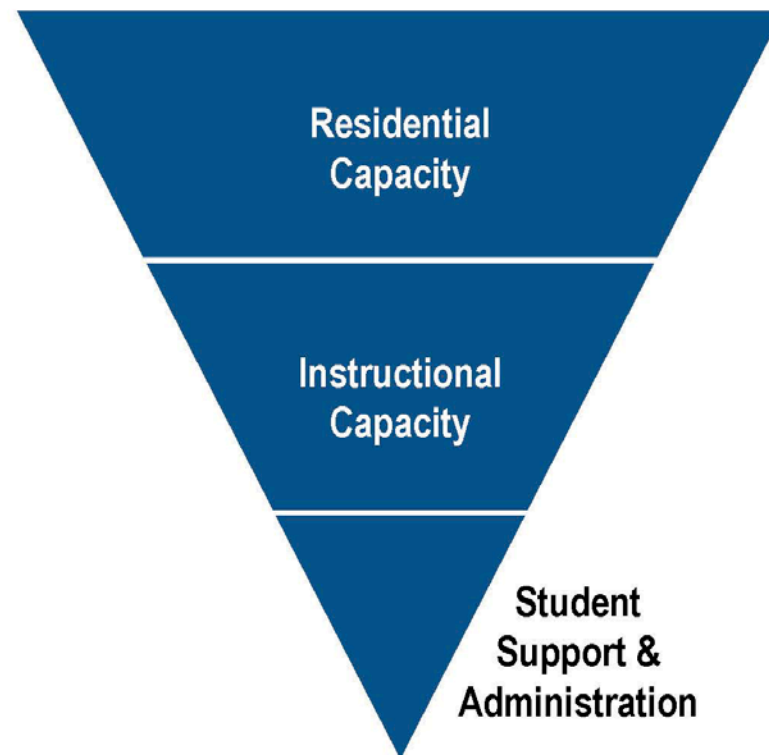
INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

ASSESSING INSTITUTIONAL CAPACITY

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

When assessing institutional capacity, Huron reviewed the three primary areas across campus that may create barriers to additional student headcount.

- + **Residential Capacity:** Residential capacity is measured by the number of student billable beds on campus and in the absence of new buildings to facilitate additional growth, an understanding of the extent to which policies can be adjusted to accommodate larger cohorts
- + **Instructional Capacity:** Instructional capacity is measured by the number of seats offered in courses as scheduled by the university. While hiring faculty members can be a lengthy and expensive process, enhanced management and alignment of the academic enterprise through section management and scheduling can greatly increase the number of available seats on campus
- + **Student Support & Administration:** Student support and administration is measured by the number of non-academic professionals needed to support the student population on campus and is generally supported by additional investments in personnel and at times investments in infrastructure



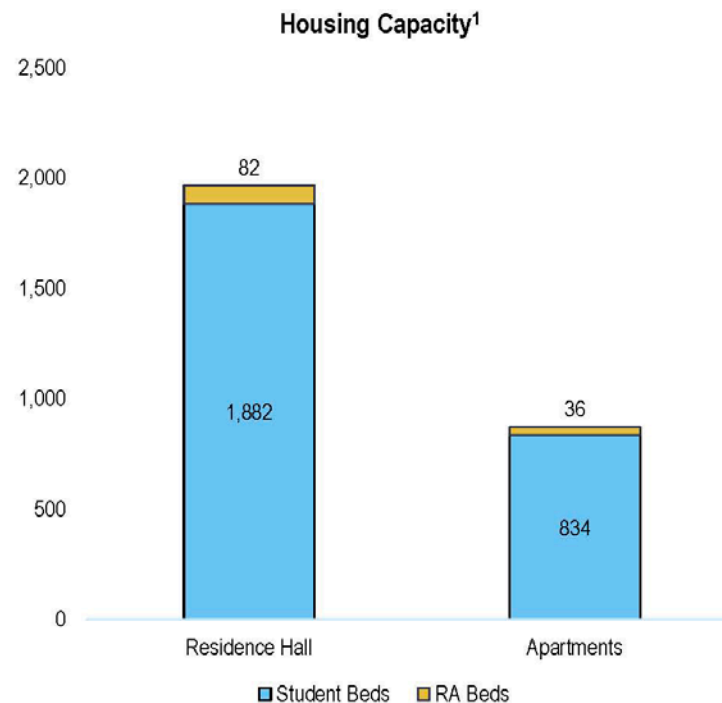
Barriers to growth, as you move down the institutional capacity pyramid, are easier to overcome as these are increasingly driven by personnel rather than infrastructure needs.

RESIDENTIAL CAPACITY

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

Current housing capacity consists of a combination of residence halls (freshmen) and apartments (upperclassmen) to house all freshmen students that do not exempt the residency requirement and any interested upperclassmen who seek on campus space.

- + Wyoming's housing policy requires that all incoming new students live in the residence halls for their first academic year on campus
- + Currently, two buildings are off-line in preparation for demolition and subsequent residence hall construction; with current standing structures, there appears to be between 1,850-1,900 freshmen beds depending on configuration and RA placement
- + If incoming freshmen totals exceed the number of beds in residence halls, the institution could decide to reduce the number of upperclassmen living on campus to accommodate up a total of approximately 2,700 students which exceeds current housing demands

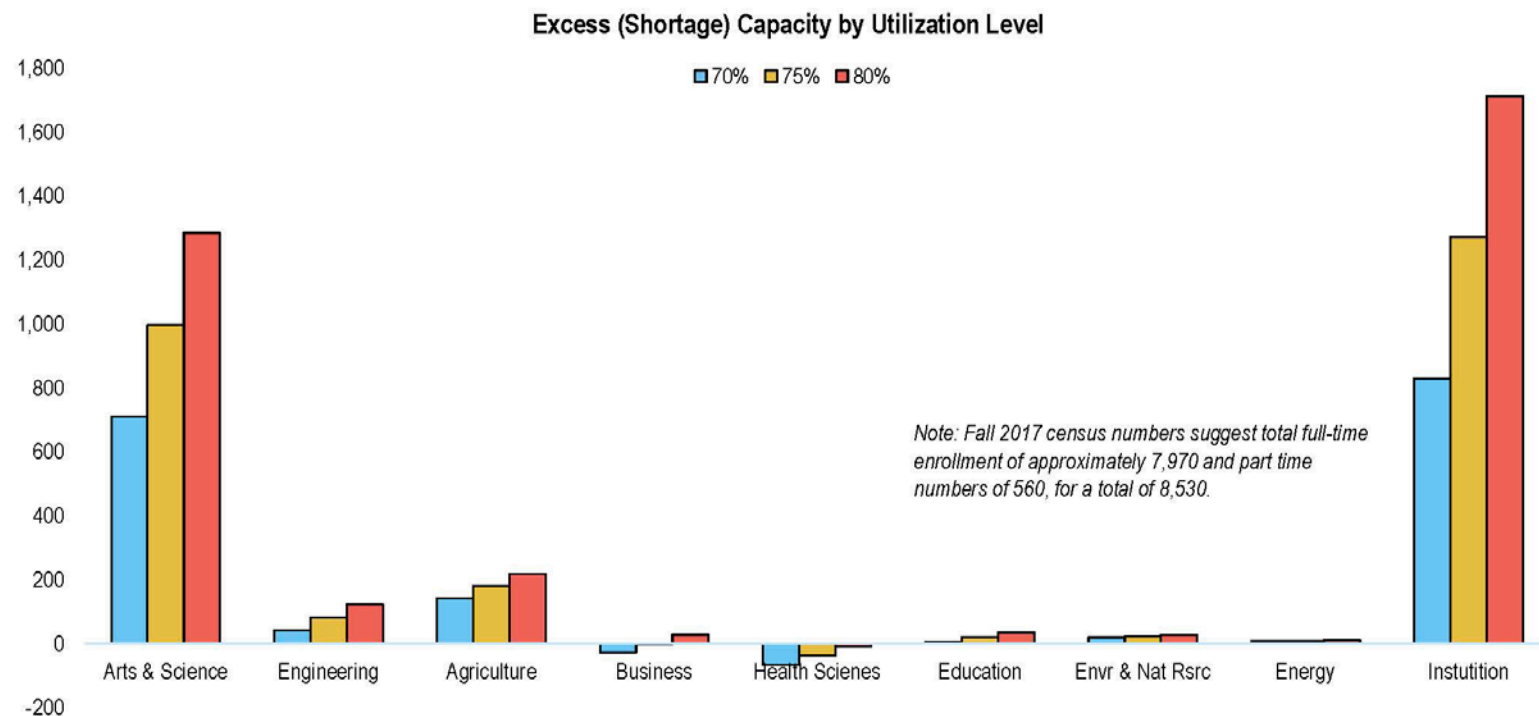


With the pending 10-year housing plan and the ability to change institutional policy surrounding residency requirements by year in school, there does not appear to be a constraint in capacity for housing students on campus.

INSTRUCTIONAL CAPACITY

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

Based on target capacities ranging between 70-80% for undergraduate sections, with currently scheduled courses, the university appears to have capacity for an additional 800-1,700 students to take 10 courses during the academic year.



This analysis, combined with enhanced management of the academic enterprise adding seats, suggest the near-capacity seat constraints in many of the smaller academic units can be met with limited, if any, additional instructional effort¹.

STUDENT SUPPORT & ADMINISTRATION

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

Capacity concerns related to student support and administration are typically easier to address given the limited infrastructure and marginal staffing additions required; however, if additional facilities are required, can be equally as taxing.

- + Many of the student support units on campus expressed beliefs that they are pushing the upper limits of both internally and nationally acceptable staffing ratios on campus and expressed desires for additional headcount regardless of additional growth on campus
- + The staffing changes aligning with institutional transformational change limited Huron's ability to conduct year-over-year benchmarking for staffing levels across campus; however, the growth scenarios valued in subsequent slides include additional expense allocation for 14 positions across 10 departments on campus, ranging from Enrollment Management to Advising, Disability Support Services to Student Health, and more¹
- + With perceived space constraints for student support functions, opportunities may exist for reducing the extent to which student services are "fractured" across space as co-location may enable not only modernization but also aggregation of additional space for utilization
- + If Wyoming was to grow by 1,700 students, the biggest limitation and potential barrier to additional growth in this area appears to be staff and space limitations for Student Health and Mental Wellness offerings on campus; with the changing and increasing demands on student support staff, additional investment is likely required in this area

Huron's interviews and data analysis suggests that the vast majority of growth within student support and administration can occur with marginal investments generated by additional students.

GROWTH POTENTIAL: WY, CO, & NE

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

While there may be space at the institution for additional students, changes in the college-going population from Colorado, Nebraska, and Wyoming, in number, ethnicity, and college preparedness may create challenges for additional headcount growth.

Projected Percentage Change in Public High School Graduates (2017-18-2027-28) ¹						
	White	Hisp.	Black	Asian/Pacific Islander	American Indian/Alaska Native	Projected Change
WY	10.1%	34.5%	31.2%	16.9%	22.6%	787
CO	2.5%	2.8%	1.1%	3.7%	-24.0%	1,303
NE	-1.9%	26.5%	-0.2%	48.4%	-18.9%	879
Total	998	1,658	50	364	-102	2,969

College Readiness of ACT Test Takers ²				
	Nebraska	Colorado	Wyoming	National
English	68%	61%	58%	61%
Reading	48%	42%	38%	44%
Mathematics	43%	39%	33%	41%
Sciences	40%	36%	31%	36%
All Four	28%	25%	20%	26%

- + While Huron has modeled institutional projected revenue and growth associated with incoming headcount steady state totals of 200, 300, 400, and 600 students, growth exceeding 300 students per year from Colorado and Nebraska may be the upper bound given competitive pressures as price alone will not attract more students (note: 300 students a year aligns with previously stated strategic plan goals and targets)
- + The institution should continue to refine and market its value proposition to students and, combined with a newly communicated out-of-state price, may be able to attain and attract additional non-resident students

Declining growth in college going students in the region will only exacerbate enrollment competitive pressures for Wyoming as it competes for desirable students within neighboring states and at home.

STUDENT GROWTH AT WYOMING

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL: SUMMARY

Huron's assessment of institutional capacity at Wyoming—residential, instructional, and support—suggests that there is **sufficient space for roughly 1,000 – 1,400 students** with further investments in instructional effort and staff support to facilitate that growth.

- + **Residential Capacity:** The assessment of institutional capacity illustrated that housing would be the first constraint with planned undergraduate student growth; however, with additional capacity in the upperclassmen residence halls and the potential for policy adjustments, supply seems capable of meeting demand
- + **Instructional Capacity:** While there are pockets of departments and academic units that are approaching current capacity constraints at varying levels of target utilization, increased academic section size and scheduling management combined with higher utilization targets can accommodate additional students with limited additional instructional effort
- + **Student Administration:** Leadership from student support services expressed additional staffing needs irrespective of potential growth adjustments and these concerns should not be forgotten as growth activity moves forward over the next three to five (3-5) years
- + **Demographic Constraints:** Growth, even with the available capacity, will be challenging as there is a combination of limited growth amongst the student population in Wyoming and surrounding states and the college preparedness of these students may not meet Wyoming admission standards
- + **Sources for Growth:** Additional growth of students can come from a variety of avenues aside from growth in out of state students, and potential capacity will likely be filled by a combination of marginal growth of in-state students, increased demand from out-of-state students with the new price, transfer students, and increases in student success metrics (e.g. retention)

3

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

OVERVIEW AND KEY FINDINGS

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

As we consider the University of Wyoming's pricing strategy, the voice of the current market of prospective students is key. To this end, Huron collaborated with the University of Wyoming to design and field a survey of prospective undergraduate students.

Our goals were to better understand overall perceptions of the University of Wyoming, what decision factors are most important to these prospects as they consider where to apply, how they consider cost, including their tuition expectations, and how well informed they are about discounting.

In total, nearly 1,200 respondents completed the survey illustrating the following key findings:

- + **Cost** is the primary decision factor for prospective students in these markets (ranked higher than other important factors such as location, programs offered, size, and ranking)
- + UW is perceived to have an appealing campus culture and location (with good access to outdoors activities) and strong academics, on par with its competitors. Many prospects believe **UW offers an affordable education**.
- + However, **some** prospects are **removing UW from their consideration set based on sticker price**; many (83%) assume that out-of-state education will be more costly.
 - More than half of prospects have taken some universities off their consideration list because of their published tuition.
- + 2/3 of prospects wish that they had a better sense of how much financial aid to expect from UW, and **only 18%** have heard of the Rocky Mountain Scholars Award.
- + In aggregate, Colorado & Nebraska prospects define a "good value" tuition level for the University of Wyoming as \$12,000.

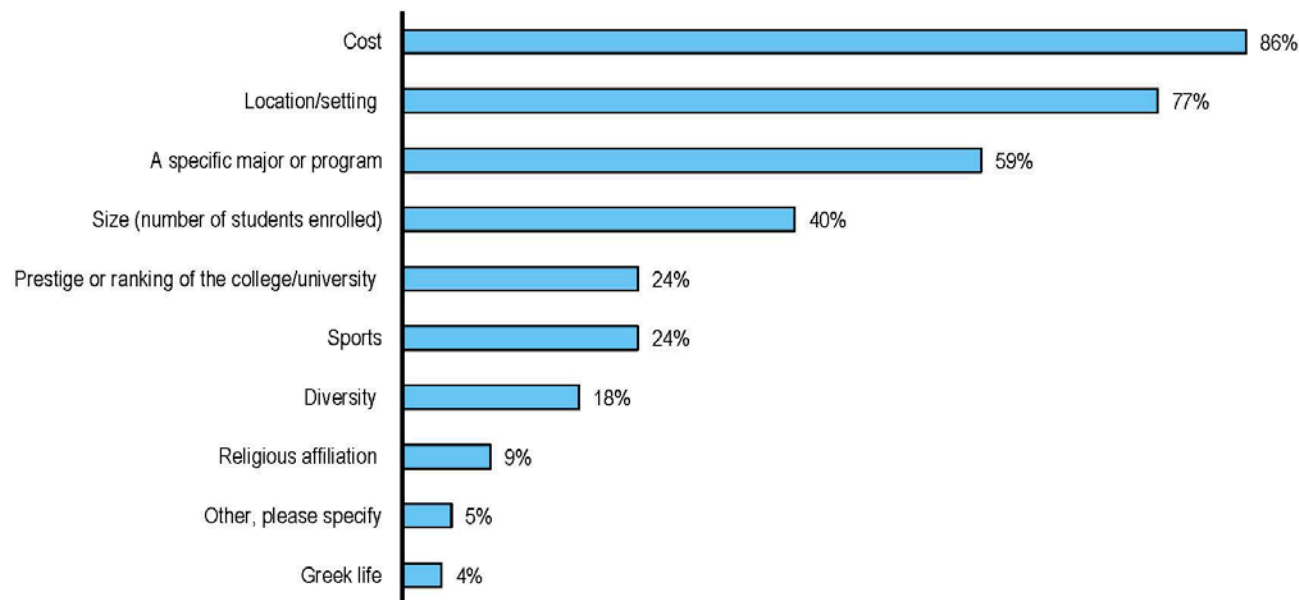
Lowering the University of Wyoming's published out-of-state tuition rate closer to \$12,000 would increase clarity and appeal for the market.

VOICE OF THE MARKET INSIGHT: COST IS KEY

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

Prospective students place cost and location as their top two most important factors in choosing a university. Given the importance of cost, it is not surprising that prospects would like to have as much clarity as possible on cost.

Which of the following factors are very important to you in thinking about the college/university you would like to attend? Please select no more than four.



Prospective students consider cost in the broader context of the other attributes here to assess the overall value proposition, but cost remains the highest consideration.

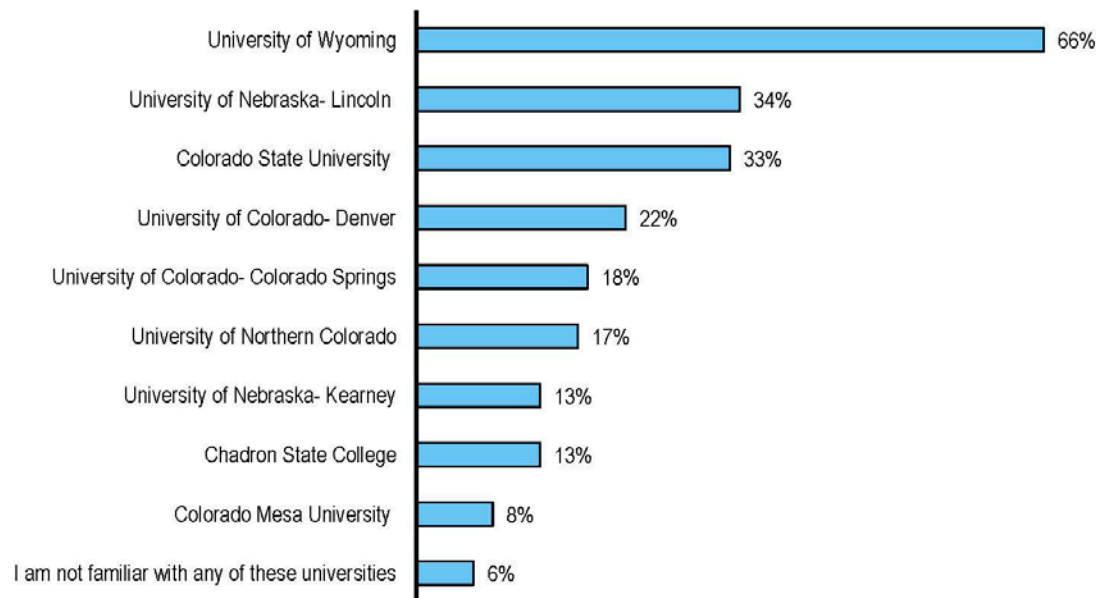
VOICE OF THE MARKET: UW'S COMPETITORS

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

The majority of the prospective students who took part in the study (drawn from UW's list of prospects) are considering applying to UW. Other universities in UW's competitor set in Colorado and Nebraska that these prospects are considering are shown below.

In the analysis on the following slides, the "top choice competitor" findings are an aggregate of ratings from prospects who specified a competitor as the university they are most likely to attend.

**Which of the following colleges or universities are you considering applying to?
Please select all that apply.**

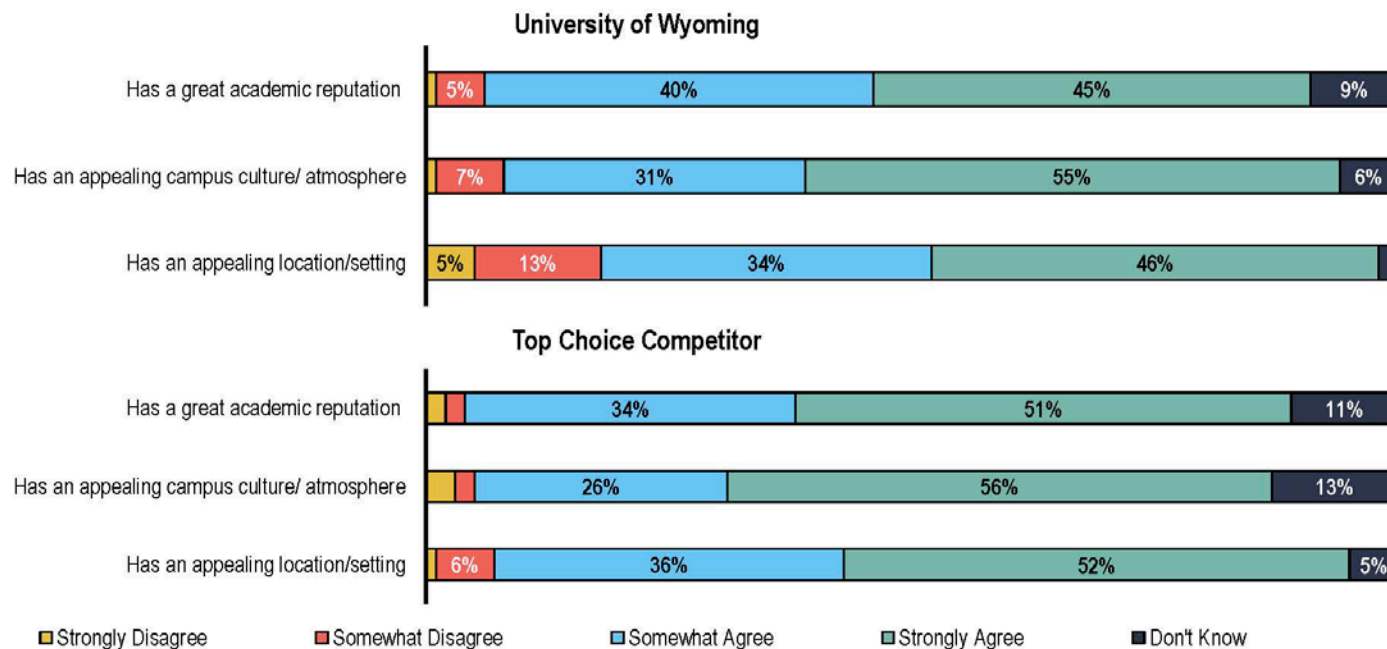


VOICE OF THE MARKET: UW PERCEPTIONS

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

A strong majority of prospects consider the University of Wyoming to offer a great education and an appealing campus atmosphere and location.

Among those who say they prefer one of UW's competitors, ratings of that top choice university are similar to the ratings for UW, with UW trailing somewhat on rating of location. When asked what aspects of location are appealing, 61% said proximity to outdoor activities, while another 47% prefer an urban location (see appendix).

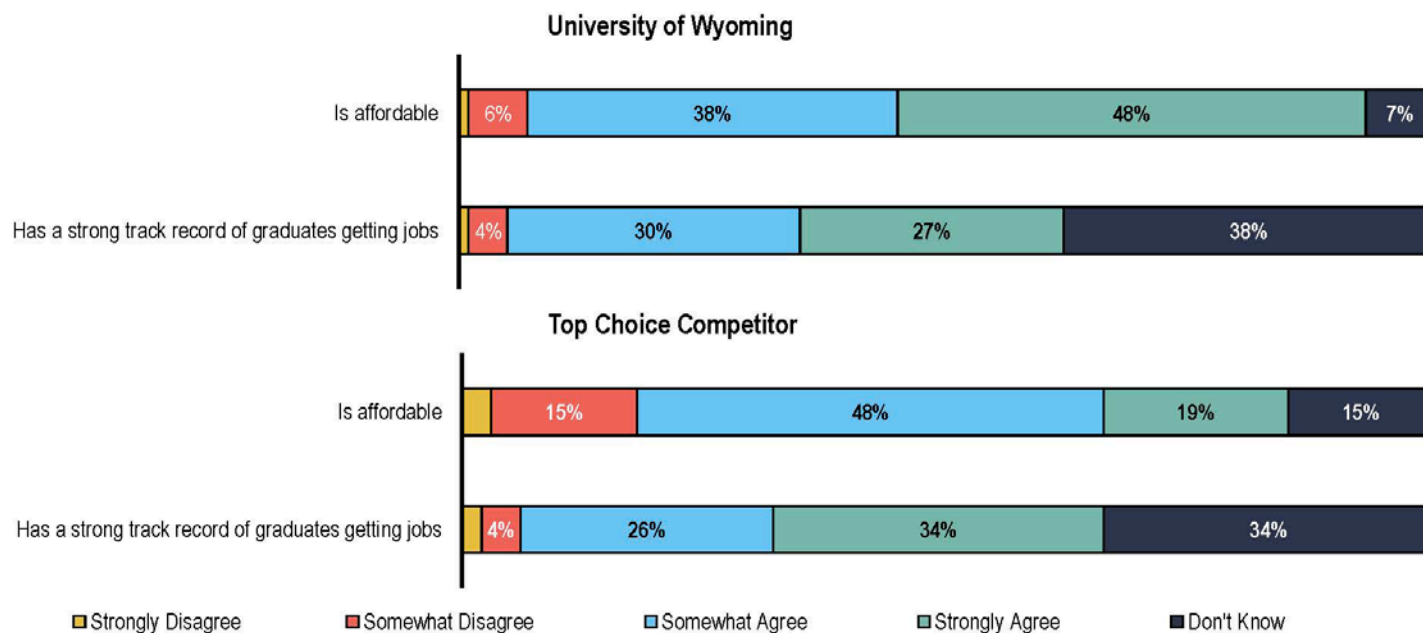


VOICE OF THE MARKET: AFFORDABILITY

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

A majority of prospects agree that the University of Wyoming is affordable; average ratings of affordability are higher for UW than for the top choice competitor.

Another component of how prospects consider the overall value proposition is the rate of employment among graduates. Prospects give similar ratings to UW and its competitors on this measure, but nearly a third report that they do not have good insight on this point, suggesting an opportunity to more strongly communicate UW's commitment to good employment outcomes.

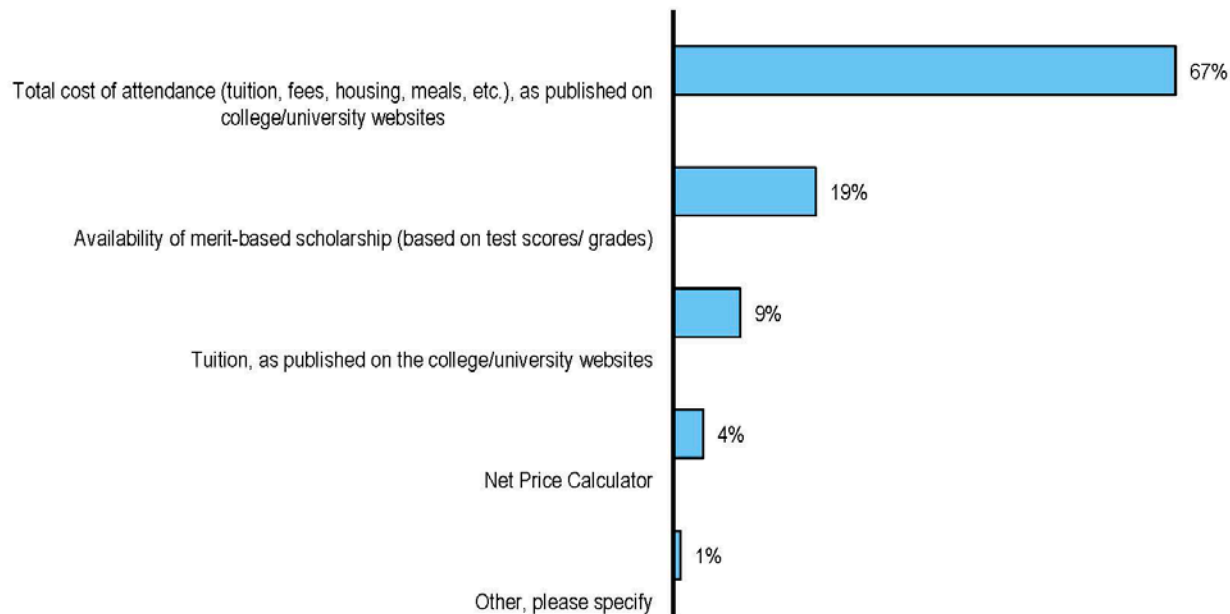


VOICE OF THE MARKET: COST CONSIDERATIONS

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

About 1 in 5 prospects are most attentive to merit-based scholarships as they research the potential cost of their education, while the majority focus on the published cost of attendance.

Which of the following do you pay most attention to when you consider cost? Please select one.

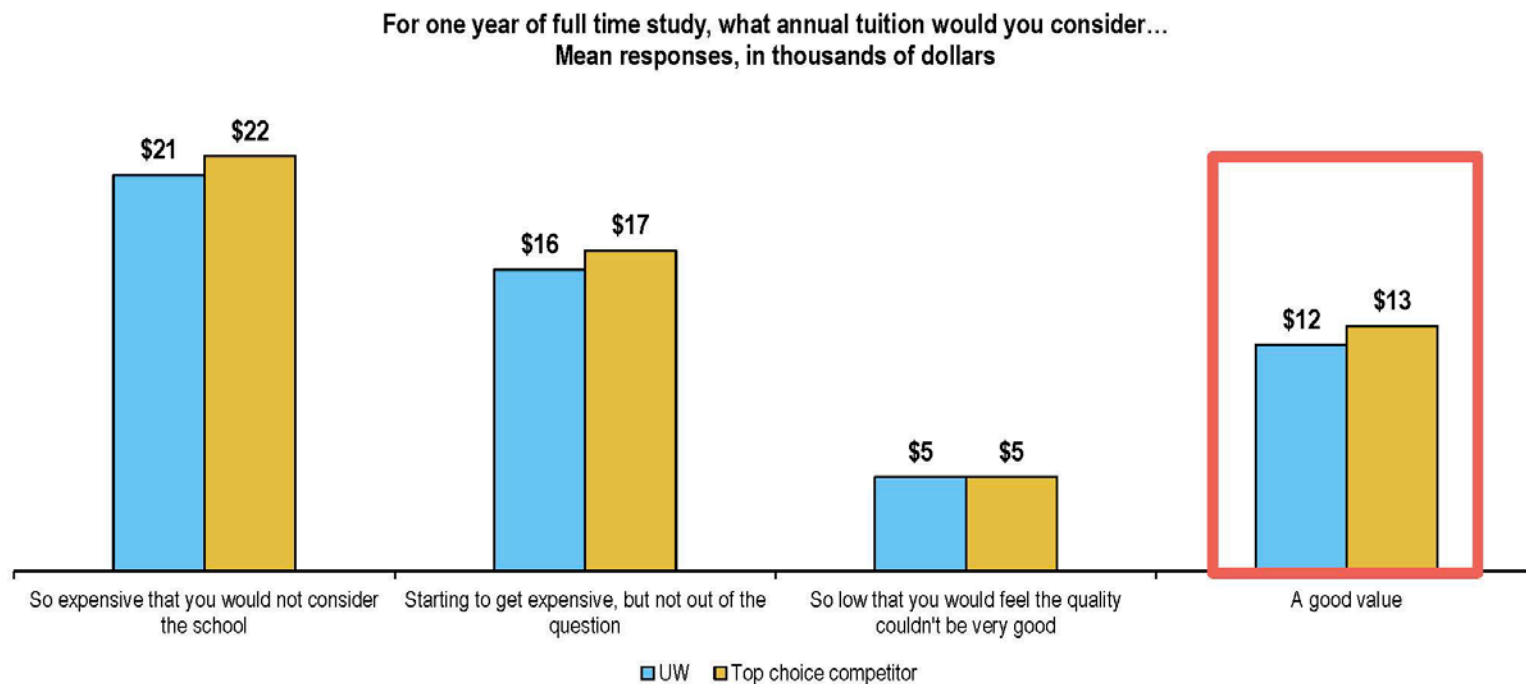


This finding suggests that information about the Rocky Mountain Scholars Award, for example, would be most helpful if communicated (e.g. on the web site) in terms of total cost of attendance.

VOICE OF THE MARKET: EXPECTED TUITION

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

CO and NE prospects suggest an annual tuition of \$12-\$16K reasonable for UW; the tolerated tuition range for their first choice competitor is only slightly higher, indicating that other decision factors are not sufficiently compelling to change the expected tuition.

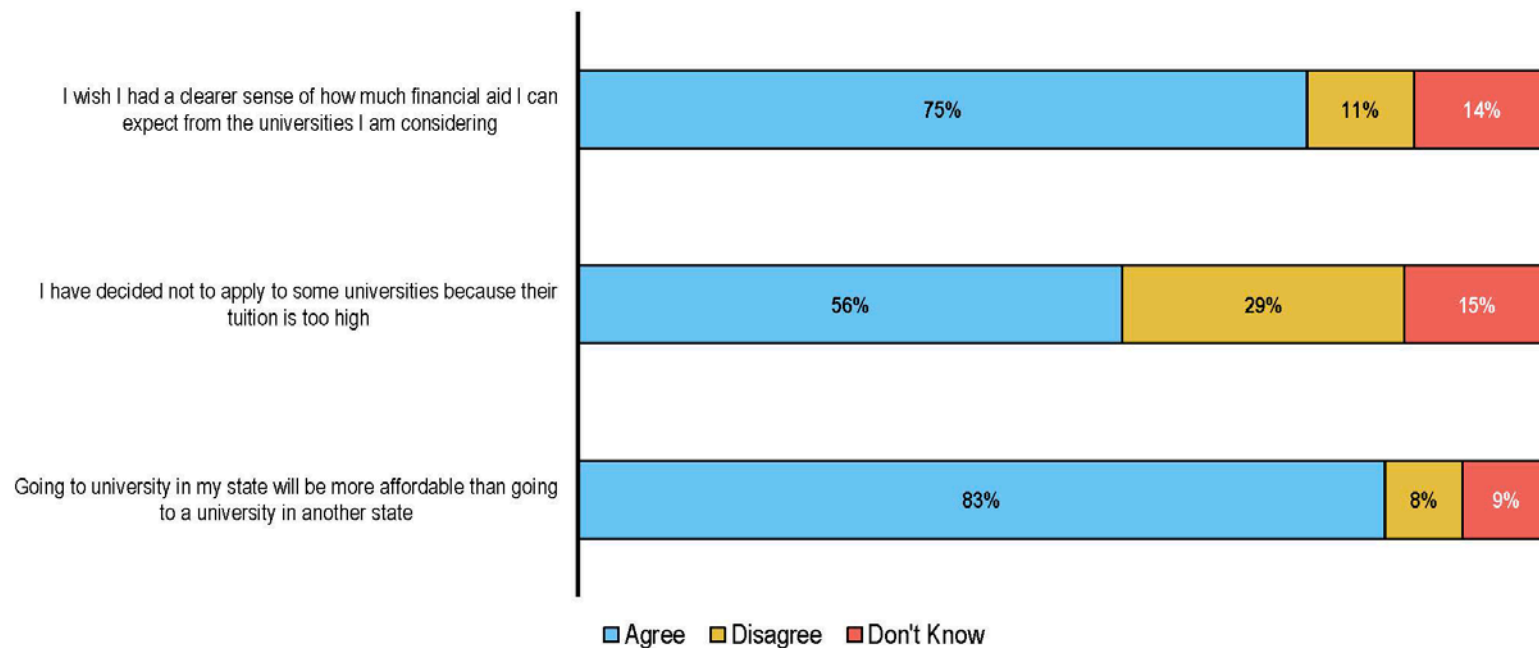


Note that these findings address published annual tuition, as opposed to final discounted cost, which is not yet well understood by these early-stage prospects, as is confirmed in the following slides.

VOICE OF THE MARKET: STICKER PRICE

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

The findings below suggest that despite the best efforts of universities to communicate that “sticker price” is not the final word, more than half of prospects have taken some universities off their consideration list because of their published tuition.

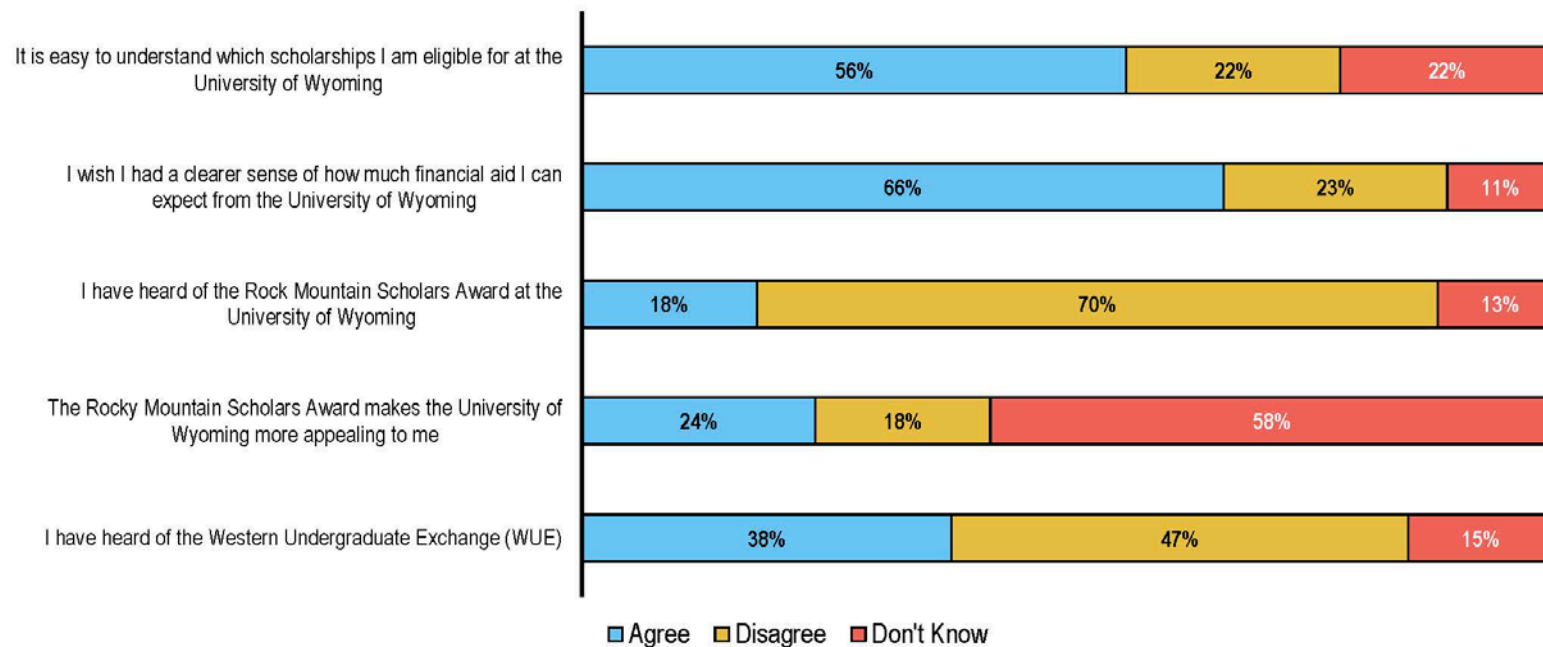


These findings affirm that the prospective student market would welcome the University of Wyoming's plans to more clearly communicate its affordability for out-of-state students.

VOICE OF THE MARKET: AID AWARENESS

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

2/3 of prospects at this stage of consideration wish that they had a clearer sense of how much financial aid to expect from UW while ½ half think they have a good understanding of the scholarships they are eligible for at UW.



Only 18% have heard of the Rocky Mountain Scholars Award and as prospects look into universities and their costs, simplicity and clarity are crucial for the message of affordability to resonate.

ENTERING FIRST-TIME FULL-TIME FRESHMEN

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

Before reviewing potential changes in student behavior for Colorado and Nebraska Freshmen, Huron and HCRC first validated the prior three years of historical first-time full-time (FTFT) student data.

	2015	2016	2017	1 Year Change	2 Year Change
Admits	3,899	4,268	3,592	-676	-307
Matrics	1,525	1,453	1,640	187	115
Yield	39.1%	34.0%	45.7%	11.6%	6.5%
Average Igrant	\$2,252	\$2,312	\$2,445	\$134	-\$107
Average Waiver	\$1,111	\$1,121	\$1,250	\$129	\$139
Average Tgrant with Waivers	\$6,552	\$6,397	\$6,589	\$192	\$37
Average NTR	\$5,818	\$6,307	\$6,213	-\$94	\$395
Aggregate NTR	\$8,872,260	\$9,164,775	\$10,189,714	\$1,024,938	\$1,317,454
Average Need	\$10,040	\$10,297	\$9,584	-\$713	-\$456
Average EFC	\$23,099	\$23,051	\$24,382	\$1,331	\$1,283
Median Parent Income	\$98,176	\$97,494	\$103,205	\$5,711	\$5,030
Average ACT	24.8	24.5	24.6	0.2	-0.2
Average GPA	3.50	3.48	3.48	0.00	-0.01
Average HS Quality	74.5%	74.0%	73.9%	-0.01%	-0.6%

SUMMARY: COLORADO AND NEBRASKA

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY





Given that the elasticity efforts were focused on Colorado and Nebraska students, a similar summary was utilized to narrow in modeling efforts on Colorado and Nebraska students, excluding athletes and special scholars.

	2015	2016	2017	1 Year Change	2 Year Change
Admits	1,145	1,146	955	-191	-190
Matrics	304	277	310	33	6
Yield	26.6%	24.2%	32.5%	8.3%	5.9%
Average Igrant	\$3,305	\$3,011	\$3,663	\$651	\$358
Average Waiver	\$2,354	\$2,589	\$2,505	-\$84	\$151
Average Tgrant with Waivers	\$6,397	\$6,371	\$7,041	\$670	\$644
Average NTR	\$9,883	\$10,589	\$10,670	\$81	\$787
Aggregate NTR	\$3,004,331	\$2,933,099	\$3,307,595	\$374,497	\$303,265
Average Need	\$13,675	\$13,793	\$12,602	-\$1,191	-\$1,073
Average EFC	\$23,556	\$25,654	\$29,113	\$3,459	\$5,558
Median Parent Income	\$95,537	\$98,799	\$114,175	\$15,377	\$18,638
Average ACT	25.0	24.8	24.8	0.1	-0.1
Average GPA	3.42	3.42	3.43	0.02	0.01
Average HS Quality	80.1%	77.8%	77.5%	-0.3%	-2.6%

ANALYZING BY ACADEMICS & NEED

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

To help better understand student responses to price, Huron and Human Capital Research Corporation (HCRC) split students into four categories based on academic merit (chart to the right) and six categories based on demonstrated need (bottom table).

Rocky Mountain Scholarship Band	
	1) Less than 21 ACT and Less than 3.0 GPA ¹
	2) Cream Area on Chart
	3) Brown Area on Chart
	4) Gold Area on Chart

Need Band	
1) Non-Aid Application Filers ("Non-Aidap")	
2) \$0 in Need	
3) \$1 - \$10,000 in Need	
4) \$10,001 - \$20,000 in Need	
5) \$20,001 - \$35,000 in Need	
6) Pell Eligible Students	

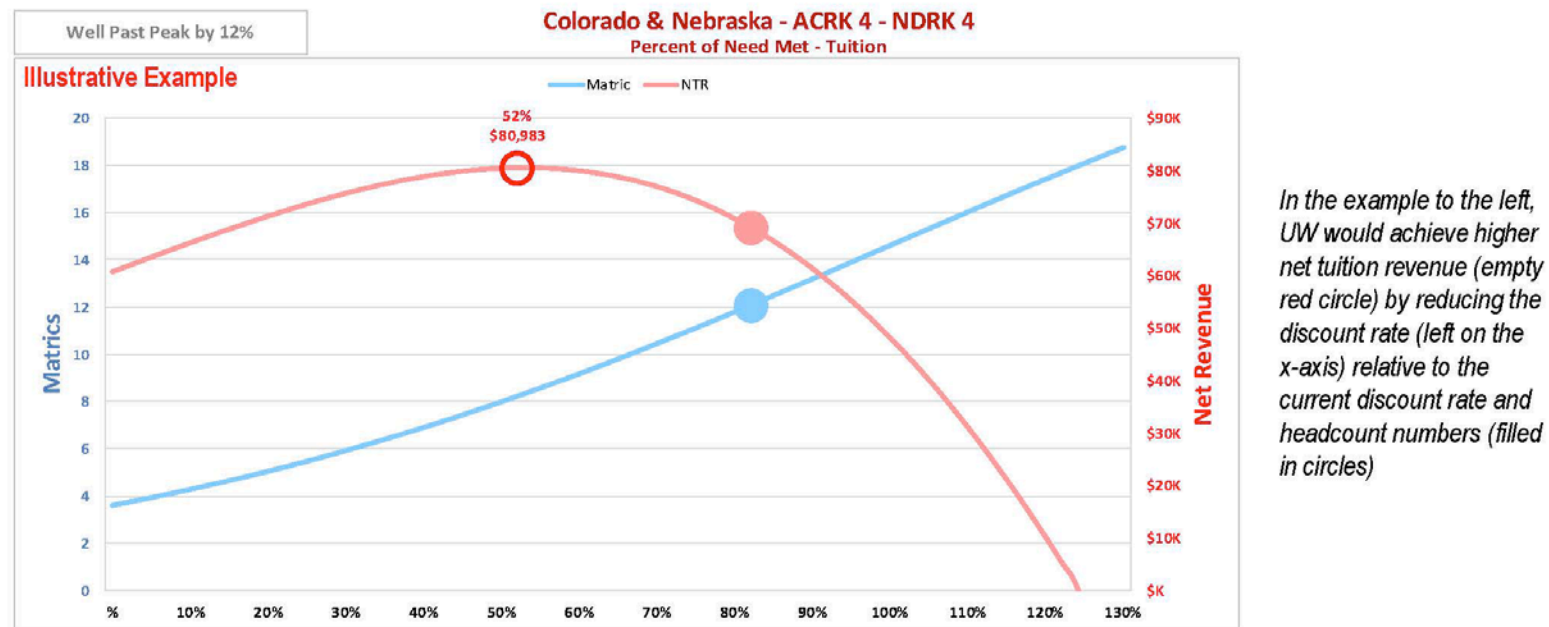
SAT	ACT Composite	Cumulative High School GPA (4.0 unweighted scale)										
		3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0
1060-1090	21											
1100-1120	22		\$3,000									
1130-1150	23											
1160-1190	24											
1200-1230	25					\$6,000						
1240-1270	26											
1280-1300	27											
1310-1340	28											
1350-1380	29											
1390-1410	30											
1420-1440	31											
1450-1480	32											
1490-1510	33											
1520-1550	34											
1560-1590	35											
1600	36											

150% of Resident Tuition
\$9,675 Value
Considered as WUE award in participating states.

OUT-OF-STATE (CO & NE) ELASTICITY

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

The elasticity analyses helped evaluate how Wyoming could alter its pricing strategy for students from Nebraska ("NE") and Colorado ("CO") to adjust headcount and revenue, both net-tuition and aggregate.

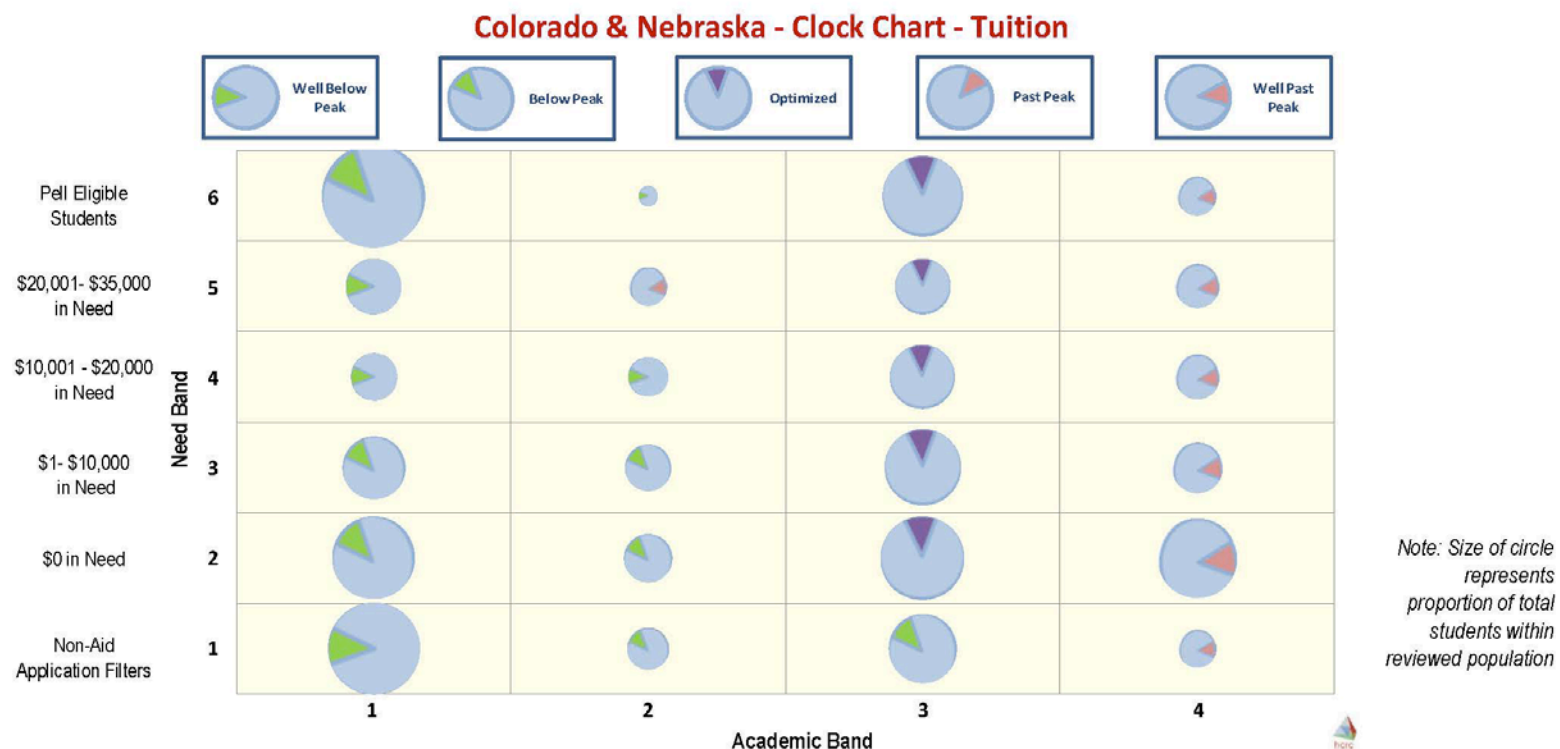


- + The process utilizes a multidimensional approach using the historical behavior of admitted students that explicitly considers distinct price-response effects attributable to strength of profile, family ability to pay, level of net cost, and affinity
- + These analyses help develop an understanding of where Wyoming can increase and/or decrease its price to utilize or grow capacity and maximize net tuition revenue relative to historical practices

FINANCIAL AID OPTIMIZATION BY SEGMENT

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

Based on the prior three years of aid strategies for undergraduate freshmen from Colorado and Nebraska, elasticity results suggest that the institution is well past peak in regards to financial aid optimization for its highest achieving students¹.

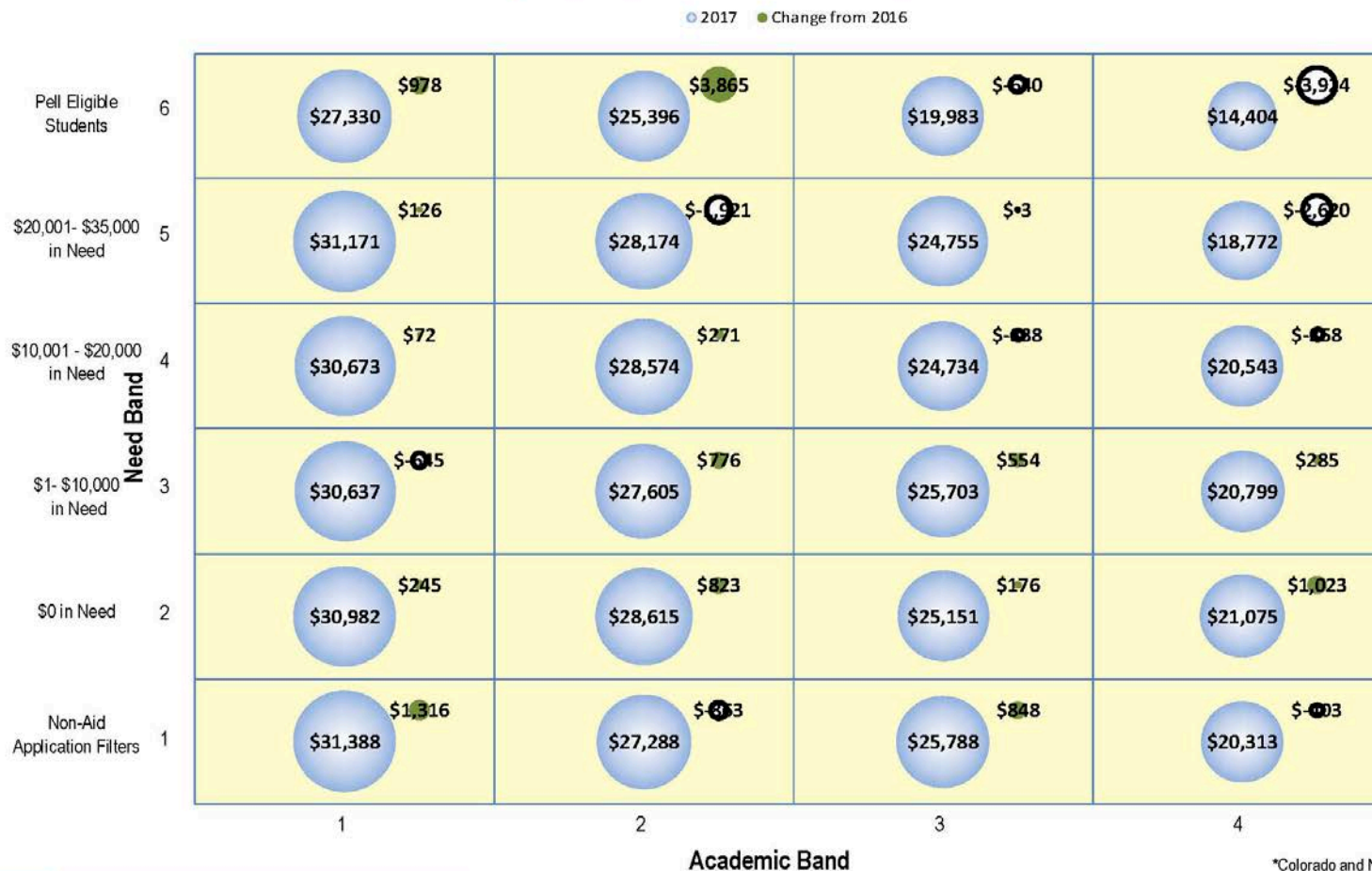


There is an opportunity to increase financial aid amongst Academic Bands 1 and 2 to grow headcount and net revenue. However, the University should ensure academic quality remains stable by focusing enrollment growth on Bands 2 and 3.

AVERAGE NET COST BY STUDENT SEGMENT

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

Average Net Cost for Enrolled Students 2016 vs. 2017

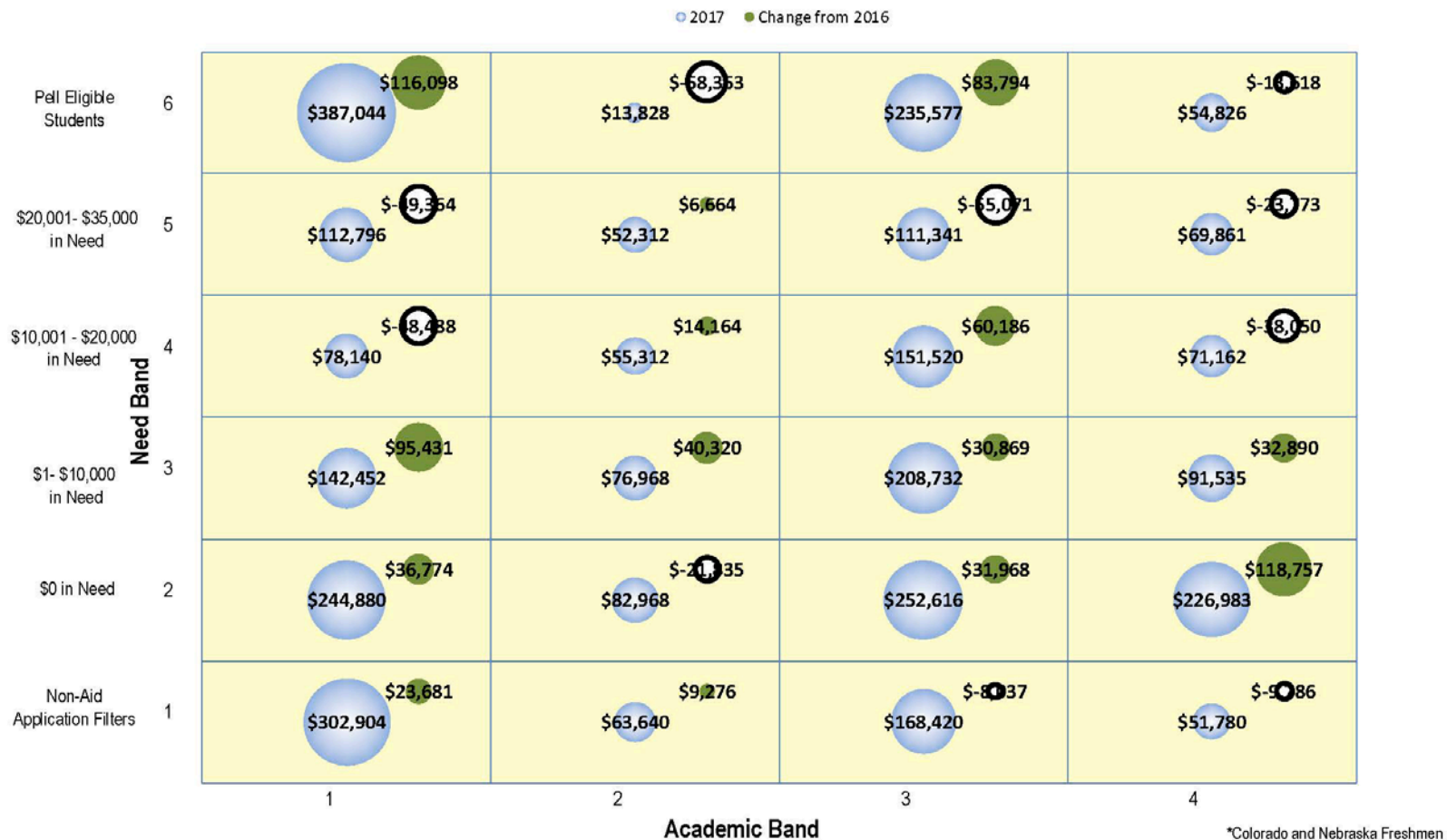


*Colorado and Nebraska Freshmen

AVERAGE NTR BY STUDENT SEGMENT

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

Aggregate Net Tuition Revenue for Enrolled Students 2016 vs. 2017



SCENARIO OVERVIEW: OUT-OF-STATE (CO & NE)

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

To best understand how Colorado and Nebraska students might respond to various pricing options, Huron and Human Capital Research Corporation ran scenarios at price points between \$8-\$12,000 with varying levels of discount to top academic students¹.

Scenario Descriptions:
N) \$9,000 tuition, \$1K scholarship to top students
O) \$9,000 tuition, \$2K scholarship to top students
P) \$9,500 tuition, \$1K scholarship to top students
Q) \$9,500 tuition, \$2K scholarship to top students
R) \$10,000 tuition, \$1K scholarship to top students
F) \$10,000 tuition, \$2K scholarship to top students

Note: Huron recommends a price of \$9,500 to \$9,750 with a discount of \$1,000 to students of the highest academic merit. This price point not only opens up additional demand to students but also remains below competitive options within Colorado and Nebraska.

	Scenario N	Scenario O	Scenario P	Scenario Q	Scenario R	Scenario F
<i>admits</i>	0	0	0	0	0	0
<i>matrics</i>	37.2	42.2	27.3	32.2	17.5	22.3
<i>yield</i>	1.0%	1.2%	0.8%	0.9%	0.5%	0.6%
<i>avg. coa</i>	-\$1,174	-\$1,169	-\$1,084	-\$1,078	-\$998	-\$991
<i>avg. comp fee</i>	-\$1,183	-\$1,178	-\$1,093	-\$1,086	-\$1,007	-\$999
<i>avg. tuition+fees</i>	-\$1,186	-\$1,182	-\$1,095	-\$1,089	-\$1,008	-\$1,001
<i>avg. total grant</i>	-\$1,205	-\$1,164	-\$1,179	-\$1,139	-\$1,153	-\$1,115
<i>avg. net cost (COA - tgrant)</i>	\$30	-\$5	\$95	\$62	\$154	\$124
<i>avg. net cost (tuition+fees - tgrant)</i>	-\$24	-\$64	\$50	\$12	\$119	\$83
<i>avg. institutional grants & waiver</i>	-\$1,173	-\$1,126	-\$1,160	-\$1,113	-\$1,146	-\$1,101
<i>aggregate inst. grants & waivers</i>	-\$1,830,013	-\$1,738,002	-\$1,832,419	-\$1,742,932	-\$1,834,783	-\$1,747,810
<i>avg. net tuition revenue</i>	-\$16	-\$58	\$62	\$22	\$135	\$97
<i>aggr. net tuition revenue</i>	\$204,777	\$163,602	\$273,208	\$236,352	\$333,032	\$300,327
<i>avg. net revenue</i>	-\$13	-\$55	\$64	\$24	\$137	\$99
<i>aggr. net revenue</i>	\$589,108	\$598,603	\$555,165	\$568,360	\$513,851	\$530,476
<i>avg. ACT</i>	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
<i>avg. HS GPA</i>	-0.02	-0.02	-0.02	-0.02	-0.02	-0.02
<i>avg. HS Quality</i>	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
<i>% male</i>	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%
<i>% soc</i>	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
<i>% urm</i>	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
<i>% in state residents</i>	-1.2%	-1.3%	-0.9%	-1.0%	-0.6%	-0.7%
<i>% colorado residents</i>	1.6%	1.8%	1.2%	1.3%	0.7%	0.9%
<i>% nebraska residents</i>	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
<i>% pell</i>	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
<i>% athlete</i>	-0.1%	-0.1%	-0.1%	-0.1%	-0.1%	-0.1%

Source: Analysis conducted by Human Capital Research Corporation

Note: Table listed above represents changes from baseline scenario of 2016/2017 data analysis

¹ Additional information on peer pricing can be found in the appendix of this document.

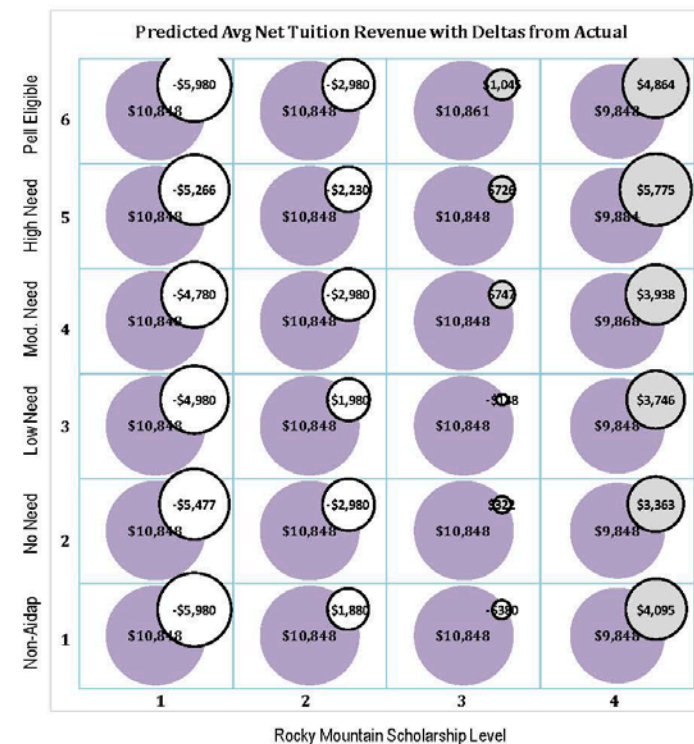
RECOMMENDED PRICING SCENARIO

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

The following scenario illustrates modeled headcount and financial changes for a flat price of \$9,500 for all Colorado and Nebraska students with a \$1,000 discount to students in the highest academic band¹.

	Colorado and Nebraska			All Freshmen		
	2017	Scenario P	Delta	2017	Scenario P	Delta
admits	955	955	0	3592	3592	0
matrics	310	337.3	27.3	1640	1667.3	27.3
yield	32.5%	35.3%	2.9%	45.7%	46.4%	0.8%
avg. coa	\$31,525	\$25,544	-\$5,981	\$24,345	\$23,261	-\$1,084
avg. comp fee	\$16,837	\$21,172	-\$5,981	\$20,092	\$18,999	-\$1,093
avg. tuition+fees	\$16,837	\$10,856	-\$5,981	\$9,909	\$8,814	-\$1,095
avg. total grant	\$7,041	\$1,098	-\$5,943	\$6,589	\$5,411	-\$1,179
avg. net cost (COA - tgrant)	\$24,484	\$24,446	-\$38	\$17,760	\$17,855	\$95
avg. net cost (tuition+fees - tgrant)	\$9,874	\$9,755	-\$119	\$4,758	\$4,807	\$50
avg. institutional grants & waiver	\$6,168	\$236	-\$5,931	\$3,695	\$2,536	-\$1,160
aggregate inst. grants & waivers	\$1,911,944	\$79,764	-\$1,832,180	\$6,060,597	\$4,228,178	-\$1,832,419
avg. net tuition revenue	\$10,670	\$10,614	-\$56	\$6,213	\$6,275	\$62
aggr. net tuition revenue	\$3,307,595	\$3,580,352	\$272,757	\$10,189,714	\$10,462,922	\$273,208
avg. net revenue	\$20,990	\$20,934	-\$56	\$16,396	\$16,461	\$64
aggr. net revenue	\$6,506,795	\$7,061,495	\$554,699	\$26,890,180	\$27,445,344	\$555,165
avg. ACT	24.8	\$24	-0.9	24.6	\$24	-0.2
avg. HS GPA	3.43	3.35	-0.09	3.48	3.47	-0.02
avg. HS Quality	77.5%	77.8%	0.3%	73.9%	74.3%	0.4%
% male	46.1%	47.2%	1.0%	50.7%	51.0%	0.2%
% soc	13.2%	14.2%	1.0%	15.3%	15.4%	0.1%
% um	11.0%	11.9%	0.9%	12.9%	13.0%	0.1%
% in state residents	0.0%	0.0%	0.0%	52.9%	52.1%	-0.9%
% colorado residents	93.6%	93.5%	0.0%	23.1%	24.2%	1.2%
% nebraska residents	6.5%	6.5%	0.0%	1.9%	2.0%	0.1%
% pell	18.7%	19.4%	0.7%	19.5%	19.7%	0.2%
% athlete	0.0%	0.0%	0.0%	5.7%	5.6%	-0.1%

(Scenario P Avg NTR)



PRICE RECOMMENDATION

PRICING: PROSPECTIVE STUDENT SURVEY & ELASTICITY

Given the findings of the student survey and price elasticity efforts, Huron recommends setting a non-resident tuition price between \$9,500 - \$9,750 for CO and NE to increase demand by offering a competitive price with in-state options for these students.

- + The prospective student survey suggested that a price point of roughly \$12,000 appeared to be the "sweet-spot" of providing a good value while remaining an affordable option for prospective students
- + However, in-state options for Colorado and Nebraska students suggest that in order to remain competitive, UW may consider lowering its price to fall within the range of options that these students could expect to pay if they remained in state
- + With analysis suggesting that lowering the sticker price of tuition between \$9,500 - \$9,750 would create additional demand, Huron recommends choosing a price within this range while offering a \$1,000 discount to the highest qualified academic students (those that previously earned the 150% in-state rate)



While lowering the non-resident price will increase likely demand for CO and NE prospective students, price alone will not be sufficient to attract enrollments, and UW will need to augment recruiting efforts to compete with local options.

4

SCENARIO VALUATION MODEL

OVERVIEW

VALUATION MODEL

Huron has created a scenario valuation model to help project the annual financial impact (revenue and expense) from additional students from Colorado and Nebraska at the University of Wyoming.

- + The model will consider the annual revenue impact of tuition, fees and auxiliary income in addition to the instructional and non-instructional expenses generated by each student
- + Tuition will be priced at \$9,500 with a \$1,000 discount to top students (ACT 34+, GPA 3.0 - 4.0)

Revenue Impact		
Tuition and Fees Revenue		
Tuition ¹	\$9,181	
Fees	\$1,415	
Total Tuition and Fees Revenue	\$10,596	
Auxiliary and Non-Tuition Fees Revenue		
	First-Year	Non-Freshmen
First-Year Orientation Fee	\$100	\$0
Room and Board	\$8,968	\$2,260
Total Non-Tuition Fees Revenue	\$9,068	\$2,260

Expense Impact	
Non-Instructional Expenses	
Total Positions	14
Combined Salary	\$769,678
Cost per new student	\$987
Instructional Expenses	
Average Class Size	28.8
Courses / New Students	10.00
% New Costs	51%
Average Cost Per Section	\$9,500
% Increase in Salary	2%
Average cost per new student	\$1,691

A 10 year financial projection will be calculated for the chosen enrollment scenarios showing only net new additional students added from Colorado and Nebraska at the price point identified with the elasticity results.

SUMMARY OVERVIEW

VALUATION MODEL

In partnership with University leadership, the following four growth scenarios were determined to illustrate growth for new students from Colorado and Nebraska.

- + The following table provides an overview of the 10 year financial impact for the four growth scenarios (appendix slides provide additional detail for each scenario listed below):

Model Growth Scenarios					
Scenario	Steady State: Incoming Cohort	Steady State: Total New Students	10-Year Revenue ¹	10-Year Expenses ¹	10-Year NPV
A	200	686	\$68,169,403	\$11,851,713	\$28,990,000
B	300	1,025	\$100,782,555	\$17,511,565	\$42,896,000
C	400	1,364	\$123,627,258	\$21,412,430	\$51,940,000
D	600	2,044	\$186,015,624	\$32,220,494	\$78,410,000

Using a combination of first-time students and historical retention and graduation trends, the valuation model uses the enrollment metrics to project the financial impact of additional students.

ANNUAL REVENUE IMPACT

VALUATION MODEL

Revenue impact is driven by a combination of the academic and non-academic revenue generated by each student and their standing within the university (e.g. freshmen impact on auxiliary revenue exceeds upperclassmen due to housing).

Tuition Financial Impact	
2017-18 Tuition Charges	
Annual Revenue Impact	Cost
Tuition ¹	\$9,181
ASUW	\$ 86
Consolidated Student Services	\$792
Intercollegiate Athletics	\$230
Music/ Theatre	\$12
Recycling	\$ 20
Student Media	\$42
Student Success	\$56
Transit Fee	\$108
Computing Fee	\$68
Total	\$10,596

Non-Tuition Financial Impact		
2017-18 Non-Tuition Charges		
	Freshmen Cost	Non-Freshmen Cost
Matriculation Fee	\$40	\$0
Orientation	\$60	\$0
Room	\$4,493	\$1,181
Dining	\$4,475	\$1,080
Total	\$9,068	\$2,260

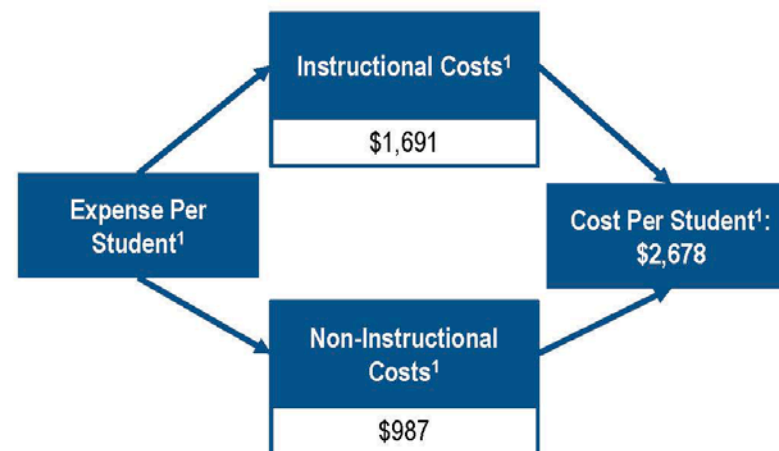
ANNUAL EXPENSE IMPACT

VALUATION MODEL

Conversations with academic and non-academic university leadership illustrated the perceived constraints of additional headcount. To represent these expenses, Huron identified both instructional and non-instructional costs for growth considerations.

Instructional Costs
<ul style="list-style-type: none"> + Interviews with Deans and academic units suggest limited opportunity for additional instructional space without additional faculty headcount + While Huron's analysis shows space within the academic enterprise, varying levels of required new instructional support have been included within each scenario + Huron assumed that 100% of core classes would require additional instructional support and 35% of non-core classes would require additional instructional support, with the remaining seats required covered via improved academic management and current excess academic capacity

Non-Instructional Costs
<ul style="list-style-type: none"> + To facilitate enrollment growth, 14 additional non-instructional costs were identified across 10 non-academic units + Using internal and national ratios, combined with average positional salaries, Huron identified a marginal non-instructional cost of \$987 per student



FIRST-TIME FULL-TIME RETENTION AND GRADUATION VALUATION MODEL

To account for student growth within a given year, new students are tracked through their student progression using historic student success metrics (e.g., retention, graduation) and total headcount exists for students in years 1-6.

First Time New Student Year to Year Progression ¹										
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Year 1	0	75	125	200	250	300	300	300	300	300
Year 2		0	56	94	150	187	225	225	225	225
Year 3			0	50	84	134	168	202	202	202
Year 4				0	50	84	134	167	201	201
Year 5					0	21	35	56	70	84
Year 6						0	4	7	12	15

Retention Rates ²	
Year 1 to 2	74.9%
Year 2 to 3	67.2%
Year 3 to 4	66.9%
Year 4 to 5	39.6%
Year 5 to 6	19.8%

Graduation Rates ²	
4-Year	27.2%
5-Year	49.2%
6-Year	55.1%

Source: Huron Capacity Valuation Model

¹ The modeled scenario is representative of 300 additional students a year in steady-state, this scenario is modeled in a later slide

² Retention rates and graduation rates were submitted to UW VP of Enrollment Management for validation

5

ONLINE EDUCATION PRICING

RECOMMENDATIONS

ONLINE EDUCATION PRICING

Based on our analysis, the University of Wyoming should implement the following changes to its online program pricing structure for out-of-state students to increase demand for program enrollments:

- + Maintain current pricing structure for in-state tuition for online programs, however, explore capping the number of credit hours campus-based undergraduate students can take online to accommodate space for fully-online degree seekers.
 - Undergraduate online course enrollment is increasing and pricing is extremely low compared to regional peers
 - Consider raising the online course fee to \$50 per credit hour for in-state students to recover additional costs for online education delivery.

- + Reduce undergraduate, graduate, and graduate certificate out-of-state tuition to be competitive with the Regional Peer Average (at or near peer average)
 - UW may experience a short-term reduction in revenue due to lower tuition rates for out-of-state enrollments
 - Current proportion of resident to non-resident undergraduate enrollment is 86%- 14%; graduate is 91% -9%; and certificate 96% - 4%
 - Reduction of tuition rates for out-of-state students could stimulate more demand resulting in more out-of-state enrollments that generate revenue gains in the long-term

- + Retain current pricing for niche programs (e.g. Executive MBA, Undergraduate Nursing Degree) as these programs are currently priced more closely to peer averages and appear to have sufficient enrollments for available capacity.

PEER ONLINE EDUCATION PRICING SUMMARY

ONLINE EDUCATION PRICING

Wyoming is very competitive with its in-state online tuition rates; however, Wyoming's out-of-state tuition is priced higher than its regional peers in nearly every undergraduate and graduate program. Huron recommends pricing near the regional peer average.

University	Undergraduate		Graduate		Certificates	
	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State
North Dakota State University	354	354	375	375	375	375
New Mexico State University	304	911	326	933	326	933
University of Nebraska	321	465	427	614	388	742
Colorado State University	487	487	767	767	738	738
Arizona State University	627	627	748	748	618	618
Washington State University	500	567	711	711	585	585
South Dakota State University	340	340	442	442	442	442
Montana State University	274	503	355	437	320	416
Chadron State University	279	279	348	348	-	-
Utah State University	299	325	345	415	345	415
University of Idaho	-	-	337	337	-	-
University of Wyoming	154	541	276	775	276	775
Regional Peer Average¹	313	319	370	381	402	420
Peer Average ²	328	450	455	575	368	503

¹ Regional Peer average includes: North Dakota State University, South Dakota State University, Chadron State University, Utah State University, and University of Idaho.

² Peer Average is the average of all the listed schools.

³ Prices listed are for 2017-18, Gathered from school websites in November 2017

WYOMING CURRENT PRICE SUMMARY

ONLINE EDUCATION PRICING

Considering the regional peer average tuition, it is suggested that Wyoming decrease its out-of-state, online tuition pricing to remain competitive with peers.

	Current Price	Suggested Price	Price Change	Credit Hour Production (AY 15-16) ¹	CH Production to Maintain Current Revenue	% of Total Online CH Production	% of Online CH Production by Level
Undergraduate In-State	\$154	-	-	11,182	-	65%	86%
Undergraduate Out-of-State	\$541	\$319	(\$222)	1,882	3,192 (70%)	11%	14%
Graduate In-State	\$276	-	-	3,289	-	19%	91%
Graduate Out-of-State	\$775	\$325	(\$450)	327	780 (138%)	2%	9%
Certificate In-State	\$276	-	-	616	-	4%	96%
Certificate Out-of-State	\$775	\$420	(\$355)	25	46 (85%)	<1%	4%

Note: Changes in gross tuition revenue due to increase/decrease in credit hour pricing by segment and credit hour production are shown on subsequent slides in the appendix

6

RECOMMENDATIONS: THE PATH FORWARD

PROJECT FINDINGS

RECOMMENDATIONS: THE PATH FORWARD

As University Leaders and Trustees plan a path forward for the University of Wyoming, it is important to find a way to balance the competing priorities of enrollment management with higher education pressures and internal opportunities for improvement.

- + **Balancing Tradeoffs with Enrollment:** Leadership will need to decide what will drive future enrollment growth—net tuition revenue, academic quality, or diversity
- + **Enrollment Growth Levers:** The institutional capacity analysis has focused on undergraduate capacity, and while the scenarios were all driven by out-of-state students, many other options exist for increased headcount, pending identifiable student demand
- + **National Trends in Enrollment:** UW is not alone in its desired to optimize its undergraduate efforts, many institutions are facing the pressures of a decreasing population of traditional college students and rising costs to maintain the status quo
- + **Enhanced Academic Management:** Prior presentations illustrated the opportunity to increase efficacy and efficiency within the block schedule alignment and space utilization to help improve student throughout
- + **Improved Data Stewardship:** While current efforts are underway to improve data accuracy and reporting within the institution, limited historical infrastructure resulted in data limitations in analyzing the academic enterprise
- + **Optimization of the Registrar Function:** Enhanced academic management combined with desired increased headcount will require a change in how the registrar function engages with the academic units to further support and engage with the schools and colleges

SUMMARY OF RECOMMENDATIONS

RECOMMENDATIONS: THE PATH FORWARD

While Huron's analysis suggests that there are limited constraints to further growth, the following recommendations have been identified to further support the institution's desire to grow and augment the size of its student body.

- + **Capacity:** Huron's review of residential, instructional, and student support & administration capacity suggest limited constraints and investments needed to support undergraduate student growth to true university capacity of an additional 1,200 to 1,300 students
- + **Out of State Undergraduate Tuition:** The average **net price** of current non-resident undergraduate students is close to \$10,600. Reducing the out-of-state sticker price to \$9,500 to increase demand while continuing to provide limited awards to top-tier students will likely increase overall net-tuition revenue for the out-of-state population. With limited students available in Wyoming and the neighboring states, Wyoming should offer this suggested price to **all** non-resident students to help increase demand and support growth objectives
- + **Academic Management:** Opportunities to optimize the academic enterprise at the university surrounding block scheduling, space management, faculty deployment, and tuition policies can greatly increase the number of available student touchpoints (e.g. seats offered) to support growth objectives with limited investments in additional faculty
- + **Online Pricing:** Review of peer prices illustrates the current disconnect between Wyoming prices and those of its peers for out-of-state students; reducing the price to peer averages should likely result in a significant increase in credit hour production

CAPACITY RECOMMENDATION

RECOMMENDATIONS: THE PATH FORWARD

Huron's review of key institutional capacity constraints illustrate the university's ability to support **1,200 – 1,300 additional students** using a sequenced growth plan over the next 5 years for adding 300-350 students per year at steady state with limited, but targeted, investments in instructional and non-instructional activities.

Growth Estimate				
Steady State: Incoming Cohort	Steady State: Total New Students	10-Year Revenue ¹	10-Year Expenses ¹	10-Year NPV
300	1,025	\$100,782,555	\$17,511,565	\$42,896,000
400	1,364	\$123,627,258	\$21,412,430	\$51,940,000

+ Marginal Expense Per Student: \$2,678

- Instructional: \$1,691
- Non-Instructional: \$987

The suggested growth target will require a holistic and targeted growth plan to achieve the desired scale over the next 5-10 years.

OUT-OF-STATE UG TUITION RECOMMENDATION

RECOMMENDATIONS: THE PATH FORWARD

Given the findings of the student survey and price elasticity efforts, Huron recommends setting a **non-resident tuition price at \$9,500** to increase demand by offering a competitive price with in-state options for these students.

- + The average **net price** of current non-resident undergraduate students is approximately \$10,600.
- + Reducing the out-of-state sticker price to increase demand while continuing to provide limited \$1,000 scholarships to top-tier students will likely increase overall net-tuition revenue for the out-of-state population.
- + With limited students available in Wyoming and the neighboring states, Wyoming should offer this suggested price to **all** non-resident students to help increase demand and support growth objectives.



While lowering the non-resident price will increase likely demand for prospective students, price alone will not be sufficient to attract enrollments, and UW will need to augment recruiting efforts to compete with local options.

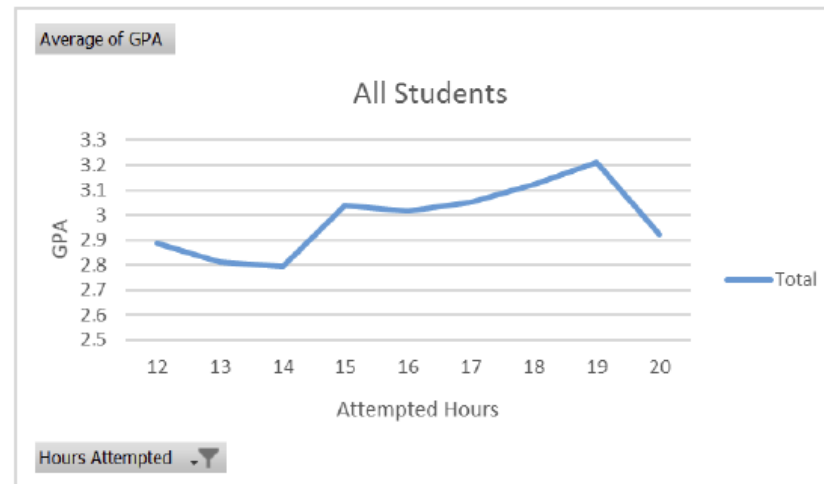
UG BLOCK TUITION RECOMMENDATION

RECOMMENDATIONS: THE PATH FORWARD

Given the findings of the institutional capacity and pricing project, the University has an opportunity to consider shifting its pricing model to block tuition -- a single pricing model that allows students to take 12-18 courses for the same price.

+ Benefits:

- Improved time to graduation; on average, students take 14.48 credits per term
- Students who take more credits per term typically achieve a higher GPA
- Allows students to explore courses and interests outside of major
- Allows students and families to better plan financially for their educational investment
- Provides predictable revenue projections to support institutional financial planning



Provides the University a one-time opportunity to create additional pricing benefits for students while creating more predictable financial planning for the institution.

ACADEMIC MANAGEMENT RECOMMENDATIONS

RECOMMENDATIONS: THE PATH FORWARD

Wyoming's ability to grow its undergraduate student body without extensive investments in faculty will require enhanced management of the academic enterprise and registrar functions to more effectively utilize the faculty resources on campus.

Priority Improvements to Academic Management:

- + Increase **adherence to the block schedule**, limiting ability for faculty members and departments to schedule courses that conflict with the pre-determined schedule times
- + **Reorganize and optimize the registrar function**, including bringing in central scheduling to the registrar
- + Identify opportunities to **grow the inventory of centrally pooled classrooms** to assist in scheduling optimization
- + **Reevaluate historical section size caps** to ensure that course caps accurately reflect pedagogical course maximums and better align with instructional preferences
- + Create better **policies and practices to monitor faculty load** and deployment strategies
- + Continuously **monitor programs / courses with low enrollment**, ensuring mission fit and alignment with the university

Enhanced management of the academic enterprise can significantly increase the number of student touchpoints without significant investments to support growth.

ONLINE PRICING RECOMMENDATIONS

RECOMMENDATIONS: THE PATH FORWARD

Based on our analysis, the University of Wyoming should implement the following changes to its online program pricing structure for out-of-state students to increase demand for program enrollments:

- + **Maintain current pricing structure for in-state tuition for online programs:**
 - Begin gradual increases to online in-state undergraduate courses over the next 5-years to increase price to approximately \$200 per hour. Explore capping the number of credit hours campus-based undergraduate students can take online to accommodate space for fully-online degree seekers.
 - Consider raising the online course fee from \$25 to \$50 per credit hour for in-state students to recover additional costs for online education delivery.
- + **Reduce undergraduate, graduate, and graduate certificate out-of-state tuition to be competitive with the Regional Peer Average:**
 - Undergraduate (Out-of-State): **Reduction** from \$541 to \$319
 - Graduate (Out-of-State): **Reduction** from \$775 to \$325
 - Undergraduate (Out-of-State): **Reduction** from \$775 to \$420
- + **Retain current pricing for niche programs** (e.g. Executive MBA, Undergraduate Nursing Degree) as these programs are currently priced more closely to peer averages and appear to have sufficient enrollments for available capacity.



APPENDIX

APPENDIX CONTENTS

A

Institutional Capacity & Growth Potential

B

Recommendations: Path Forward

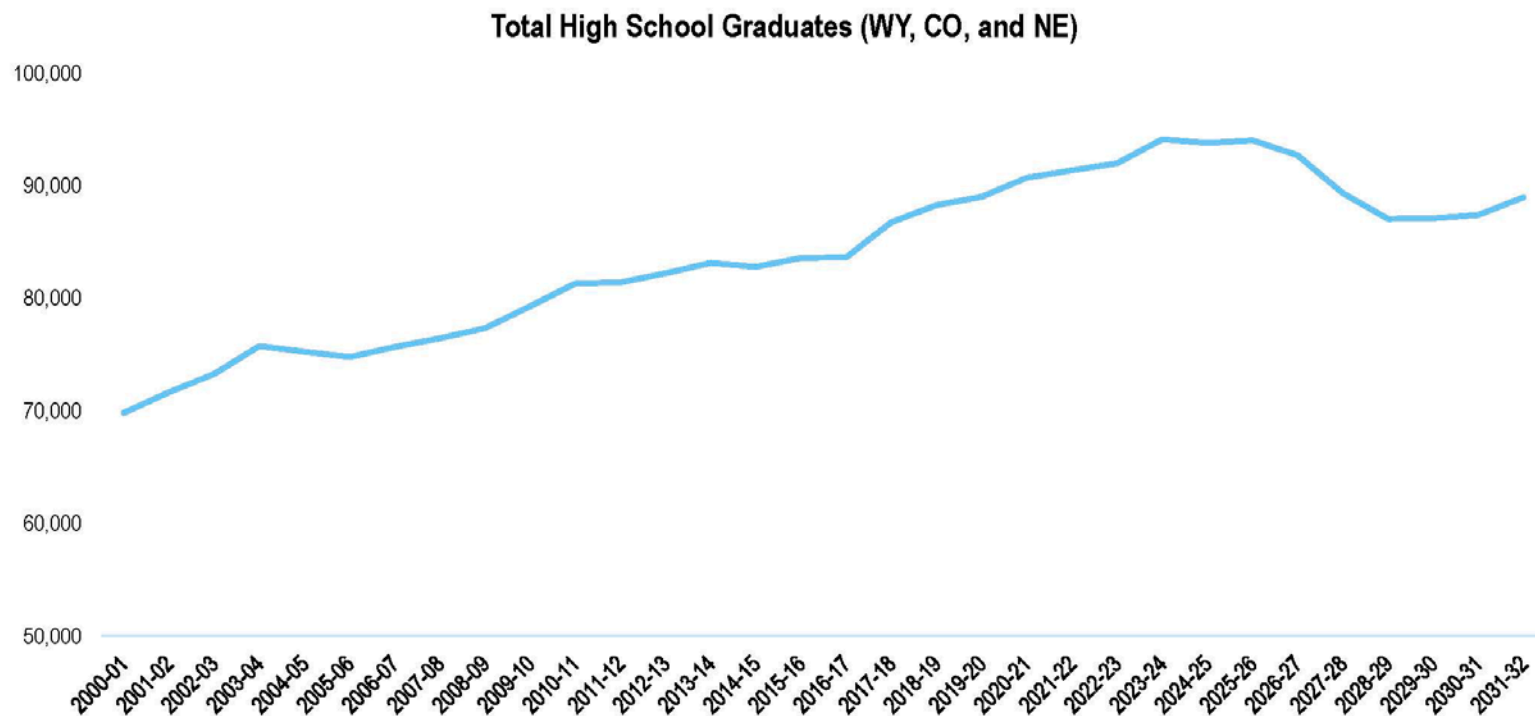
A

APPENDIX A : INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

DECLINING REGIONAL GRADUATE POPULATION

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

While the past 10 years (2007-2017) represented growth of nearly 10,000 potential college-going students (1.42% CAGR), the next ten years (2017-2027) have limited growth with only 2,500 more students from WY, CO, and NE (.33% CAGR).



Declining growth in college going students in the region will only exacerbate enrollment competitive pressures for Wyoming as it competes for top talent within the neighboring states and at home.

ETHNICITY OF PUBLIC HS GRADUATES

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

While the growth of high school graduates is limited over the next ten years, each state has varying degrees to which ethnic populations will be growing and shrinking.

Projected Percentage Change in Public High School Graduates (2017-18 to 2027-28)						
	<u>White (NH)</u>	<u>Hispanic</u>	<u>Black (NH)</u>	<u>Asian / Pacific Islander</u>	<u>American Indian/Alaska Native</u>	<u>Projected Change in Public HS Grads</u>
Wyoming	10.1%	34.5%	31.2%	16.9%	22.6%	787
Colorado	2.5%	2.8%	1.1%	3.7%	-24.0%	1,303
Nebraska	-1.9%	26.5%	-0.2%	48.4%	-18.9%	879
Arizona	-8.1%	-12.2%	6.9%	12.8%	-10.8%	-5,790
California	-13.3%	-3.6%	-14.8%	-8.3%	-20.2%	-29,591
Texas	-4.8%	8.9%	5.8%	37.6%	-1.2%	15,811
Total	-21,905	5,394	-779	1,662	-916	-16,602

Over 55% of the forecasted growth within Wyoming, Colorado, and Nebraska is driven by Hispanic students, illustrating the importance of ensuring that enrollment strategies are aligned with this segment of the population.

EDUCATIONAL INTERESTS FOR GRADUATES

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

Based on the latest available ACT Profile Report, 70% of prospective students from Wyoming, Colorado, and Nebraska are interested in seven of the majors listed below (and highlighted in green)¹.

Planned Educational Majors for ACT Students (WY, CO, and NE) ²		
Major	2016 Total	2016 % of Total
Agriculture & Natural Resources Conservation	1,350	2%
Architecture	844	1%
Area, Ethnic, & Multidisciplinary Studies	88	0%
Arts: Visual & Performing	4,624	8%
Business	6,009	10%
Communications	1,033	2%
Community, Family, & Personal Services	1,883	3%
Computer Science & Mathematics	2,038	3%
Education	3,560	6%
Engineering	5,574	9%
Engineering Technology & Drafting	859	1%
English & Foreign Languages	882	1%
Health Administration & Assisting	1,307	2%
Health Sciences & Technologies	10,915	18%
Philosophy, Religion, & Theology	367	1%
Repair, Production, & Construction	1,435	2%
Sciences: Biological & Physical	4,484	8%
Social Sciences and Law	6,832	11%
No Response / Undecided	5,507	9%

The University of Wyoming is well positioned to offer majors and academic programs that meet the most desired educational goals of college going students from Colorado, Nebraska, and Wyoming.

COLLEGE READINESS OF HS GRADUATES

INSTITUTIONAL CAPACITY & GROWTH POTENTIAL

ACT provides information on the level of college readiness as measured by prospective college going students taking the examination and each of the key feeder states for the University of Wyoming has varying levels of college readiness.

- + When examining the college readiness in all four areas:
 - Nebraska exceeds the national average by 2%
 - Colorado misses the national average by 1%, however the number of students taking the test rose by 2%
 - Although Wyoming falls short of the national average by 6% and has seen a year to year decrease in preparedness, the decrease was roughly 100 or fewer students in each category

College Readiness				
	Nebraska	Colorado	Wyoming	National
English	68%	61%	58%	61%
Reading	48%	42%	38%	44%
Mathematics	43%	39%	33%	41%
Sciences	40%	36%	31%	36%
All Four	28%	25%	20%	26%

Wyoming's current out-of-state population is driven by Colorado students which track with national preparedness standards; however, growth in Nebraska would likely find additional students exceeding admissions standards.

B

APPENDIX B: RECOMMENDATIONS: THE PATH FORWARD

REGISTRAR AND SCHEDULING OPTIMIZATION

RECOMMENDATIONS: THE PATH FORWARD

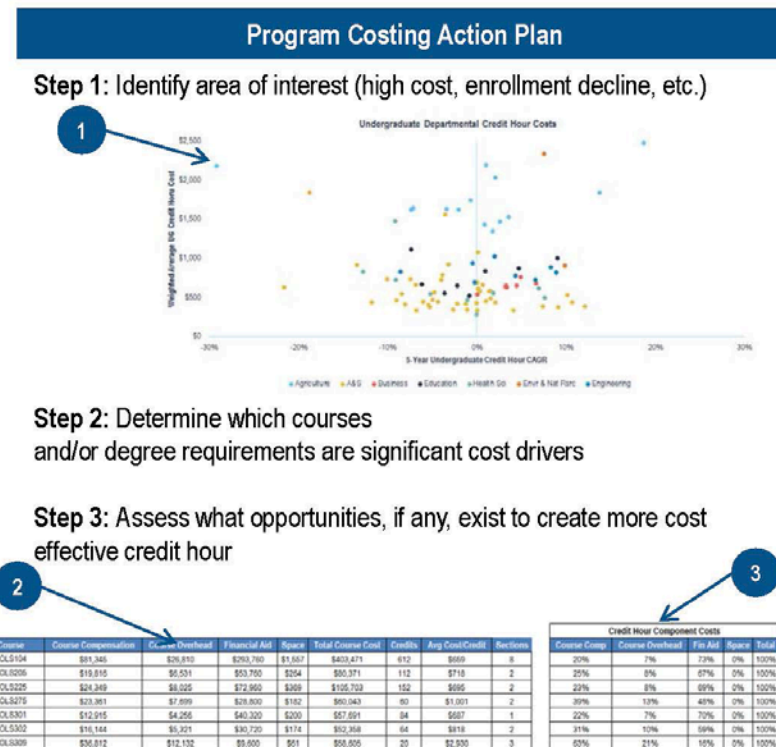
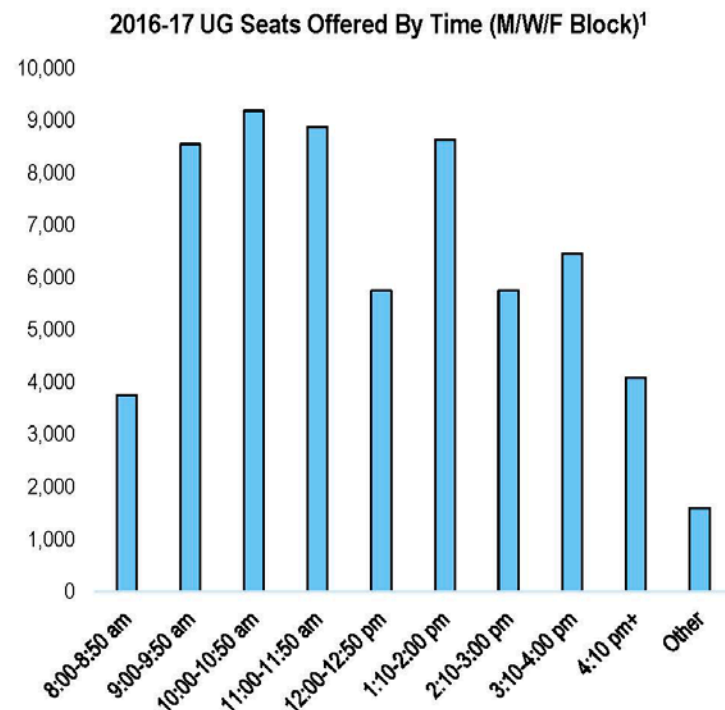
The Registrar's and Scheduling Office should combine to a more contemporary role of optimizing processes and systems, making data and reports available for the student success, enrollment, and related initiatives.

Key Challenges	Recommendations
Seat Utilization	University-wide utilization of 59.7% of available seat suggests opportunities to increase section utilization and potentially increase available sections offered without changing total faculty effort. Seat utilization of 75-80% is considered achievable without being burdensome, but requires attention by central and departmental schedulers to achieve.
Classroom Utilization	Implementing policy to conform more course offerings to the "block schedule" would increase classroom utilization and also increase student choice, reducing student challenges with building a schedule. Incentive opportunities or mandates for schools and programs to spread their offerings throughout the day and week could help achieve higher utilization rates.
System Adoption	Banner and Degree Works are not fully implemented nor are deployed tools fully adopted. The tools, if fully leveraged, can allow existing central and program/school staff to be more efficient and students more self-sufficient. An inventory of opportunities should be developed, a roadmap for their deployment devised, and a champion for their implementation designated.
Advising Support	Strong coordination among admissions, transfer services, academic units and the Registrar's Office is essential when considering factors such as, transfer credit reviews, test placements, satisfactory academic progress, and at-risk factors to enrollment goals and student success. Policy, process, system and staffing bottlenecks need to be identified and solutions implemented to ensure overall success.
Student Analytics/Reporting	Academic units and central offices need improved management, operational and forecasting analytics to better deploy resources. The campus needs a champion to lead the development and deployment of the tools and data across the institution to facilitate data-driven decision making and to ease the manual data burden that the university currently faces.

ENHANCED ACADEMIC MANAGEMENT

RECOMMENDATIONS: THE PATH FORWARD

Enhanced academic management is the result of augmented section management, both in regards to size and utilization, and identifying potential remedies to lower the cost per student in the higher cost areas.



The first step to improving the economics of the academic enterprise is identifying specific areas within the current cost structure that can be changed, followed by determining the level to which cost components can or cannot be altered.

IMPROVED DATA STEWARDSHIP

RECOMMENDATIONS: THE PATH FORWARD

Data challenges and limitations existing throughout the project, while in the process of being addressed by the university, limit the ability of institutional leaders to make data informed decisions in managing the academic enterprise.

Enhanced data stewardship will better support the following activities:

- + Assessing the financial impact of curriculum changes
- + Monitoring seat utilization (identifying low and over utilized courses)
- + Reviewing undergraduate programs with low enrollment
- + Managing academic unit and departmental loads to alignment with institutional policies
- + Standardizing and increasing validity in reporting of non-instructional activity
- + Creating consistency and clarity in supplemental pay
- + Balancing faculty vs. non-faculty instruction
- + Improvement of space, instructional and non-instructional, utilization

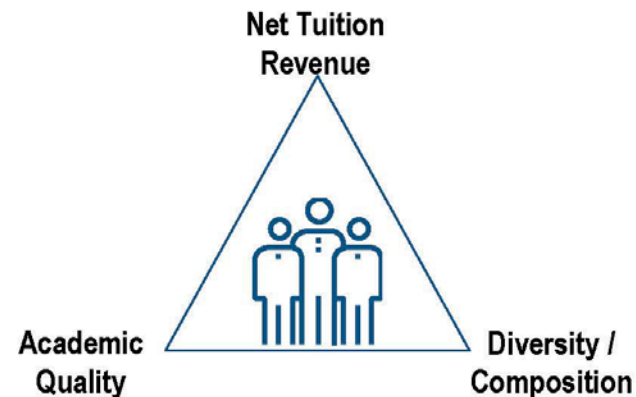
Huron suggests a refresh of data analyses contained in the three reports provided two to three (2-3) years after the system implementations and integrations have been completed.

BALANCING TRADEOFFS WITH ENROLLMENT

RECOMMENDATIONS: THE PATH FORWARD

When considering changes to undergraduate enrollment, UW will need to continue to balance tradeoffs between competing goals of net tuition revenue, increased diversity / composition, and academic quality.

- + UW's leadership seeks to grow net tuition revenue (NTR) and headcount to support future strategic initiatives.
- + The competing priorities of academic quality, diversity, and net tuition revenue limit Wyoming's ability to tackle growth strategies that benefit each of them, the institution will have to decide what is relatively more important in order to gain alignment
- + While increased academic quality is desired by UW's deans and senior academic leaders, academic quality (as defined by standardized test scores) needs to be sustained (at a minimum) in UW's future enrollment strategy.
- + As UW grows, the university should consider limiting the number of enrolling students who fall below stated minimum ACT/GPA standards



CONTEXT FOR GROWTH: NATIONAL TRENDS

RECOMMENDATIONS: THE PATH FORWARD

Leaders at the University of Wyoming must consider changes to undergraduate enrollment in the context of the national environment.



Public funding for higher education has decreased on average by 23% per student since 2008.



The number of students graduating high school has decreased and national demographics continue to shift away from the historic norms.



Students and families increasingly hold institutions accountable for student success, career-related outcomes, and engaging student experiences.



The cost to keep the doors open at universities continues to increase.



Students enter universities with growing support needs from both an academic, social, and wellness perspective.

ENROLLMENT GROWTH LEVERS

RECOMMENDATIONS: THE PATH FORWARD

The capacity valuation model focused exclusively on incoming out-of-state first-time, full-time freshmen but enrollment growth can come from a variety of sources.

Levers	Description
Increase First-Time Full-Time (FTFT) Freshmen Enrollment	Expanding the overall enrollment of the incoming class would increase revenue while providing UW with more flexibility in terms of class composition.
Adjust In-State and Out-of-State Mix	Striking the optimal balance between in-state and out-of-state undergraduates may produce gains in net tuition revenue and additional geographic diversity. UW may also consider adjustments to its international student population.
Redistribute Aid	A reduction in UW's discount rate for target segments could increase NTR or allow UW to increase aid to desired student segments.
Increase Number of Transfer Students	Developing a strategy for increasing the number and share of transfer students could help to offset attrition.
Increase Retention	Increased retention remains a priority for UW and would lead to a corresponding increase in revenue.

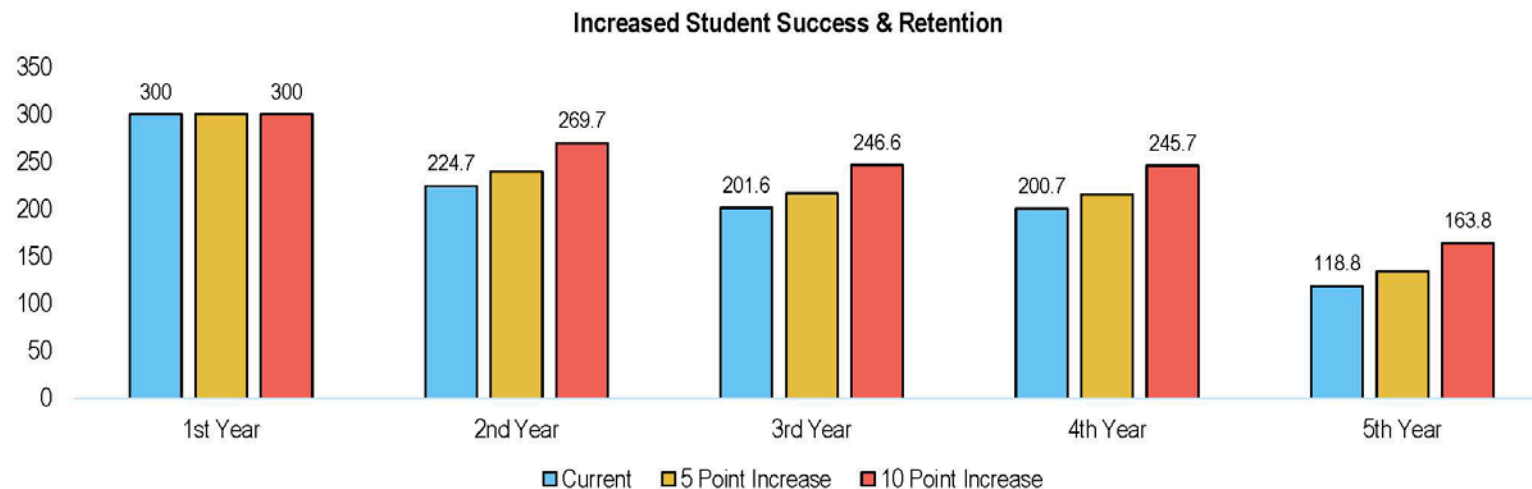
Additional student headcount from avenues outside of the Colorado and Nebraska student pipeline can be used as a parallel to understanding potential revenue and expense impacts with planned university growth.

STUDENT SUCCESS & RETENTION

RECOMMENDATIONS: THE PATH FORWARD

Increased competition and shrinking college bound populations makes recruiting new students a difficult task; however, increasing Wyoming's current retention would increase current headcount and have a positive impact on rankings

- + Over the ten-year modeled period, increasing retention by 5 percentage points would net an additional 232 students and an increase of 10 percentage points would net an additional 697 students¹
- + Opportunities to increase retention efforts include advanced analytical software to help track at risk students, additional high-touch programs to increase engagement, and others as personally crafted to Wyoming students



Investments in increased retention efforts could lead to significant growth in headcount (232 and 697, depending on increase) as well as increased revenue net of expenses (\$2.5MM @ 5 point increase; \$7.6MM @ 10 point increase)



AGENDA ITEM TITLE: Consideration and Action: Athletics Landscape Master Plan, Davis/Kibbon

CHECK THE APPROPRIATE BOX(ES):

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

BACKGROUND AND POLICY CONTEXT OF ISSUE:

At the January 2017 Board meeting it was determined that the Athletics complex needed to have a comprehensive master landscaping plan completed to ensure consistency.

The University selected LimeGreen design to complete the master plan because their firm had completed the landscaping design immediately adjacent to the Arena Auditorium.

The athletics landscaping master plan has now been approved by the members of the Mick and Susie McMurry High Altitude Performance Center Exterior Design Advisory Committee.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None

WHY THIS ITEM IS BEFORE THE BOARD:

The Trustee's *Project Development Policy and Procedure for UW Capital Construction for Major Projects* states: "The proposed exterior design and landscaping shall be submitted to the Board of Trustees for review and approval."

ACTION REQUIRED AT THIS BOARD MEETING:

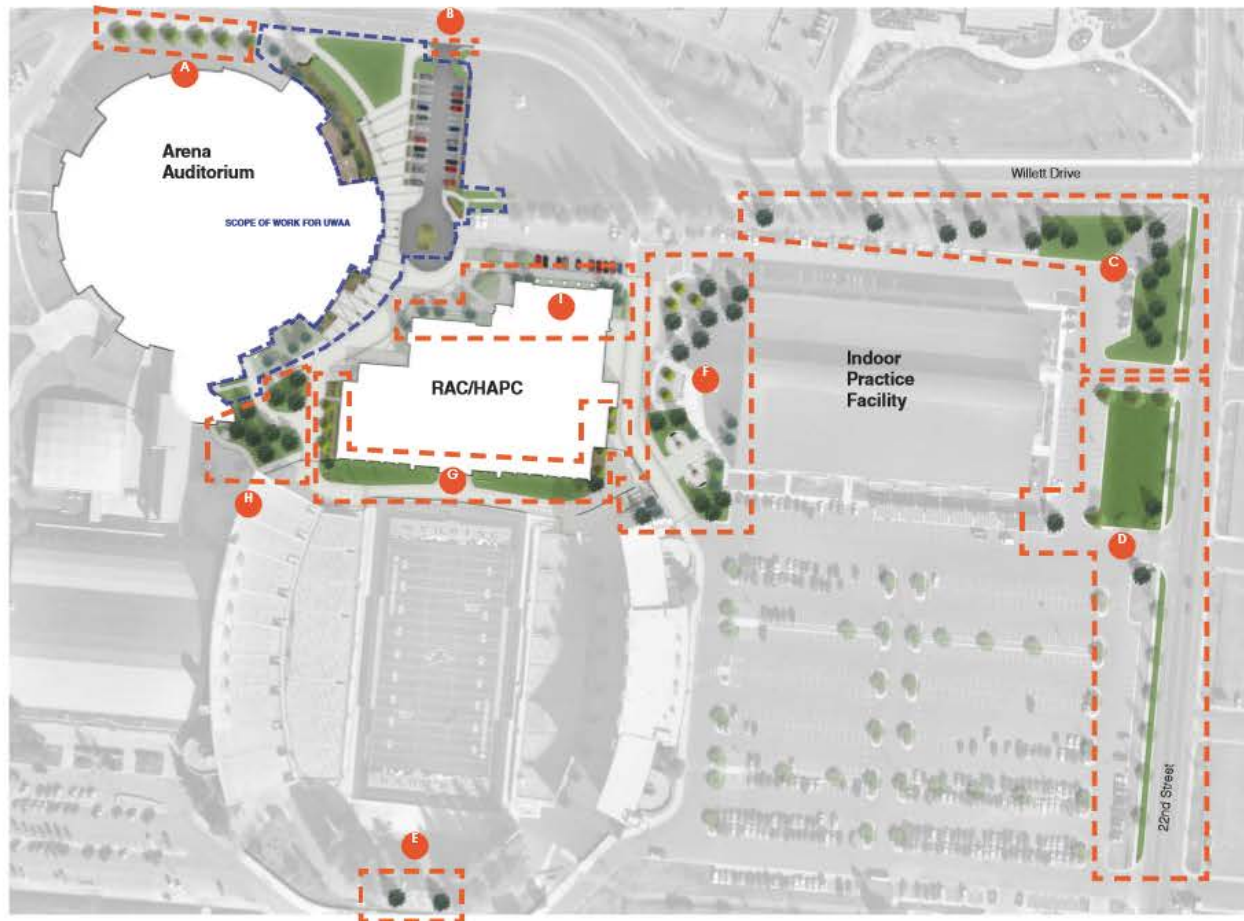
Board approval or disapproval of the athletics landscaping master plan.

PROPOSED MOTION

I move to approve the athletics landscaping master plan, as recommended by the Facilities Contracting Committee and the Exterior Design Advisory Committee.

PRESIDENT'S RECOMMENDATION:

The President recommends approval.



PLANT PALETTE

EVERGREEN TREES

- Blue Spruce

DECIDUOUS TREES

- Plains Cottonwood
- Canadian Chokecherry
- Swedish Columnar Aspen

SHRUBS

- Cotoneaster
- Potentilla

Cost Breakdown per Area | December 15, 2017

limegreen
DESIGN

Landscape Master Plan for University of Wyoming Athletic Area

Laramie, WY

Athletics Master Plan Improvements
Phase 1 Preliminary Opinion of Probable Costs

December 15, 2017

Prepared by Lime Green Design, Inc.



No.	Description	Qty.	Unit	Unit Cost	Total	
A Area A-Streetscape on west side of Willett						
1.1	Deciduous tree (2.5") including irrigation	6	EA	\$700.00	\$4,200	
					\$4,200	TOTAL
B Area B-Monuments at Entrance off Willett Drive						
2.1	Sandstone monument with cowboy sandblast	2	EA	\$4,250.00	\$8,500	
					\$8,500	TOTAL
C Area C-Sod and irrigation at Willett + 22nd Street						
3.1	Demo cobble	9,625	SF	\$0.50	\$4,813	
3.2	Soil Prep	9,625	SF	\$1.00	\$9,625	
3.3	Sod	9,625	SF	\$1.00	\$9,625	
3.4	Irrigation	9,625	SF	\$1.50	\$14,438	
3.5	Evergreen tree (mix of 6', 8' and 10' ht.) including irrigation	14	EA	\$650.00	\$9,100	
3.6	Evergreen tree (12-14' ht. balled and burlapped) including irrigation	2	EA	\$1,400.00	\$2,800	
3.7	Wood mulch	840	SF	\$1.50	\$1,260	
					\$51,660	TOTAL
D Area D-Landscape Improvements on detention pond + 22nd Street						
4.1	Demo cobble	4,450	SF	\$0.50	\$2,225	
4.2	Demo dryland grass	10,000	SF	\$0.50	\$5,000	
4.3	Sandstone monument with cowboy sandblast	2	EA	\$4,250.00	\$8,500	
4.4	Soil Prep	20,150	SF	\$1.00	\$20,150	
4.5	Sod	19,150	EA	\$1.00	\$19,150	
4.6	Irrigation for sod	19,150	EA	\$1.50	\$28,725	
4.7	Deciduous tree (2.5") including irrigation	4	EA	\$700.00	\$2,800	
4.8	Evergreen tree (12' ht. balled and burlapped) including irrigation	3	EA	\$1,400.00	\$4,200	
					\$90,750	TOTAL
E Area E-South side of Stadium						
5.1	Evergreen tree (8' ht.) including irrigation	2	EA	\$650.00	\$1,300	
					\$1,300	TOTAL
F Area F-Landscape around Veteran's memorial						
7.1	Evergreen tree (mix of 6', 8' and 10' ht.) including irrigation	20	EA	\$650.00	\$13,000	
7.2	Deciduous tree (2.5") including irrigation	5	EA	\$700.00	\$3,500	
					\$16,500	TOTAL
G Area G-Landscape around HAPC-artificial turf						
8.1	Soil Prep	3,000	SF	\$1.00	\$3,000	
8.2	Deciduous tree (2.5") including irrigation	7	EA	\$700.00	\$4,900	
8.3	Evergreen tree (mix of 6', 8' and 10' ht.) including irrigation	2	EA	\$650.00	\$1,300	
8.4	Shrub (5 gallon) including irrigation	80	EA	\$60.00	\$4,800	
8.5	Ornamental Grasses (1 gallon) including irrigation	10	EA	\$35.00	\$350	
8.6	Artificial turf	8,600	SF	\$9.00	\$77,400	
8.7	Wood mulch	3,000	SF	\$1.50	\$4,500	
					\$96,250	TOTAL
H Area H-Add evergreen trees						
9.1	Soil Prep	8,000	SF	\$1.00	\$8,000	
9.2	Sod	8,000	EA	\$1.00	\$8,000	
9.3	Irrigation for sod	8,000	EA	\$1.50	\$12,000	
9.4	Evergreen tree (12-14' ht. balled and burlapped) including irrigation	9	EA	\$1,400.00	\$12,600	
					\$40,600	TOTAL
I Area I-North side of HAPC/RAC						
10.1	Evergreen tree (mix of 6', 8' and 10' ht.) including irrigation	9	EA	\$650	\$5,850	
10.2	Shrub (5 gallon) (or mugo like large shrub) including irrigation	40	EA	\$60.00	\$2,400	
10.3	Soil Prep	1,800	SF	\$1.00	\$1,800	
10.4	Sod	1,800	SF	\$1.00	\$1,800	
10.5	Irrigation for sod	300	SF	\$1.50	\$450	
					\$12,300	TOTAL
TOTAL OF PHASE 1 LANDSCAPE IMPROVEMENTS						
					\$322,060.00	SUBTOTAL
20% contingency					\$64,412.00	
					\$386,472.00	TOTAL

Assumptions:

1. Raw materials costs are based on February 2017 prices and paving costs provided by UW based.
2. Total does not include mobilization costs
3. It is assumed that infrastructure of irrigation system can support additional zones (including mainline, sleeve and controller.)
4. The following numbers were used for to adjust HPAC site improvements:

4" asphalt paving with 6" base	\$6.20/SF
6" concrete paving with 6" base	\$7.70/SF
5" concrete paving with 5" base	\$7.20/SF
concrete curb and gutter	\$45/LF
perm pave with 22" base course	\$15/SF

AGENDA ITEM TITLE:

Consideration and Action: High Altitude Performance Center (HAPC) Change Order,
Davis/Kibbon

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The Branding and Graphics package for the Mick and Susie McMurry High Altitude Performance Center called for custom 3-Form ceiling hung 'WYOMING' lettering in the new Football Locker room. Given the size, weight, and complexity of the structural mounting required to hang the lettering, the bidders for the Branding and Graphics package were hesitant to provide pricing. We removed the scope of work from the Branding and Graphics installer during the advertisement and bidding process and had our CMAR, GE Johnson Construction, price the procurement and installation of the lettering. GE Johnson proposes to furnish and install the lettering for \$60,295.00. Our Branding and Graphics budget for this project is \$601,950.00. Following advertisement and bid opening we awarded the full Branding and Graphics package to Rainier Industries for \$411,097.00. With this change, the balance remaining in our Branding and Graphics budget is: \$130,558.00.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

- March 2015 – Board of Trustees approved the architect/engineering firm of Pappas and Pappas Architects, Cheyenne, Wyoming, in association with DLR Group, Denver, Colorado.
- September 2015 – Board of Trustees approved the Construction Manager at Risk firm, GE Johnson Construction Wyoming.
- February 2016 – Board of Trustees approved naming of the "Mick and Suzie McMurry High Altitude Performance Center".
- March 2016 – Board of Trustees approved the exterior design of the Mick and Suzie McMurry High Altitude Performance Center.
- July 2017 – Board of Trustees approved entering into a construction change directive for the installation of the audio visual/information technology equipment.
- August 2017 – Board of Trustees approved executing construction change directives for all changes not-to-exceed \$50,000 per occurrence and in the cumulative amount of the Owner's construction contingency.
- November 2017 – Board of Trustees approved executing change orders for furnishing and installing the entire audio visual and information technology package, \$813,342.00, and procurement and installation of the entire food service/kitchen equipment package, \$314,053.00.

WHY THIS ITEM IS BEFORE THE BOARD:

UW Regulation 1-102(B) requires that any change order to a Construction Manager-at-Risk contract over \$25,000 requires Board approval.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval to execute a change order to GE Johnson, using the project's Branding and Graphics line item to cover the cost, increasing GE Johnson's construction contract in the amount of \$60,295.00.

PROPOSED MOTION

I move to allow Administration to execute a change order to GE Johnson Construction in the amount of \$60,295.00 to furnish and install the 3- Form WYOMING lettering in the Football Locker room for the Mick and Suzie McMurtry High Altitude Performance Center project.

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

AGENDA ITEM TITLE:

Consideration and Action: Science Initiative Delivery Method, Synakowski/Kibbon

CHECK THE APPROPRIATE BOX(ES):

☐ Work Session

☐ Education Session

☐ Information Item

☒ Other

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

In 2014, Governor Mead and the Wyoming Legislature, challenged the University of Wyoming to develop a plan to address outdated science laboratories at UW and improve the quality of instruction and research in the sciences at UW. A task force, appointed by Governor Mead and informed by faculty representatives, developed a transformational vision for UW's foundational science programs in Botany, Zoology & Physiology, Molecular Biology, Chemistry, Physics & Astronomy. The plan created by the Science Initiative Task Force charted a clear course for these science programs to rise to top-quartile status in the nation, and builds upon Wyoming's STEM initiatives.

In December of 2016, UW commenced with Level II/III planning and design in consultation with GSG Architecture and Perkin + Will. This effort includes laboratory, active learning classroom, greenhouse, and support space layout. As the design progresses, it is appropriate to determine the projects construction delivery method and to inform the design team of the selection.

It is not expected that funding will be officially secured until approximately July 1, 2018; however, it is in the University's best interests to identify and have the Board approve a specific construction delivery method so that the design team can more effectively approach its cost estimating for the project, needed level of design detail, and make a determination regarding any potential additive/deductive alternates for construction based on the identified budget for construction.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None

WHY THIS ITEM IS BEFORE THE BOARD:

The Board, after review and recommendation by the Facilities Contracting Committee, is required to select the construction delivery method for capital construction projects, pursuant to paragraph 6 of the Trustees *Project Development Policy and Procedure for UW Capital Construction for Major Projects*, which states: "The Vice President for Administration, subject to the approval of the President, shall submit a recommendation for construction delivery method to the Facilities Contracting Committee for review prior to the submission to the Board."

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the recommendation of the Board's Facilities Contracting Committee for selection of the construction delivery method for the Science Initiative project.

PROPOSED MOTION

I move to approve the recommendation made by the Facilities Contracting Committee regarding the selection of the construction delivery method for the Science Initiative project.

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

AGENDA ITEM TITLE:

Consideration and Action: Science Initiative Budget and Scope Update, Synakowski/Kibbon

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The Science Initiative project programming and exterior design is complete. The schematic design package was submitted to the University on December 13, 2017. Simultaneously, the schematic design package was submitted to the design team's cost consultant. The updated cost estimate will be provided to the Facilities Contracting Committee during the meeting. The project construction budget is \$71,000,000.00.

There are three phases of the design process: 1. Schematic Design 2. Preliminary Design 3. Construction Documents. It is imperative that budget, scope, and schedule are aligned prior to moving from design phase one to two, because the level of design effort to make reductions to scope, and therefore budget, in phase two is considerably greater as the documents become refined. Administration has worked with the design and estimating consultants and the Vice President of Research and Economic Development to provide solutions to close the delta between the budget and estimated construction cost. The following are in prioritized order and will have estimated cost saving associated with each at the Facilities Contracting Committee meeting:

1. Shell the clean room space
2. Shell the vivarium
3. Reduce the square footage of the head house
4. Shell out the third floor laboratory
 - a. Construct all hard partitions within the third floor laboratory and not outfit the space
5. Reduce overall laboratory square footage, and thus building square footage, by 10'-6" or 21'-0"

The priorities are based on two discussion points. First, the team wanted to minimize the impact to researchers, thus shelling space that will impact the fewest number of faculty. Two, keep as much of the footprint available for future fit-out as possible.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

May 2015 – Board of Trustees approved contracting with the highest-ranked Architect/Engineer team, GSG Architects of Casper for Level I and Level II services

November 2017 – Board approved the exterior of the building less the greenhouses on the roof.

WHY THIS ITEM IS BEFORE THE BOARD:

Information update

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION

N/A

PRESIDENT'S RECOMMENDATION:

N/A

AGENDA ITEM TITLE:

Consideration and Action: Science Initiative Greenhouse Renderings, Synakowski/Kibbon

CHECK THE APPROPRIATE BOX(ES):

☐ Work Session

☐ Education Session

☐ Information Item

☒ Other

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

At the November 2017 Board meeting the Board of Trustees approved the exterior design of the Science Initiative Building as approved by the project's Exterior Design Advisory Committee and the Facilities Contracting Committee. However, the Trustees required additional renderings that more clearly define what the greenhouses will look like when construction is complete.

GSG Architecture and Perkins + Will delivered the revision, which was sent to the members of the Exterior Design Committee for comment. The revised images satisfied those on the committee. Administration is seeking final approval of the revised Science Initiative rendering reflecting an image of what the final state of the greenhouses will be.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

March 22, 2017 - The Exterior Design Advisory Committee was established.

November 15, 2017 – The Board approved the exterior of the Science Initiative Exterior with the exception of approving the design of the greenhouses as shown in the November trustee packet.

WHY THIS ITEM IS BEFORE THE BOARD:

The Greenhouse house images have been revised to reflect how they will appear when construction is complete.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the Science Initiative greenhouses.

PROPOSED MOTION

I move to approve the design of the exterior for greenhouses of Science Initiative facilities, as recommended by the Facilities Contracting Committee and the Exterior Design Advisory Committee.

PRESIDENT'S RECOMMENDATION:

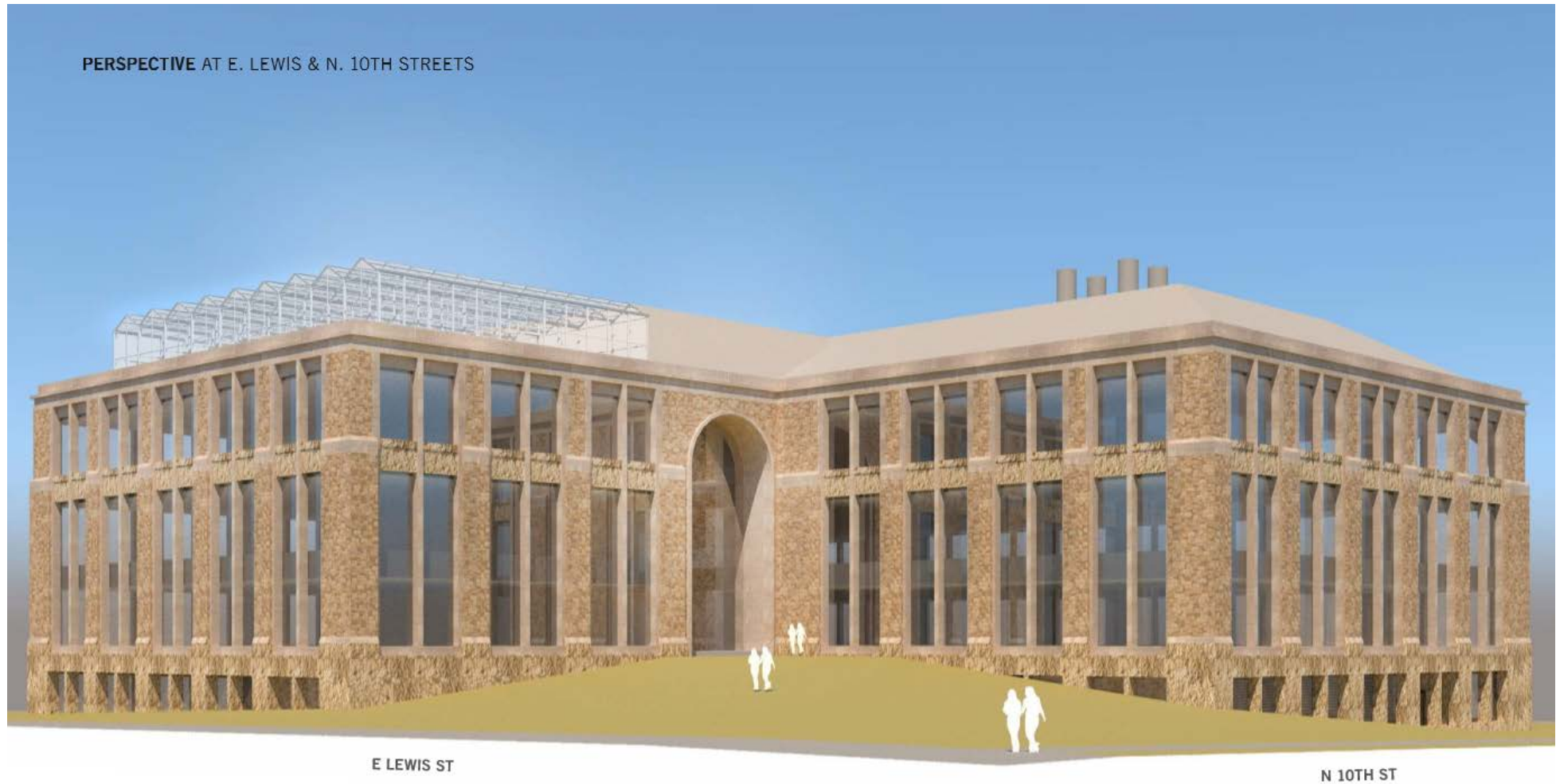
The President recommends approval.

UNIVERSITY OF WYOMING SCIENCE INITIATIVE EXTERIOR BUILDING

DECEMBER 12TH, 2017

PERKINS+WILL

GSGarchitecture







PERSPECTIVE AT E. LEWIS & N. 10TH STREETS



PERSPECTIVE AT N. 9TH & E. LEWIS STREETS



PERSPECTIVE AT E. BRADLEY & N. 9TH STREETS



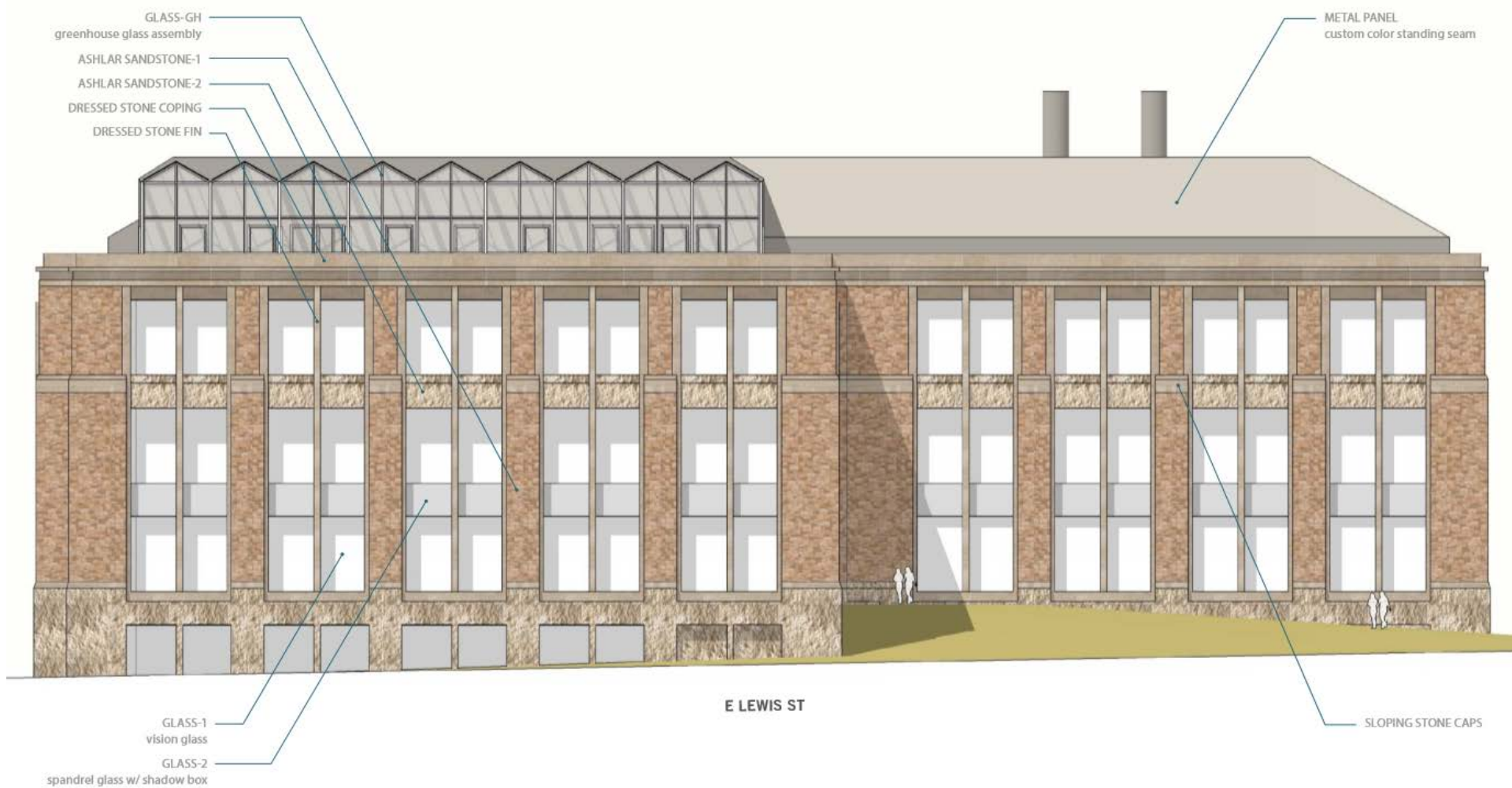
PERSPECTIVE AT E. BRADLEY & N. 10TH STREETS



EAST ELEVATION ON N. 10TH STREET



SOUTH ELEVATION ON E. LEWIS STREET



WEST ELEVATION ON N. 9TH STREET



NORTH ELEVATION ON E BRADLEY STREET



University of Wyoming Science Initiative, Exterior Building, December 12th, 2017

PERKINS+WILL | GSGarchitecture

THANK-YOU

AGENDA ITEM TITLE:

Consideration and Action: Grant of Easement to the City of Laramie for the Jacoby Ridge Rural Trail, Davis/Decker

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

This agenda item is to request approval of an easement for a public rural trail, shared parking area, and associated access near the University's Jacoby Golf Course. The Jacoby Ridge Rural Trail is a collaborative project between the University of Wyoming and the City of Laramie.

The trail is located on the undeveloped land owned by the University east of Jacoby Golf Course. The trail consists of a 2.35 mile, multi-use crusher fine trail including informational kiosk, resting benches, and distance markers. Additional improvements include post and cable fencing and signage to deter unauthorized vehicular traffic and illegal dumping on the property.

The Jacoby Golf Course upper parking lot located east of the circle drive near the clubhouse is the shared parking area (parking area outlined in yellow on the attached map). The upper parking lot serves as a trailhead for the trail to alleviate on-street parking and provides an organized parking area for both golf and trail patrons.

An as-built survey with legal descriptions of the trail, parking area, and associated access areas has been completed to formalize the grant of easement. The grant of easement descriptions consist of four components:

1. Description of the trail;
2. Description of the parking area;
3. Description of the access to the trail from the parking area; and
4. Description of the access to the parking area from Willett Drive.

The easement grants non-exclusive use of the easement area for a public rural trail, shared parking area, and access for trail users, in addition to maintenance by the City. The easement is for a term of 15-years with an extension for an additional 10 years as mutually agreed to by written agreement between the parties. The location of the easement can be moved to an alternate location as agreed to by the parties and improvements must be approved by the University in writing.

The originally proposed trail easement was approved by the Board in 2014 at no cost to the City of Laramie given the public benefit the project provides to the community, but was not signed or recorded. As a result, the prior easement was rescinded and a new easement re-drafted.

At the December 5, 2017 City of Laramie Council Meeting, the City Council approved the grant of easement and authorized the Mayor and Clerk to sign. The signed Grant of Easement has been received by the University for approval and signature (attached).

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

At the January 2014 Board meeting, the Board of Trustees discussed the trail project and recommended the agreement with the City of Laramie be modified from a license agreement to a term easement. At the June 2014 Board meeting, the Board of Trustees approved a 15-year term easement for the trail. At the July 2017 Board meeting, the Board of Trustees approved withdrawing execution of the trail easement and directed the University to notify the City that the Board of Trustees withdrew execution pending the negotiation of a new agreement.

WHY THIS ITEM IS BEFORE THE BOARD:

Pursuant to Wyoming Statute 21-17-204, the Board of Trustees “may possess and use for the benefit of the institution all property of the university” and may “hold, manage, lease or dispose of, according to law, any real or personal estate as is conducive to the welfare of the institution.”

The administration has finalized negotiations of a 15-year term easement for the multi-use trail, parking area, and access. The administration requests that the Facilities Contracting Committee recommend to the full Board approval of the grant of easement on University land near Jacoby Golf Course to the City of Laramie, if determined appropriate by the Facilities Contracting Committee.

ACTION REQUIRED AT THIS BOARD MEETING:

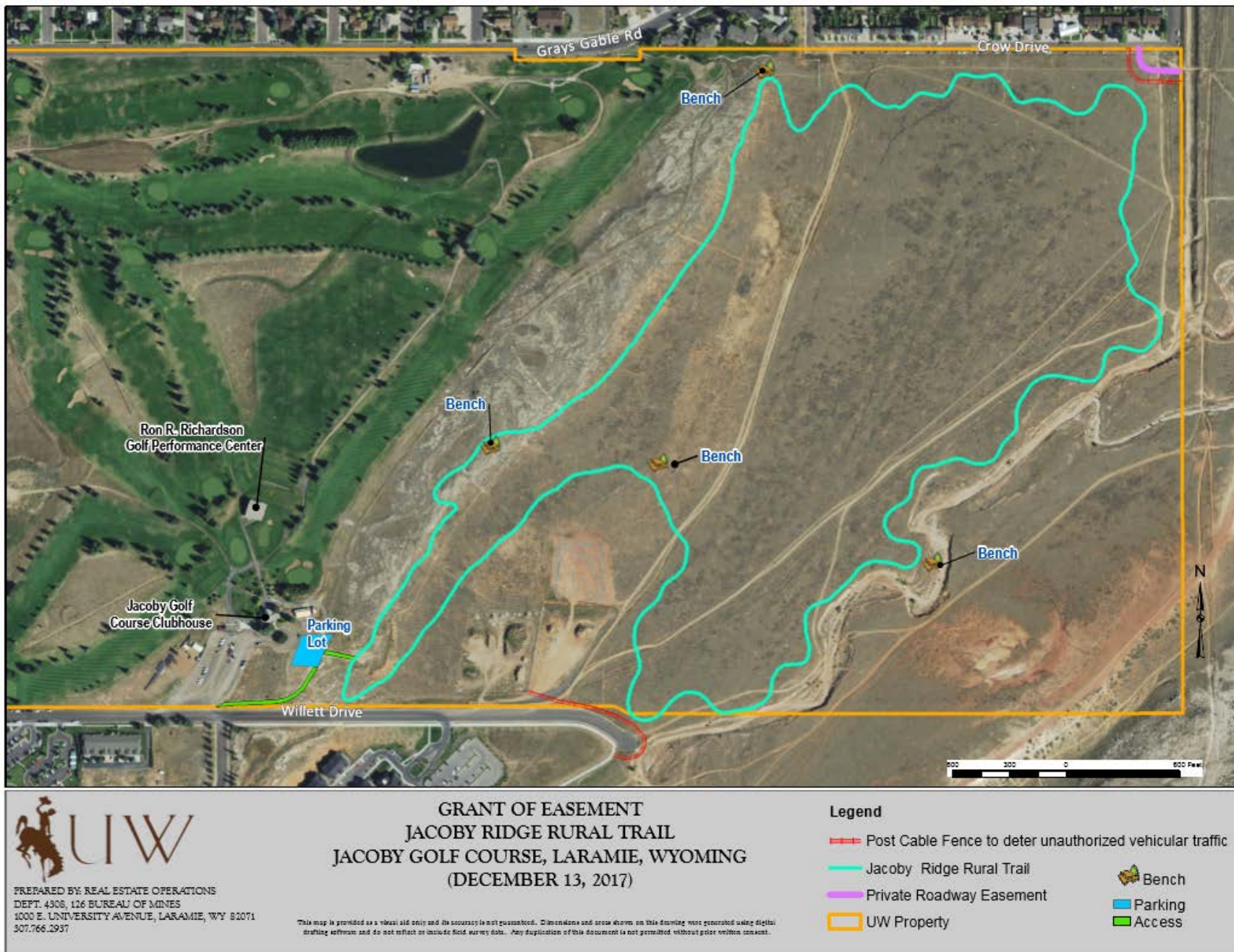
Board approval or disapproval of the recommendation of the Board’s Facilities Contracting Committee.

PROPOSED MOTION:

“I move to authorize Administration to execute the grant of easement to the City of Laramie for the multi-use trail, parking area, and access on University land near Jacoby Golf Course as presented to the Board.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval.



GRANT OF EASEMENT

The Trustees of the University of Wyoming (hereinafter referred to as "GRANTOR"), whose contact information for purposes of this Easement is Real Estate Operations, Dept. 4308, 1000 E. University Ave., Laramie, Wyoming 82071, for and in consideration of Ten Dollars (\$10.00) and other good and valuable consideration in hand paid, receipt of which is hereby acknowledged and confessed, hereby grants and conveys to the City of Laramie, Wyoming, (hereinafter referred to as "GRANTEE"), a municipal corporation, whose address is 406 Iverson Street, Laramie, Wyoming 82070, its successors and assigns, non-exclusive easements for a term of fifteen (15) years, commencing on the date of the last signature affixed hereto, upon a tract of land which is more particularly described as follows:

Easements located in the North ½ of Section 35, Township 16 North, Range 73 West, of the 6th P.M., Albany County, Wyoming.

The legal descriptions for said easements include and are more fully described as follows:

1. Access to Parking Lot Easement for Jacoby Trail from Willett Drive, as set forth in Exhibit A;
2. Parking Lot Easement for Jacoby Trail, as set forth in Exhibit B;
3. Access to Jacoby Ridge Rural Trail Easement from Parking Lot, as set forth in Exhibit C; and
4. Jacoby Ridge Rural Trail Easement, as set forth in Exhibit D.

These descriptions are based on a survey done by and under the authority of David G. Hammond, Wyoming Registered Land Surveyor No. 2337, certified September 14, 2017 and are attached and incorporated herein.

USES AND OBLIGATIONS:

1. GRANTEE warrants that this Easement shall be used for a public rural trail and shared parking area, including the right to construct, reconstruct, repair, and maintain said rural trail and parking area, together with the right of ingress and egress to and from said land.
2. Paths to and from the land shall follow existing roadways for any and all purposes necessary and incident to this easement by said GRANTEE.

3. GRANTEE shall not enclose or fence said easement without the express written consent of GRANTOR.
4. GRANTEE shall reclaim and restore the surface within the easement and upon adjacent lands damaged due to construction, repair, maintenance or any other activities of the GRANTEE during the term of the easement.
5. GRANTEE shall restore the land to as close to the condition as existed at time of granting of the easement and to reasonable satisfaction of the GRANTOR.
6. Any and all improvements to the described easement shall be approved in advance by GRANTOR in writing.
7. This grant of easement is subject to any and all other easements, encumbrances, reservations, restrictions, rights-of-way, and agreements regarding said land presently of record in the office of the Albany County Clerk.

RESERVATION OF RIGHTS

GRANTOR reserves the right to otherwise use said land for any and all legal purposes consistent with the GRANTEE'S rights under this easement, provided that GRANTOR shall not construct or cause to be constructed any permanent improvements or structures over the easement without prior written consent of the GRANTEE. Should GRANTOR determine that the easement location needs to be moved and/or GRANTOR desires to construct improvements on said land, then GRANTOR shall notify GRANTEE and the parties shall negotiate in good faith to determine a mutually acceptable alternate Easement location. Any resulting easement re-locations shall be at GRANTOR's sole cost and expense.

GENERAL PROVISIONS

This Easement may only be modified by written agreement between GRANTOR and GRANTEE. GRANTOR and GRANTEE may extend this term easement for an additional term of ten (10) years as mutually agreed to by written agreement.

This Easement shall run with the land and shall burden the property described above through

the successions of title of GRANTOR during the term of this Easement and shall only be released upon expiration of the term or upon written agreement between GRANTOR and GRANTEE. GRANTOR shall not assign nor transfer any of GRANTEE's rights under this easement without the express written consent of GRANTOR.

GRANTEE shall, to the extent allowed by law, indemnify GRANTOR for all damages caused to GRANTOR as a result of GRANTEE's negligent exercise of the rights and privileges granted herein.

Neither GRANTOR nor GRANTEE waive their sovereign immunity or governmental immunity by entering into this Easement and each fully retain all immunities and defenses provided by law with regard to any action based on this Easement.

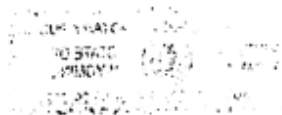
Any actions or claims against GRANTOR or GRANTEE under this Easement must be in accordance with and are controlled by the Wyoming Governmental Claims Act, W.S. 1-39-101 et seq. (1977) as amended.

GRANTOR and GRANTEE hereto agree that (i) the laws of Wyoming shall govern this Agreement, (ii) any questions arising hereunder shall be construed according to such laws, and (iii) this Agreement has been negotiated and executed in the State of Wyoming and is enforceable in the courts of Wyoming.

IN WITNESS WHEREOF, these presents have been executed by the undersigned this ____ day of _____, 20__.

GRANTOR:
TRUSTEES OF THE UNIVERSITY OF WYOMING

By: _____
William Mai
Vice President for Administration
Deputy Treasurer, Board of Trustees



ACKNOWLEDGEMENT

STATE OF WYOMING)
) SS
COUNTY OF ALBANY)

The foregoing instrument was acknowledged before me by William Mai as Vice President for Administration and Deputy Treasurer, Board of Trustees of the University of Wyoming, this ____ day of _____, 20__.

Witness my hand and official seal.

Notary Public

My Commission expires: _____.

GRANTEE:
CITY OF LARAMIE, WYOMING:

By: Andi Summerville
Andi Summerville, Mayor and President of the
City Council

Attest: Angie Johnson
Angie Johnson, ~~CMC~~
City Clerk

ACKNOWLEDGEMENT

STATE OF WYOMING)
) SS
COUNTY OF ALBANY)

The foregoing instrument was acknowledged before me by Andi Summerville and Angie Johnson, this 8 day of December, 2017.

Witness my hand and official seal.



Nancy Bartholomew
Notary Public

My Commission expires: June 29, 2020.

GRANT OF EASEMENT BETWEEN
THE CITY OF LARAMIE, WYOMING AND UNIVERSITY OF WYOMING
PAGE 4 OF 4

EXHIBIT A
HAMMOND LAND SURVEYING, INC.

PHONE: 307-460-1441
MAILING: P.O. BOX 471
LARAMIE, WYOMING 82073

September 14, 2017
Revised October 9, 2017

ACCESS TO PARKING LOT EASEMENT FOR JACOBY TRAIL
FROM WILLETT DRIVE

"A strip of land 20 feet wide in Section 35, Township 16 North, Range 73 West, of the 6th P.M., Albany County, Wyoming the centerline of which is more particularly describes as follows:

Access easement "A"

Beginning at a point that bears S 17° 40' 42" W, 2433.84 feet from the north 1/4 corner of Section 35, and S 23° 41' 34" W, 143.62 feet from the north 1/4 corner. Said north 1/4 corner is a 2-1/2" Aluminum Cap set by Associated Engineers;
THENCE S 31° 05' 22" W, 99.14 feet;
THENCE S 48° 22' 41" W, 40.80 feet;
THENCE S 63° 48' 25" W, 34.44 feet;
THENCE S 76° 17' 35" W, 21.10 feet;
THENCE S 83° 44' 00" W, 43.08 feet;
THENCE S 87° 44' 48" W, 178.04 feet;
THENCE S 63° 35' 59" W, 58.52 feet to the north back of curb line of Willett Drive the point of ending;

Access easement "B"

Beginning at a point that bears S 17° 40' 42" W, 2433.84 feet from the north 1/4 corner of Section 35, and S 23° 41' 34" W, 143.62 feet and N 86° 50' 06" W, 106.86 feet from the north 1/4 corner. Said north 1/4 corner is a 2-1/2" Aluminum Cap set by Associated Engineers;

THENCE S 06° 40' 35" E, 90.31 feet;
THENCE S 08° 52' 00" E, 25.30 feet;
THENCE S 34° 11' 25" W, 22.24 feet to a point in the centerline of Access easement "A"
The point of ending;

Said strips of land contain 0.28 acres more or less with the Bearings referenced to the North line of the Northeast 1/4 of Section 35 as bearing S 89° 52' 39" W."

EXHIBIT B

HAMMOND LAND SURVEYING, INC.

PHONE: 307-460-1441
MAILING: P.O. BOX 471
LARAMIE, WYOMING 82073

September 14, 2017

PARKING LOT EASEMENT FOR JACOBY TRAIL

"A tract of land in Section 35, Township 16 North, Range 73 West, of the 6th P.M., Albany County, Wyoming, the centerline of which is more particularly describes as follows:

Beginning at a point that bears S 17° 40' 42" W, 2433.84 feet from the north 1/4 corner of Section 35.
Said north 1/4 corner is a 2-1/2" Aluminum Cap set by Associated Engineers;
THENCE S 23° 41' 34" W, 143.62 feet;
THENCE N 86° 50' 06" W, 106.86 feet;
THENCE N 20° 33' 41" E, 126.14 feet;
THENCE N 86° 25' 14" E, 120.35 feet to the point of beginning;

Said tract of land contains 0.32 acres more or less with the Bearings referenced to the North line of the Northeast ¼ of Section 35 as bearing S 89° 52' 39" W.

EXHIBIT C

HAMMOND LAND SURVEYING, INC.

PHONE: 307-460-1441
MAILING: P.O. BOX 471
LARAMIE, WYOMING 82073

October 6, 2017

ACCESS TO JACOBY RIDGE RURAL TRAIL EASEMENT
FROM PARKING LOT

"A strip of land 20 feet wide in Section 35, Township 16 North, Range 73 West, of the 6th P.M., Albany County, Wyoming the centerline of which is more particularly describes as follows:

Beginning at a point that bears S 17° 40' 42" W, 2433.84 feet from the north 1/4 corner of Section 35, and S 23° 41' 34" W, 82.67 feet from the north 1/4 corner. Said north 1/4 corner is a 2-1/2" Aluminum Cap set by Associated Engineers. Said Point of Beginning is on the west line of the Parking Lot Easement;

THENCE S 78 21' 08" E, 134.86 feet to the centerline of the Jacoby Ridge Rural Trail, the point of ending for this easement;

Said strip of land contain 0.06 acres more or less with the Bearings referenced to the North line of the Northeast ¼ of Section 35 as bearing S 89° 52' 39" W."

EXHIBIT D
HAMMOND LAND SURVEYING, INC.

PHONE: 307-460-1441
MAILING: P.O. BOX 471
LARAMIE, WYOMING 82073

September 14, 2017
Revised October 9, 2017

JACOBY RIDGE RURAL TRAIL EASEMENT
ON
UNIVERSITY OF WYOMING LAND

"A strip of land 20 feet wide in Section 35, Township 16 North, Range 73 West, of the 6th P.M., Albany County, Wyoming, the centerline of which is more particularly describes as follows:

Beginning at a point that bears S 26° 35' 42" W, 313.95 feet from the northeast corner of Section 35. Said northeast corner is a 3-1/4" Pipe Monument set by Associated Engineers;
THENCE S 21° 03' 48" W, 83.33 feet;
THENCE S 19° 32' 50" W, 32.58 feet;
THENCE S 03° 02' 41" W, 94.13 feet;
THENCE S 14° 27' 46" W, 71.67 feet;
THENCE S 23° 31' 46" W, 88.67 feet;
THENCE S 10° 45' 54" E, 55.68 feet;
THENCE S 31° 00' 42" E, 40.95 feet;
THENCE S 03° 10' 23" E, 46.97 feet;
THENCE S 26° 33' 54" E, 79.16 feet;
THENCE S 13° 11' 53" W, 23.21 feet;
THENCE S 52° 25' 15" W, 27.60 feet to the beginning of a 84° 54' 40" Degree Curve with a radius of 67.48 feet, the chord of which bears S 14° 56' 28" E, 103.69 feet;
THENCE along the curve Arc Length of 118.25 feet;
THENCE S 60° 29' 53" E, 49.04 feet to the beginning of a 52° 52' 22" Degree Curve with a radius of 108.37 feet, the chord of which bears S 12° 18' 02" W, 205.14 feet;
THENCE along the curve Arc Length of 269.24 feet;
THENCE N 67° 25' 05" W, 52.72 feet to the beginning of a 70° 31' 40" Degree Curve with a radius of 81.24 feet, the chord of which bears S 41° 37' 57" W, 135.04 feet,
THENCE along the curve Arc Length of 159.42 feet to the beginning of a 113° 47' 42" Degree Curve with a radius of 50.35 feet, the chord of which bears S 55° 11' 10" W, 72.89 feet;
THENCE along the curve Arc Length of 81.51 feet;
THENCE N 77° 56' 44" W, 123.08 feet to the beginning of a 36° 00' 44" Degree Curve with a radius of 159.10 feet, the chord of which bears S 52° 02' 22" W, 201.79 feet;
THENCE along the curve Arc Length of 218.58 feet;
THENCE S 04° 38' 38" W, 91.78 feet;
THENCE S 35° 21' 57" W, 136.85 feet to the beginning of a 54° 02' 37" Degree Curve with a radius of 106.02 feet, the chord of which bears S 88° 26' 57" W, 129.27 feet;;
THENCE along the curve Arc Length of 138.98 feet;

THENCE N 81° 06' 47" W, 27.83 feet;
THENCE S 70° 04' 03" W, 86.27 feet;
THENCE S 80° 52' 48" W, 64.92 feet;
THENCE S 34° 47' 52" W, 45.91 feet;
THENCE S 10° 00' 47" W, 66.72 feet;
THENCE S 29° 16' 53" W, 24.53 feet;
THENCE S 56° 18' 07" W, 93.02 feet to the beginning of a 92° 33' 19" Degree Curve with a radius of 61.90 feet, the chord of which bears S 20°04' 52" E, 116.47 feet;
THENCE along the curve Arc Length of 151.64 feet;
THENCE S 84° 02' 55" E, 58.34 feet to the beginning of a 99° 56' 41" Degree Curve with a radius of 57.33 feet, the chord of which bears S 43°22' 59" W, 112.97 feet;
THENCE along the curve Arc Length of 199.75 feet to the beginning of a 47° 24' 10" Degree Curve with a radius of 120.87 feet, the chord of which bears S 81°58' 05" W, 132.03 feet;
THENCE along the curve Arc Length of 139.67 feet;
THENCE S 38° 14' 18" W, 59.46 feet to the beginning of a 31° 49' 01" Degree Curve with a radius of 180.08 feet, the chord of which bears S 53°36' 29" W, 160.63 feet;
THENCE along the curve Arc Length of 166.49 feet to the beginning of a 67° 30' 08" Degree Curve with a radius of 84.88 feet, the chord of which bears S 26°22' 32" W, 124.84 feet;
THENCE along the curve Arc Length of 140.27 feet;
THENCE S 14° 32' 59" E, 71.45 feet to the beginning of a 125° 32' 39" Degree Curve with a radius of 45.64 feet, the chord of which bears S 32°49' 17" W, 74.79 feet;
THENCE along the curve Arc Length of 87.65 feet;
THENCE N 89° 44' 37" W, 52.50 feet to the beginning of a 76° 37' 33" Degree Curve with a radius of 74.77 feet, the chord of which bears S 44°39' 02" W, 73.49 feet;
THENCE along the curve Arc Length of 76.83 feet to the beginning of a 47° 58' 57" Degree Curve with a radius of 119.41 feet, the chord of which bears S 33°56' 54" W, 149.19 feet;
THENCE along the curve Arc Length of 161.15 feet;
THENCE S 81° 42' 30" W, 117.26 feet;
THENCE N 69° 56' 26" W, 31.99 feet;
THENCE N 40° 51' 25" W, 66.74 feet to the beginning of a 50° 07' 08" Degree Curve with a radius of 114.32 feet, the chord of which bears S 69°24' 58" W, 184.32 feet;
THENCE along the curve Arc Length of 214.38 feet to the beginning of a 72° 30' 29" Degree Curve with a radius of 79.02 feet, the chord of which bears N 56°40' 45" W, 155.88 feet;
THENCE along the curve Arc Length of 222.09 feet;
THENCE N 26° 01' 14" E, 91.80 feet;
THENCE N 03° 36' 05" E, 28.66 feet;
THENCE N 15° 15' 15" W, 73.26 feet to the beginning of a 42° 29' 07" Degree Curve with a radius of 134.86 feet, the chord of which bears N 15°51' 05" E, 146.39 feet;
THENCE along the curve Arc Length of 154.74 feet to the beginning of a 39° 34' 18" Degree Curve with a radius of 144.79 feet, the chord of which bears N 46°44' 13" E, 81.42 feet;
THENCE along the curve Arc Length of 82.53 feet to the beginning of a 68° 25' 45" Degree Curve with a radius of 83.73 feet, the chord of which bears N 25°15' 44" E, 64.91 feet;
THENCE along the curve Arc Length of 66.65 feet to the beginning of a 46° 28' 07" Degree Curve with a radius of 123.30 feet, the chord of which bears N 23 28'15" E, 181.21 feet;
THENCE along the curve Arc Length of 203.55 feet;
THENCE N 41° 02' 46" W, 75.75 feet;
THENCE N 19° 58' 43" W, 61.55 feet;
THENCE N 31° 16' 38" W, 60.48 feet;
THENCE N 16° 03' 20" W, 55.68 feet;
THENCE N 60° 00' 58" W, 83.24 feet;

THENCE N 52° 06' 49" W, 43.97 feet;
THENCE N 84° 34' 19" W, 44.40 feet;
THENCE S 74° 35' 26" W, 74.89 feet;
THENCE S 82° 26' 47" W, 82.92 feet;
THENCE S 68° 35' 24" W, 35.34 feet;
THENCE S 53° 50' 00" W, 148.27 feet;
THENCE S 37° 16' 23" W, 133.58 feet;
THENCE S 48° 59' 35" W, 277.22 feet;
THENCE S 36° 33' 50" W, 520.55 feet;
THENCE S 66° 41' 03" W, 51.29 feet;
THENCE S 55° 05' 02" W, 123.54 feet to the beginning of a 238° 32' 01" Degree Curve with a radius of 24.02 feet, the chord of which bears N 65° 59' 37" W, 43.78 feet;
THENCE along the curve Arc Length of 55.07 feet;
THENCE N 11° 35' 50" E, 115.36 feet;
THENCE N 29° 46' 46" E, 67.63 feet;
THENCE N 39° 16' 44" E, 227.63 feet;
THENCE N 26° 54' 51" E, 124.82 feet;
THENCE N 29° 47' 06" E, 88.37 feet;
THENCE N 55° 10' 18" E, 51.65 feet;
THENCE N 10° 42' 39" E, 65.64 feet to the beginning of a 25° 28' 42" Degree Curve with a radius of 224.88 feet, the chord of which bears N 42° 19' 52" E, 147.31 feet;
THENCE along the curve Arc Length of 150.08 feet to the beginning of a 313° 36' 21" Degree Curve with a radius of 18.27 feet, the chord of which bears N 19° 20' 27" W, 32.01 feet;
THENCE along the curve Arc Length of 39.00 feet;
THENCE N 88° 13' 30" W, 48.42 feet;
THENCE N 53° 53' 26" W, 26.62 feet;
THENCE N 12° 39' 45" W, 23.27 feet;
THENCE N 31° 29' 12" E, 71.41 feet;
THENCE N 47° 53' 36" E, 36.87 feet;
THENCE N 59° 16' 35" E, 76.22 feet;
THENCE N 35° 27' 57" E, 50.13 feet to the beginning of a 33° 36' 52" Degree Curve with a radius of 170.45 feet, the chord of which bears N 65° 46' 31" E, 192.93 feet;
THENCE along the curve Arc Length of 205.08 feet to the beginning of a 29° 47' 48" Degree Curve with a radius of 192.29 feet, the chord of which bears N 67° 23' 59" E, 159.28 feet;
THENCE along the curve Arc Length of 164.22 feet;
THENCE N 50° 23' 12" E, 109.24 feet;
THENCE N 58° 38' 08" E, 88.78 feet;
THENCE N 40° 56' 00" E, 245.38 feet;
THENCE N 35° 37' 06" E, 553.82 feet;
THENCE N 59° 16' 36" E, 76.22 feet;
THENCE N 18° 43' 12" E, 180.65 feet;
THENCE N 04° 24' 17" E, 93.28 feet;
THENCE N 19° 01' 02" E, 153.14 feet;
THENCE N 53° 03' 39" E, 24.74 feet;
THENCE N 16° 21' 21" E, 128.64 feet to the beginning of a 135° 19' 23" Degree Curve with a radius of 42.34 feet, the chord of which bears N 77° 28' 44" E, 83.68 feet;
THENCE along the curve Arc Length of 119.97 feet;
THENCE S 15° 41' 21" E, 143.07 feet to the beginning of a 151° 48' 24" Degree Curve with a radius of 37.74 feet, the chord of which bears S 69° 08' 46" E, 73.37 feet;
THENCE along the curve Arc Length of 100.68 feet;

THENCE N 38° 50' 49" E, 154.69 feet to the beginning of a 62° 23' 11" Degree Curve with a radius of 91.84 feet, the chord of which bears S 69°08'48" E, 138.23 feet;
THENCE along the curve Arc Length of 156.48;
THENCE S 49° 52' 35" E, 82.67 feet to the beginning of a 73° 42' 19" Degree Curve with a radius of 77.74 feet, the chord of which bears S 87° 56' 48" E, 94.09 feet;
THENCE along the curve Arc Length of 101.06 feet;
THENCE N 47° 38' 16" E, 71.46 feet;
THENCE S 86° 54' 19" E, 103.30 feet;
THENCE N 34° 51' 21" E, 85.05 feet;
THENCE N 70° 00' 38" E, 33.84 feet;
THENCE S 76° 13' 39" E, 58.97 feet;
THENCE N 80° 46' 29" E, 66.81 feet;
THENCE S 42° 21' 06" E, 149.47 feet;
THENCE N 86° 30' 18" E, 118.99 feet;
THENCE S 58° 28' 14" E, 100.15 feet to the beginning of a 73° 32' 17" Degree Curve with a radius of 77.91 feet, the chord of which bears N 68° 08' 50" E, 93.98 feet;
THENCE along the curve Arc Length of 100.88 feet to the beginning of a 54° 30' 00" Degree Curve with a radius of 105.13 feet, the chord of which bears S 74° 15' 23" E, 210.23 feet;
THENCE along the curve Arc Length of 326.91 feet to the point of beginning;

Bearings are referenced to the North line of the Northeast ¼ of Section 35 as bearing S 89° 52' 39" W.

Said Strip of land is 2.35 miles in length.

AGENDA ITEM TITLE:

**Consideration and Action: Access Easement to Springfield Ranch, LLC at McGuire Ranch,
Davis/Decker**

CHECK THE APPROPRIATE BOX(ES):

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

This agenda item is to request approval of an access easement for use of an existing roadway at the University's McGuire Ranch. The 5,600-acre McGuire Ranch property is located approximately 25 miles north of Laramie near Wyoming State Highway No. 34 in Albany County, Wyoming. The property was acquired by the University in 1992 and is currently used for summer livestock grazing research by the University's Laramie Research and Extension (R&E) Center.

The access easement request is from the Springfield Ranch, LLC, a Wyoming Limited Liability Company, represented by Stephen N. Sherard of Wheatland. The entity owns property north of the University's McGuire Ranch property (see attached map). The easement requests use of an existing, private gravel roadway on a portion of the McGuire Ranch to benefit property owned by Springfield Ranch, LLC. The roadway across University property measures 30 feet wide and approximately 1,010 feet long. The easement will grant non-exclusive use of the existing roadway and the right to maintain the roadway for access purposes.

The University has evaluated a fee for the easement using a linear measurement in number of rods (16.5 ft. per rod) method and a method using a \$ per acre value for the surface impact of the easement area (0.7 acres). The following criteria were considered in determining the fee:

- The easement uses an existing, improved gravel roadway.
- The intended use of the benefited parcel is agricultural.
- Prior access easements have been granted to other parties for use of this roadway.
- Impacts to the University's existing use of the property is minimal.
- The easement is granted to the parcel it benefits in perpetuity, unless abandoned.

The per rod method at a rate of \$25 per rod equals a fee of \$1,531 for the length of the requested easement. A \$25 per rod fee is charged by the Wyoming Office of State Lands and Investments for access easements using an existing roadway. The method of using a \$ per acre value for the area of the easement and the easement's impact on the surface area of the land indicates a value of \$210. It is recommended that the fee of \$1,531 be charged for the easement after review of the request and criteria. If a higher rate for a similar easement is paid by the Grantee to neighboring landowners within one year of the University granting the easement, then the easement agreement has a provision for the University to increase the fee at the greater rate of compensation.

At the direction of the Facilities Contracting Committee, the administration has finalized negotiations with the party requesting the access easement. The easement follows the guidelines of the most recent access easement approved by the Board, including revised provisions for

improvements and maintenance at the sole cost and responsibility of the requester, weed and dust control, and easement use limited to agricultural and ranching purposes.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

Pursuant to Wyoming Statute 21-17-204, the Board of Trustees “may possess and use for the benefit of the institution all property of the university” and may “hold, manage, lease or dispose of, according to law, any real or personal estate as is conducive to the welfare of the institution.”

The administration requests that the Facilities Contracting Committee recommend to the full Board approval of the requested access easement on University land at the McGuire Ranch to Springfield Ranch, LLC, if determined appropriate by the Facilities Contracting Committee.

ACTION REQUIRED AT THIS BOARD MEETING:

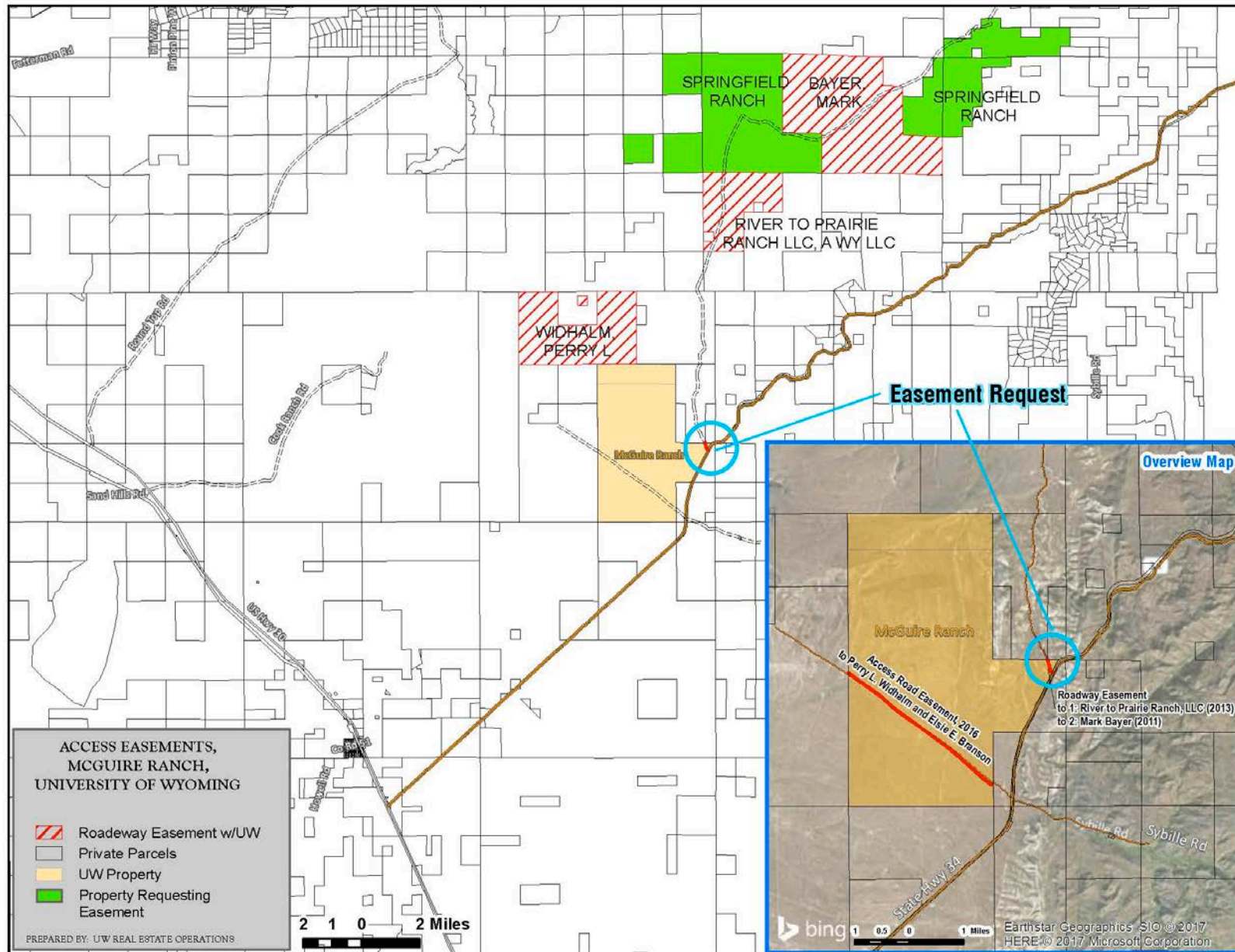
Board approval or disapproval of the recommendation of the Board’s Facilities Contracting Committee.

PROPOSED MOTION:

“I move to authorize Administration to execute the access easement to Springfield Ranch, LLC at the University’s McGuire Ranch as presented to the Board.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval.



GRANT OF EASEMENT

The Trustees of the University of Wyoming, a body corporate duly organized and validly existing under the Constitution and laws of the State of Wyoming, whose address is Real Estate Operations, Dept. 4308, 1000 E. University Ave., Laramie, Wyoming 82071, ("Grantor"), for and in consideration of Ten Dollars (\$10.00) and other good and valuable consideration in hand paid, receipt of which is hereby acknowledged and confessed, hereby grants and conveys to Springfield Ranch, a Wyoming Corporation, whose address is 153 Small Road, Wheatland, Wyoming 82201, its successors, assigns and legal representatives, ("Grantee"), a non-exclusive, access easement for a private roadway, contingent upon the conditions set forth within this Grant of Easement, over and across the following described parcel of land, the servient tenement:

A tract of land located in the NE1/4 of Section 25, Township 20 North, Range 73 West of the 6th P.M., Albany County, Wyoming and more particularly described in and as shown on Exhibit A attached hereto.

This access easement shall provide ingress and egress to and benefit the following described property limited to agricultural and ranching purposes only, the dominant tenement:

A tract of land located in Albany County, Wyoming and more particularly described in and as shown on Exhibit "B" attached hereto.

TO HAVE AND TO HOLD Grantor grants this non-exclusive easement to Grantee across the above described servient tenement for their purpose of constructing, using, maintaining, and repairing the above-described non-exclusive roadway, subject to the following conditions:

1. Any and all improvements to the described easement as located shall be the sole responsibility of the Grantee and approved in advance by Grantor in writing.
2. Grantor reserves the right to use said land for any legal purposes consistent with the Grantee's rights under this easement, including, but not limited to, the right of the Grantor to use the roadway on Grantor's land, install fences, cattle guards and/or gates.
3. This easement does not include the right to make use of the road for residential developments or any subdivisions or developments for which a permit is required pursuant to W.S. §18-5-301 *et seq.* Additionally, Grantee's use of the property shall be subject to any terms, conditions, reservations, restrictions, rights-of-way, and agreements presently of record in the office of the Albany County Clerk.
4. Grantee shall not enclose or fence said easement without the express written consent of Grantor.
5. Grantee shall maintain the easement at no cost to Grantor, including reasonable dust and weed control efforts at the request of the Grantor in response to a complaint from a third-party.
6. It is expressly made a condition of this easement that if Grantee shall: 1) fail to obtain written easements from adjacent landowners for access to the dominant tenement for the remainder of the route of the entire access easement to be obtained 2) fail to obtain any required government approvals and permits pertaining to access to the dominant tenement, then this easement shall become void and shall revert to the Grantor or its assigns, the same as if this grant had never been made.
7. Upon abandonment or discontinuance of use of this easement for the purposes specified above, all of Grantee's rights under this grant of easement shall revert to the Grantor or its assigns, the same as if this grant had never been made. Failure to report, to the Grantor, the status of the use of this easement upon delivery and receipt of a written request from Grantor within 60 days of the request, shall be considered an indication that Grantee has abandoned this easement. Should this easement be abandoned by the Grantee, or its use discontinued for the specified purpose, Grantee

shall return the above-described tract of land to a condition satisfactory to the Grantor.

8. For record keeping purposes only, any transfer in ownership of the benefited property, or any change of name or mailing address of the owner of this easement, shall be reported to the University of Wyoming within ninety days (90) of the transfer or change.
9. Grantee agrees that should Grantee enter into an easement for a substantially similar purpose within one year following that date of this Easement that are in reasonable proximity to the property identified herein and which provide for compensation at a greater rate than Grantee provided to Grantor under this Easement, Grantee shall notify Grantor and pay to Grantor an additional amount so that Grantor receives that greater rate of compensation.
10. Grantor and Grantee agree that the location of this easement may be modified to a mutually acceptable location if requested by either party in writing or a future public right of way provides access to all or part of the dominant tenement described herein. Approval of a change in location by either party not to be unreasonably withheld.

Grantor does not waive its sovereign immunity or its governmental immunity by entering into this Easement and fully retains all immunities and defenses provided by law with regard to any action based on this Easement. Any actions or claims against Grantor under this Agreement must be in accordance with and are controlled by the Wyoming Governmental Claims Act, W.S. 1-39-101 et seq. (1977) as amended.

Grantee shall indemnify Grantor for any and all damages arising from or related to Grantee's or Grantee's invitees' negligence in exercise of the rights and privileges granted herein.

The rights and obligations of the parties hereto shall be binding upon and shall benefit their respective heirs, successors, and assigns.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the grantor has caused these presents to be signed by its duly authorized officer as of the date below.

GRANTOR:

Trustees of the University of Wyoming

William Mai
Vice President for Administration
Deputy Treasurer, Board of Trustees

STATE OF WYOMING)
) SS
COUNTY OF ALBANY)

The foregoing instrument was acknowledged before me by William Mai as Vice President for Administration, Deputy Treasurer, Board of Trustees, this ____ day of _____, 2018.

Witness my hand and official seal.

Notary Public

My Commission expires: _____

Springfield Ranch, a Wyoming Corporation, herein acknowledges and agrees to the terms, conditions and provisions hereof.

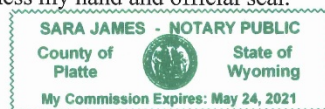
GRANTEE:

Kenneth W. Small
Kenneth W. Small
President, Springfield Ranch

STATE OF WYOMING)
) SS
COUNTY OF ~~GOSHE~~ ^{Platte})
) ¹⁵

The foregoing instrument was acknowledged before me by Kenneth W. Small as President of Springfield Ranch, a Wyoming Corporation this 15th day of December, 2017.

Witness my hand and official seal.



Sara James
Notary Public

My Commission expires: May 24, 2021

EXHIBIT A

An easement 30 feet in width across that portion of land in the NE ¼ Section 25, Township 20 North, Range 73 West of the 6th P.M., Albany County, Wyoming, described as "All that part of Section 25 lying N and W of Wyoming State Highway No. 34" in Deed from the UNITED STATES OF AMERICA by the SECRETARY OF AGRICULTURE acting through the Farmers Home Administration, to the Trustees of the University of Wyoming," recorded January 21, 1992 at 1:59 p.m. as Book 423, Page 229 at the Albany County, Wyoming Clerks' office, lying 15 feet on either side of the following described centerline;

Commencing at the northeast section corner of said Section 25, said point being a 3 inch aluminum cap;

thence, S48°54'47"W, a distance of 1,396.41 feet, to a point on the northwesterly right-of-way boundary for Wyoming State Highway No. 34, said point being the **Point of Beginning**;

thence, N55°08'51"W, a distance of 171.76 feet;

thence, N15°16'28"W, a distance of 498.40 feet;

thence, N09°02'42"W, a distance of 183.81 feet;

thence, N22°06'05"W, a distance of 156.03 feet, more or less, to a point on the northerly line of said Section 25 described in Book 423, Page 229, said point being S89°29'07"W, a distance of 1,412.40 from said northeast corner of Section 25;

with said parallel side lines to be lengthened or shortened to meet at angle points and beginning on the northerly boundary of said Wyoming State Highway No. 34, and terminating on the northerly boundary of said Section 25.

All as shown on the attached Exhibit B plat which by this reference is made a part hereof. The above described easement contains 0.70 acre, more or less, with basis of bearing being N89°29'07"E from the north quarter-corner to the northeast section corner of said Section 25, T20N, R73W, and is subject to any easements and or rights-of-way that have been legally acquired.

STATE OF WYOMING)

) SS

COUNTY OF ALBANY)

I, Daniel N. Kricken, of Laramie, Wyoming, do hereby certify that this description and accompanying plat were prepared from the results of an actual survey made by myself and accurately reflect the results of said survey to the best of my knowledge, information and belief.

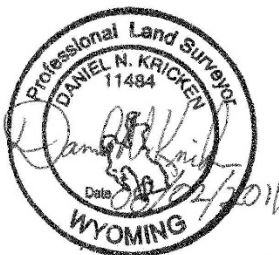


EXHIBIT "A" - PLAT

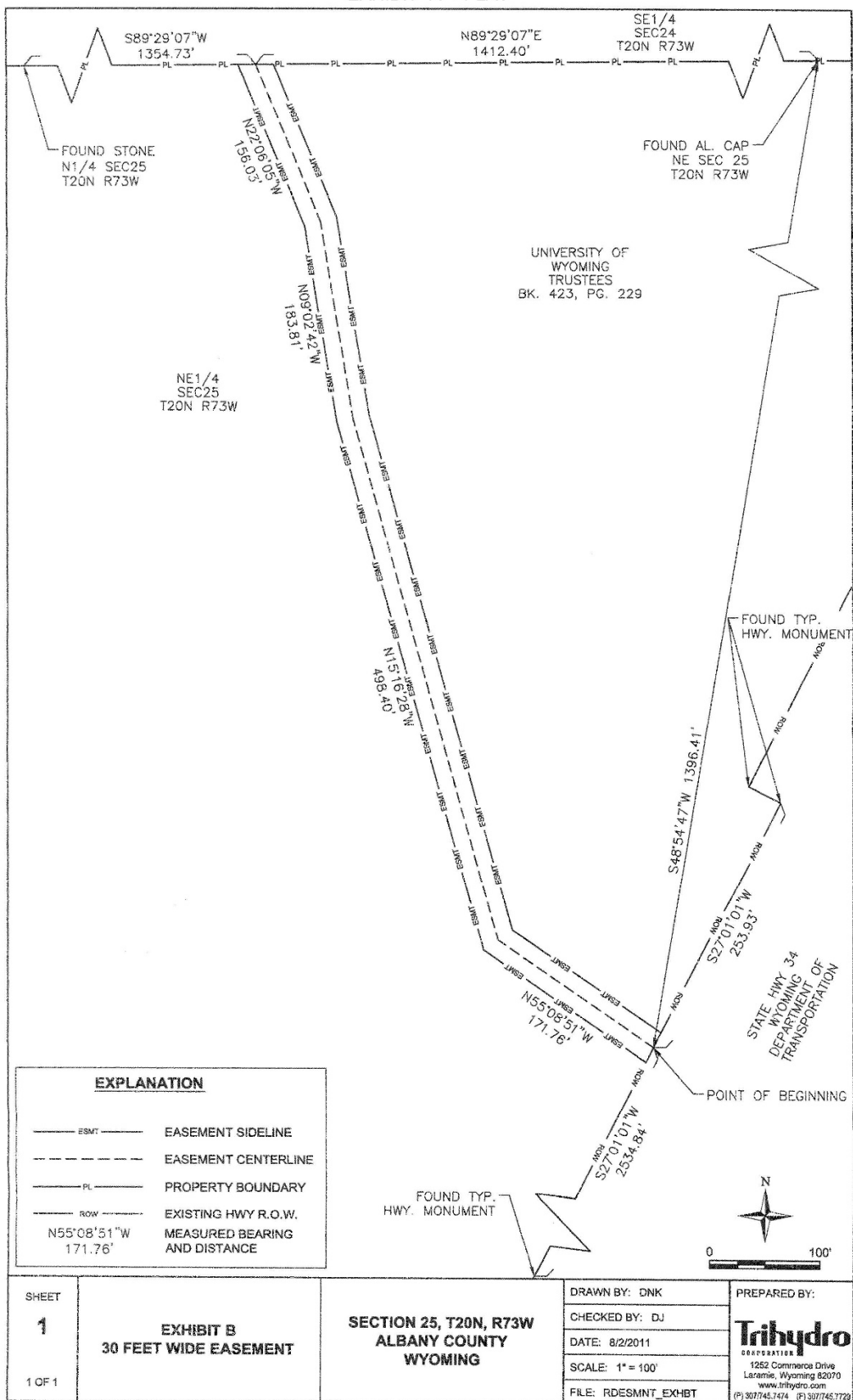


EXHIBIT "B"

Township 21 North, Range 71 West of the 6th P.M., Albany County, Wyoming

Section 5: N $\frac{1}{2}$ NW $\frac{1}{4}$, NW $\frac{1}{4}$ NE $\frac{1}{4}$

Section 6: ALL

Section 7: W $\frac{1}{2}$, N $\frac{1}{2}$ NE $\frac{1}{4}$, SW $\frac{1}{4}$ NE $\frac{1}{4}$, NW $\frac{1}{4}$ SE $\frac{1}{4}$

Township 21 North, Range 72 West of the 6th P.M., Albany County, Wyoming

Section 1: E $\frac{1}{2}$ NE $\frac{1}{4}$, SE $\frac{1}{4}$

Section 5: ALL

Section 6: ALL

Section 7: ALL

Section 8: ALL

Section 12: ALL

Section 16: ALL

Section 17: ALL

Section 18: ALL

Township 21 North, Range 73 West of the 6th P.M., Albany County, Wyoming

Section 1: ALL

Section 13: ALL

Section 14: NW $\frac{1}{4}$, W $\frac{1}{2}$ NE $\frac{1}{4}$, NW $\frac{1}{4}$ SE $\frac{1}{4}$, N $\frac{1}{2}$ SW $\frac{1}{4}$

Township 22 North, Range 71 West of the 6th P.M., Albany County, Wyoming

Section 31: SE $\frac{1}{4}$ NE $\frac{1}{4}$, N $\frac{1}{2}$ SE $\frac{1}{4}$, SW $\frac{1}{4}$ SE $\frac{1}{4}$, SW $\frac{1}{4}$

Section 32: W $\frac{1}{2}$, S $\frac{1}{2}$ NE $\frac{1}{4}$, SE $\frac{1}{4}$

Section 33: S $\frac{1}{2}$ NE $\frac{1}{4}$, SE $\frac{1}{4}$, SW $\frac{1}{4}$,

Section 34: SW $\frac{1}{4}$ NW $\frac{1}{4}$, NW $\frac{1}{4}$ SW $\frac{1}{4}$

AGENDA ITEM TITLE: Construction Update, Davis/Kibbon

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

BSL – 3 Update

- The construction of the existing facility is in the commissioning phase.
- Architectural design of the incinerator is complete.
- Incinerator manufacturing is underway.
- Construction of the new facility is underway.

Engineering Update

- Structural Steel erection is complete.
- The concrete on metal deck and associated toppings slabs are underway, Concrete Masonry Unit (CMU) pilasters are being constructed.
- Shotcrete shear cores are being placed.
- Interior/Exterior metal stud framing is underway. Duct work installation is underway.
- Electrical rough-in is on-going.
- No change orders to date and construction is progressing.

Arena Auditorium Phase II

- Project completed on time and within budget, to include athletics requested upgrades/alternates.
- Minor punch list items remain and will continue through the end of the month.
- Anticipate issuing substantial completion at the end of the month.

High Bay Research Facility

- Projects utilizing Board approved uses of contingency are underway.

Mick and Susie McMurry High Altitude Performance Center (AKA RAC 2)

Addition

- Mechanical Electrical Plumbing (MEP) rough-in is 100% complete. .
- Drywall work is 95 % complete.
- Exterior veneer punch list is underway.
- Finishes including casework, MEP trim, tile, carpet, and accessories are underway and will continue through December in areas A and C.
- Branding and graphics final proof approval and production are in progress for areas A and area C.
- Area A, the new Football Weight room, is almost finished and will be turned over at the end of January, 2018.

Renovation

- Sports Med staff moved out 12/2 in anticipation of selective demo. Selective demolition is now complete at the sports med and active rehab suite.
- Football operations staff will move to the Wildcatter commencing 12/18 in anticipation of full building selective interior demolition.

WWAMI

- Bids were opened November 8.
- The construction contract was awarded to Arcon Inc. of Laramie, WY.
- Construction and discovery operations commenced December 4th.
- Construction completion is anticipated at the end of May 2018.

Science Initiative

- Approval of the contract delivery method is expected at this meeting.
- Approval into Design Development will happen this month.

Landscape Master Plan

- Board approval is anticipated at the January meeting.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Regular construction updates have been shared with the Board.

WHY THIS ITEM IS BEFORE THE BOARD:

This information is presented for the general information of the Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION

N/A

PRESIDENT'S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: UW Facilities Council Update, Davis/Miller

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Facilities Contracting Committee

BACKGROUND AND POLICY CONTEXT OF ISSUE:

To foster open communication and uphold shared governance, a University of Wyoming Facilities Council has been formed for the development of physical facilities on campus. The Facilities Council is charged with making recommendations to the President on matters related to physical facilities in support of the university's core missions of teaching, scholarship, research, and engagement, as well as to support the realization of the goals of the University Strategic Plan.

The Facilities Council will advise the President on items including, but not limited to, the following:

- Updates to regulations and policies pertinent to development and oversight of a built environment;
- Support of and information on all facility and space planning including the campus master plan and more specific plans (e.g., housing plan, historic preservation plan, etc.);
- Prioritization of new construction and renovation of existing facilities;
- Space utilization and assignment;
- Prioritization of plans for campus major maintenance;
- Commissioning, design and placement of public art; and
- Support environmental and economically sustainable initiatives in physical facility projects.

Five sub-councils will report to the Facilities Council: the Policy and Planning Sub-Council, the Facilities Utilization Sub-Council, the Public Art Sub-Council, the Campus Sustainability Sub-Council, and the Technical Review Sub-Council. The purpose of these sub-councils is to provide analysis and expertise to the Facilities Council prior to the Facilities Council providing advice and recommendations to the President.

Campus representation across stakeholder groups on the Facilities Council and sub-councils (including the administration, UW Operations, faculty, staff, and students) will keep members informed and allow opportunities for input on the development of university physical facilities. The council structure will optimize discussions and align recommendations for a positive impact on the development of physical facilities on campus, supporting the advancement of the University's mission and goals.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:
Information only.

ACTION REQUIRED AT THIS BOARD MEETING:
None.

PROPOSED MOTION
None. Information only.

PRESIDENT'S RECOMMENDATION:
None. Information only.

AGENDA ITEM TITLE:

Consideration and Action: Senate Bill 340 (Modifications to UW Regulations 6-701, 6-702, 6-703), Evans/Barker

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

On September 25, 2017, Faculty Senate adopted Faculty Senate Bill 340 to revise UW Regulations 6-701, 6-702, and 6-703 to allow distance education functions and UW-Casper to be represented on Faculty Senate Committees.

Per the routing process for UW Regulations, the draft modifications were provided to Executive Council, Deans and Directors, Staff Senate, ASUW, and the Internal Auditor. None of these groups provided any feedback.

The Trustee Regulation Committee will discuss this item at the January 2018 Board of Trustees meeting and recommend full Board action, if appropriate.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

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

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of modifications to UW Regulations 6-701, 6-702, and 6-703.

PROPOSED MOTION

I move to authorize modifications to UW Regulations 6-701, 6-702, and 6-703 as stated in Faculty Senate Bill 340, to allow distance education functions and UW-Casper to be represented on Faculty Senate Committees.

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

1 **Faculty Senate Bill 340**

Introduced by
Faculty Academic Standards,
Rights and Responsibilities Committee

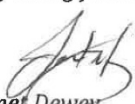
2
3
4
5
6 **A BILL TO REVISE UW REGULATION 6-701, *Faculty Senate Bylaws*;**
7 **UW REGULATION 6-702, *Establishment of Faculty Senate Committees*; AND**
8 **UW REGULATION 6-703, *Establishment of University***
9 ***Standing Advisory Committees***
10
11

12
13 **WHEREAS**, due to the reorganization of Academic Affairs and the elimination of the Outreach
14 School, distance education functions and UW-Casper are no longer formally represented on
15 Faculty Senate standing committees; and

16
17 **WHEREAS**, distance education functions and UW-Casper need to be represented on senate
18 committees;

19
20 **THEREFORE**, be it enacted that distance education faculty from UW Laramie and faculty at
21 UW-Casper, selected through collaboration between the Office of Distance Education Support
22 and the faculty at UW-Casper according to UW Regulation 6-701, *Faculty Senate Bylaws*, shall
23 be given the opportunity to serve on Faculty Senate standing committees as described in the
24 attached amended UW Regulations 6-701, 6-702 and 6-703.

AUTHENTICATION: *The foregoing Faculty Senate Bill 340, duly adopted by the Faculty Senate of the University of Wyoming under date of September 25, 2017, is hereby transmitted to the President of the University of Wyoming for review in accordance with UW Regulations.*


Janet Dewey
Secretary of the Faculty Senate

**UW REGULATION 6-701
Faculty Senate Bylaws**

I. PURPOSE

To establish the Faculty Senate Bylaws.

II. THE UNIVERSITY FACULTY SENATE

- A.** The Faculty Senate is established by Bylaws of the University Faculty and vested, subject to limitations contained therein, with the powers conferred upon the University Faculty by the Board of Trustees.
- B.** Pursuant to such Bylaws of the University Faculty, the Faculty Senate shall seek to determine and establish educational and academic policies which promote and protect the interests and welfare of the University community and further the full and free development and preservation of scholarly learning, teaching, and research.

III. MEMBERSHIP

The membership of the Faculty Senate is to be determined in accordance with the Bylaws of the University Faculty.

IV. OFFICERS

The officers of the Faculty Senate shall be selected from the elected faculty senators and shall consist of the following: (a) Chair, (b) Chair-Elect, and (c) Secretary. The incoming officers shall take office effective with the May Board of Trustees meeting, and their voting privileges shall be as described below. (In the following paragraphs, the term "Executive Committee" refers to the Executive Committee described in Section 9 of this Regulation.)

Chair. If the chair's term as a faculty senator expires during the chair's term as chair, the chair's Faculty Senate term shall be extended to last for the remainder of the chair's term as chair. While serving as chair, the chair of the Faculty Senate shall not vote on matters decided by vote of the Executive Committee or on matters decided by vote of the Faculty Senate, unless the chair's vote is necessary to break a tie.

Chair-Elect. After being elected and taking office as chair-elect, the chair-elect shall serve for one year; the chair-elect shall then become chair of the Faculty Senate for the following year. While serving as chair-elect, the chair-elect shall be entitled to vote on matters decided by vote of the Executive Committee and matters decided by vote of the Faculty Senate. If the Faculty Senate term of the chair-elect expires before or during his/her term as chair-elect, the Faculty Senate term of the chair-elect shall be extended to last until the chair-elect has become chair and completed his/her term as chair.

Secretary. If the secretary's Faculty Senate term does not expire while he/she is serving as secretary, the secretary shall be entitled during his/her term as secretary to vote on matters decided by vote of the Executive Committee and matters decided by vote of the Faculty Senate. If the secretary's Faculty Senate term expires before or during his/her term as secretary, the secretary for the remainder of his/her term as secretary shall remain a voting member of the Executive Committee, and shall attend Faculty Senate meetings but shall not vote on matters decided by vote of the Faculty Senate unless re-elected to a new term as a faculty senator by his/her academic unit.

V. OFFICERS' DUTIES

The duties of the officers shall be such as are specified in these Bylaws and as directed by the Faculty Senate. The primary duties of the officers shall be as follows:

- A. The Chair shall preside at meetings of the Faculty Senate and of its Executive Committee.
- B. The Chair-Elect shall preside at meetings of the Faculty Senate and of its Executive Committee in the event of the absence of the Chair, or at his/her request, and shall take on such other Senate tasks as requested by the Chair.
- C. The Secretary shall record the roll call, proceedings and votes upon bills of the Faculty Senate, and shall receive and keep all communications and reports to and from the Faculty Senate.

VI. ELECTION PROCEDURES

The Chair-Elect shall be responsible for soliciting nominations of at least two candidates for each of the offices to be filled. If the Chair-Elect is unable after good faith effort to identify at least two candidates for each office to be filled, the Senate may proceed with an election for any office for which there is only one candidate nominated. The Chair-Elect shall send a report of these nominations to the Faculty Senate Coordinator who shall cause the names of the nominees to be published at least one week prior to the Senate meeting preceding the election meeting. Additional nominations of officers may be made from the floor at that meeting. All nominations, both from the nominating committee and from the floor, shall be accompanied by a written statement from the candidate regarding background, Senate and University contributions, and goals for the position sought. Such statements should be distributed at the time the candidate is nominated or within one week. At the nominating meeting, candidates for all offices will be introduced and, if time permits, given a chance to speak to the nomination. At the meeting when elections are to be held, voting shall be carried out by written, secret ballot.

VII. TERM OF OFFICE

Officers shall be elected at the February meeting of the Faculty Senate, and shall serve for one year beginning at the first regular meeting of the next academic year or at the first summer session meeting, if held, and until, a successor has been duly installed. Any officer may be re-elected for one additional term in the same office. If an officer is filling the unexpired term of a previous officer, the officer's service during that partial term does not count toward the two-term limit. The Faculty Senate may declare an office to be vacant whenever an officer is unable, except temporarily, to carry out the duties of his/her office. A vacancy shall be filled for the period to complete the term by special election.

VIII. EXECUTIVE COMMITTEE

- A.** The Executive Committee shall consist of the following: The Chair, the Chair-Elect, the immediate Past-Chair, the Secretary of the Faculty Senate, and four members-at-large who shall be elected from the voting membership of the Faculty Senate for staggered two-year terms. Any sitting member of the Faculty Senate is eligible to be elected as member-at-large to the Executive Committee for the following two-year term. Should the Faculty Senate term of any Executive Committee member other than the Chair or Chair-Elect expire before or during the period in which the member is serving on the Executive Committee, he/she shall remain a voting member of the Executive Committee for the remainder of his/her term on the Executive Committee, and shall attend Faculty Senate meetings but shall not vote on matters decided by vote of the Faculty Senate unless re-elected to a new term as a faculty senator by his/her academic unit. The Chairs of the Academic Planning Committee, the Budget Planning Committee, the Committee on Committees, the FASR&R Committee, the Faculty Development Committee, the Graduate Council, the Library Council, the Student Interaction Committee, the Academic Information Technology Committee, and the University Course Review Committee shall serve as ex officio members of the Executive Committee, with voting rights as specified in UW Regulation 6-702(3)(J).
- B.** The Chair of the Faculty Senate shall serve as the Chair of the Executive Committee.
- C.** The Executive Committee shall have general supervision of the affairs of the Faculty Senate and its standing committees; fix the hour and place, and prepare the agenda for the Faculty Senate meetings; and perform such other duties as are specified in the Bylaws or may be assigned to it by the Faculty Senate.

IX. FACULTY SENATE COORDINATOR.

- A.** The University shall appoint a staff member to serve as the Faculty Senate Coordinator. The role of the Faculty Senate Coordinator is the coordination, management, and execution of the administrative support functions of the Faculty

Senate, the Faculty Senate chair, the Executive Committee, and the Committee on Committees.

- B. The Faculty Senate Coordinator shall be a non-voting member of the Executive Committee and the Committee on Committees.

X. COMMITTEE ON COMMITTEES

The Committee on Committees shall be responsible for the following duties:

- A. Appointment of faculty members to standing committees as described in UW Regulation 6-702, subject to ratification by the Faculty Senate.
- B. Appointment of faculty members to those standing advisory committees as described in UW Regulation 6-703.
- C. Nominate faculty members to serve on administrative committees or boards:
 - 1. For those committees or boards where members are to be selected by the Faculty Senate; and
 - 2. For other committees when requested to do so by an appropriate administrative body.
- D. Be informed of the changes to, formation of, and charges to all committees appointed by the President, or a vice president for consideration, advice, or action upon matters pertaining to general University operations and programs, as distinguished from matters under the cognizance of an individual college; and responsible for the coordination of the activities between Faculty Senate committees and the foregoing committees whenever it appears there may be conflict or duplication in assigned functions or purposes of committees.
- E. Preparation of appropriate bills for adoption by the Faculty Senate describing the duties, powers, membership and functions of all Faculty Senate standing committees and standing advisory committees; and
- F. Maintenance of a continuing review of the need and functioning of Faculty Senate standing committees and standing advisory committees.

Composition. The Committee on Committees shall consist of ~~10~~11 members selected by this committee and approved by the Executive Committee of the Faculty Senate. Each of the seven colleges (two from Arts and Sciences), the Libraries, the American Heritage Center, and the Office of Distance Education Support/UW-Casper will be given the opportunity to be represented. If representation from any of these areas cannot be found, then the Committee on Committees is directed to select members in as representational fashion as possible. The chair of the Committee on Committees shall serve as an ex

officio member of the Executive Committee of the Faculty Senate. The chair-elect of the Senate shall be an ex officio member of the Committee on Committees.

XI. STANDING COMMITTEES

Standing committees shall be established and disestablished by the Faculty Senate, and they shall be responsible for duties as may be determined by the Faculty Senate.

XII. AD HOC COMMITTEES

The Executive Committee may appoint ad hoc committees from time to time as it deems necessary and proper for furthering the business of the Faculty Senate. Such ad hoc committees may be temporarily assigned as a subcommittee of one of the existing Faculty Senate standing committees.

XIII. COMMITTEE REPORTS

The chair of each Faculty Senate committee or an appointed representative shall be present at each Faculty Senate meeting, and the Executive Committee may require reports in such form and at such times from any committee as it deems necessary and proper for furthering the business of the Faculty Senate. The Executive Committee of the Faculty Senate shall send the agenda and minutes of each Faculty Senate meeting to the chair of each committee.

XIV. COMMITTEE MEETINGS

All standing committees, with the exception of the Reappointment, Tenure and Promotion Committee, shall notify the Faculty Senate Executive Committee, in advance, their meetings and the matters they may have under consideration. These announcements shall be distributed to the Vice Presidents, the Deans, the Department and Division Heads/Chairs, and to all Faculty Senators. Any member of the University Faculty shall be entitled to appear before any standing committee and be heard upon any pending matter or upon matters within the functions and duties of the committee.

XV. CHAIRS OF STANDING COMMITTEES

Chairs of Faculty Senate committees shall be ratified by the Faculty Senate upon nomination by the committee members and upon presentation to the Committee on Committees.

XVI. MEETINGS

The Executive Committee shall establish in September of each year the time and place for its regular meetings during the academic year, and shall call additional meetings when it deems necessary or upon petition by ten or more Senators.

XVII. NOTICE OF MEETINGS

Notice and agenda of all meetings of the Faculty Senate shall be published seven days prior to the time of regular meetings, and one day prior to emergency meetings.

XVIII. JOINT MEETINGS.

Upon recommendation of the Executive Committee or by a majority vote of members present at a Senate meeting or responding to a mail ballot, joint meetings may be held with other bodies such as the Student Senate, Staff Senate, or the University Trustees.

XIX. VOTING LIMITATIONS

- A.** No vote shall be called for in the Faculty Senate upon any matter unless the substance thereof has been introduced in written form at a prior meeting or circulated to the Faculty Senate not less than one week prior to a meeting by a Senator for action by the Faculty Senate unless it appears to the presiding officer that the matter is not legislative in nature. A Bill or Resolution may be introduced to the Faculty Senate that has not been circulated prior to a meeting upon consent of three-fourths of the members of the Faculty Senate present.
- B.** No vote on any matter pending before the Senate shall be taken unless at least two-thirds of the voting members be present.
- C.** An academic unit may elect an alternate faculty member, with voting privileges, to replace a Senator representing their academic unit for any Senate meeting at which the Senator cannot attend. Any member attending a Senate meeting as an alternate for an elected Senator shall announce during the roll call that he or she is attending the meeting as an alternate. Such alternates will be counted in the two-thirds quorum required for a vote to be taken on any Senate matter.
- D.** Any Senator may appoint any other Senator to act as a proxy and vote for him/her on any Senate matter. Any member attending a Senate meeting as a proxy for an elected Senator shall announce during the roll call that he or she is attending the meeting as a proxy. Senators with proxies acting in their behalf may not be counted toward the two-thirds quorum voting requirement.
- E.** When voting on bills, any member may require a show of hands by requesting such action to the presiding officer. A roll call vote can be initiated by a motion with second, undebatable, if the motion is sustained by at least 20 percent of the voting members present.

XX. INTRODUCTION OF BILLS (THE TERM "BILL" SHALL INCLUDE "RESOLUTIONS")

- A. Matters presented for consideration of the Faculty Senate shall normally be introduced in the form of a written bill, the purpose of which is to establish a regulation, make recommendations to other authorities, or accomplish such other objectives as may be appropriate. Each bill shall identify the sponsoring Senator and shall contain a title descriptive of its content and purpose which title shall be read at the time of introduction.
- B. The Faculty Senate Coordinator shall record the introduction of each bill and assign an appropriate identification number to it.
- C. In the absence of consent to vote at the time of introduction, the presiding officer may lay the bill over to the next meeting, refer it to a standing committee for consideration and report, refer it to the Executive Committee for consideration, or take such action as directed by motion from the floor.

XXI. COMMITTEE REPORTS ON BILLS

At each meeting of the Faculty Senate, any committee possessing bills referred to it shall make a report as to whether it desires to retain the bill for further study or report the bill for Faculty Senate action with its recommendations and any proposed amendment of the committee. The Executive Committee or the Faculty Senate may direct any committee to return a bill to the Faculty Senate for action, and all committees shall advise the Executive Committee, in advance of scheduled meetings, of the bills they will report to the Faculty Senate.

XXII. GENERAL FILE AND PROCEEDINGS

- A. All bills reported by committees or those laid over from prior meetings shall be placed in a general file maintained by the Faculty Senate Coordinator. Bills shall be voted upon in the order received by the Secretary, unless a majority of a quorum pass a motion to bring a specific bill from general file before the Faculty Senate for vote.
- B. At each meeting of the Faculty Senate, the presiding officer shall call for consideration of bills on general file in the order filed with the Secretary. Bills called from committees by the Executive Committee or the Faculty Senate and bills approved for vote at the time of introduction shall take precedence on general file. A bill returned with presidential disapproval may be introduced for repassage by any member and shall be considered under "unfinished business."
- C. Bills and reports of committees shall be read in their entirety, if a motion to such effect is passed by a majority vote.
- D. Thereafter it shall be in order for any member to move:
 - 1. To postpone consideration to a certain date.

2. To recommit the bill to a committee.
 3. To amend, the form of which motion may be the adoption of committee amendments, or may be independent of such amendments. All amendments shall be reduced to writing if desired by the presiding officer or any member.
- E. In the absence of any motions after reading of a bill on general file, or after disposition of motions, the presiding officer shall state the question thus: "This bill (naming it by number), having been read, the question is: 'Shall the bill pass?'" The ayes and nays shall be counted on the vote upon all bills.

XXIII. DISPOSITION OF APPROVED BILLS

All bills passed by the Faculty Senate shall be authenticated by the Secretary and transmitted to the President of the University of Wyoming for review in accordance with UW Regulations unless review provisions have been initiated by the University Faculty. Upon approval on review, such bills shall become effective for the purposes stated therein, and shall be distributed in such manner as directed by the President of the University.

XXIV. DISAPPROVED BILLS

- A. Except as hereinafter provided, any bills which are disapproved upon review shall be null and void, and the Secretary shall enter the disapproval in the record of proceedings relating to the bill.
- B. A disapproved bill may be returned to the Faculty Senate by the President of the University for reconsideration with regard to specific matters stated by the President. In such event, the bill shall be considered as a newly introduced bill.
- C. Repassage of a bill does not require advanced circulation of the bill and can be introduced by any Senator (bill must be seconded and debatable), but the text cannot be changed in any manner. All disapproved or altered bills will be published in the agenda under announcements for one meeting and reconsideration will occur as unfinished business.
- D. If the Senate repasses a bill returned by the President by a three-fourths vote of the members present and voting, the President shall refer the proposed bill to the Trustees, at their next regularly scheduled meeting, for final approval, disapproval or other disposition. At this meeting, the President shall present her/his views on the proposed bill to the Trustees and the Chair of the Faculty Senate or her/his designated representative shall be invited by the Trustees to represent the views of the Faculty Senate on the proposed bill.

XXV. PARLIAMENTARY AUTHORITY

The rules contained in the most recent Robert's Rules of Order Revised shall govern the Faculty Senate in all cases to which they are applicable and in which they are not inconsistent with these Bylaws.

XXVI. REPORT OF SENATE ACTIONS

Following each Faculty Senate meeting, the Executive Committee shall publish a summary of bills introduced, matters under consideration by committees, action on bills, members absent, and other significant matters.

XXVII. COMMUNICATION BY MEMBERS

Members of the Faculty Senate shall communicate with their constituents by such systematic means as may be available to them such as regular college or academic unit meetings, or meetings called for discussing Faculty Senate business.

XXVIII. FLOOR PRIVILEGES

- A.** Upon the recommendation of a Senate Committee or by approval of a majority of the members present, any person may address the Faculty Senate on a matter pending before it, subject to such time limitations as may be imposed by the presiding officer.
- B.** Upon recommendation of the ASUW President or his/her representative, ASUW Executive Assistants for Academic Affairs, Housing, and External Affairs shall be allowed to speak on the Senate floor; however, no student officer other than the President of ASUW, as ex officio member of the Senate, may introduce legislation to the Faculty Senate.

XXIX. BYLAW AMENDMENTS

The Bylaws may be amended by the vote of two-thirds of the members present and voting, provided that the amendment has been proposed by a committee of the Faculty Senate and has been circulated to the members of the Faculty Senate at least one week prior to the meeting at which action on the proposed amendment is to be taken

Source:

University Regulation 701, Revision 11; adopted 9/17/2010 Board of Trustees meeting
Revisions adopted 3/24/2016 Board of Trustees meeting
Revisions adopted 3/23/2017 Board of Trustees meeting

UW REGULATION 6 – 702

Establishment of Faculty Senate Committees

I. PURPOSE

This regulation shall establish the standing committees of the Faculty Senate with specific duties and structured as outlined in the following sections pertaining to the individual committees.

II. INDIVIDUAL STANDING COMMITTEES

The standing committees of the Faculty Senate shall consist of:

- A. Academic Information Technology Committee
- B. Academic Planning Committee
- C. Budget Planning Committee
- D. Committee on Committees
- E. Executive Committee
- F. Faculty Academic Standards, Rights and Responsibilities Committee
- G. Faculty Development Committee
- H. Graduate Council
- I. Library Council
- ~~I-J.~~ Reappointment, Tenure and Promotion Committee
- ~~J-K.~~ Student Interaction Committee
- ~~K-L.~~ University Course Review Committee ~~Library Council~~
- ~~L-M.~~ University Studies Committee

III. GENERAL CHARGE TO COMMITTEES OF THE FACULTY OF THE UNIVERSITY OF WYOMING

Bylaws of the University Faculty, UW Regulation 6-700, Article IV, Section 1, states "All committees of the University Faculty shall be responsible to the Faculty Senate, and it shall establish or dissolve committees as it deems necessary.

A. Goals of the Committee Structure

The system of standing committees of the Faculty Senate of the University of Wyoming is intended to:

1. Be broad enough to encompass all areas of University activity in which faculty are involved on a policy-making level requiring the endorsement of the Faculty Senate, in accordance with UW Regulation 6-700;
2. Be specific enough to consider the problems, grievances, or concerns of each faculty member of the University community;
3. Be advisory to the University administration only in those matters requiring Faculty Senate approval of proposed action; and
4. Provide an effective and efficient legislative committee system to work for the Faculty Senate through the Executive Committee.

B. General Committee Functions

The primary function of committees of the faculty shall be to consider bills or proposals submitted to the Senate and assigned to their areas of responsibility. Committees shall be expected, in a reasonable time, to return appropriate recommendations to the Senate for action. Committees shall also initiate and draft bills establishing faculty regulations or recommendations as needs arise in their areas of responsibility. Committee Chairs or their designees shall introduce such bills to the Senate for adoption or other action.

C. Individual Committee Responsibilities

The duties of each committee are individually detailed, and incorporated as a faculty regulation. However, the intention of this committee system is to provide a dynamic, timely, and effective aid to the progress of the University. For this reason, each committee is charged with the responsibility for continual review of its delegated duties. If changes of a committee's duties, composition, or existence are deemed advisable, the committee shall make such recommendations to the Faculty Senate through the Committee on Committees.

D. Sub-committee Structure

The responsibilities of most faculty committees are intentionally broad in order to prevent duplication of effort and conflicting recommendations. Therefore, it may well be advisable for certain committees to establish sub-committees from their own membership to perform more specialized

functions or to handle particular issues within the overall responsibility of the committee. The establishment and dissolution of such sub-committees shall be left entirely to the discretion of the committee concerned.

E. Meeting and Reporting

A committee shall generally communicate whenever its responsibilities require that it should, whenever directed to do so by the Faculty Senate, and in during the fall and spring semesters. Reports shall be made to the Faculty Senate at such times as to keep the Senate well informed of committee activity, on call of the Executive Committee of the Faculty Senate, and no less than once per year.

F. Commencement of Service

Committee assignments shall be effective with the beginning of the fall semester unless the assignment is otherwise stated. The Senate shall select committee members to fill known vacancies prior to the end of each spring semester. Committee members may succeed themselves on a particular committee (once) with the exception of the Reappointment, Tenure and Promotion Committee. Following the selection of committee members by the Faculty Senate, the Faculty Senate Coordinator shall notify the individual of selection, provide a written copy of the committee charge, and provide the name of the current committee Chair. The committee Chair shall receive notification of the election of new members.

G. Election of Officers

By April 15th, each committee shall elect a Chair and such other officers as it deems necessary, to begin service at the start of the fall semester. Each committee shall forward the names of these officers to the Committee on Committees and the Executive Committee. Students shall not be eligible to chair Faculty Senate committees. In the event a committee is left without a Chair, the Committee on Committees' Chair will call the first meeting to elect the Chair.

H. Alternate and Permanent Replacement Committee Members

When a committee member is to be absent from one or more committee meetings and the Chair and/or the committee deems the presence of a temporary replacement to be desirable, the Chair shall select an alternate committee member after consulting the rest of the committee and forward this person's name to the Chair of the Committee on Committees. In the event a permanent replacement is deemed necessary, the Chair of the affected committee shall notify the Committee on Committees and the replacement shall be appointed in the same manner as the original appointment. The

replacement shall be appointed to complete the term of the original appointment.

I. Absenteeism and Notice of Removal

In the event that a committee member has failed to attend three consecutive committee meetings, and the committee Chair has determined that such absences have been detrimental to the committee's function, the committee Chair shall petition to the Committee on Committees to recommend to the Executive Committee of the Faculty Senate removal of the non-attending committee member. Upon removal for non-attendance, the vacancy shall be filled in the same manner as the original appointment was made. All permanent committee replacements must be approved by the Faculty Senate. A copy of the petition for removal shall be sent to the offending committee member, and he/she shall have ten days from the date of the petition in which to challenge in writing before the Committee on Committees the committee Chair's determination that he/she has had continuous absenteeism as defined herein. Thereafter, he/she shall be deemed to have waived his/her right to challenge the petition and may be removed.

J. Ex officio

The words "*ex officio*" shall be interpreted as "*ex officio* without vote" throughout UW Regulations 6-701, 6-702, 6-703, unless otherwise stated.

K. Expert Consultation

Committees may seek consultation of experts from within or outside of UW as required.

L. Associated Students of the University of Wyoming (ASUW)

The ASUW representatives on faculty committees shall be appointed by the ASUW Senate but shall not be required to be ASUW Senate members.

IV. ACADEMIC INFORMATION TECHNOLOGY COMMITTEE

A. Rationale

The committee is established to coordinate and to exchange information regarding academic information technology services for the University.

B. Functions

The committee shall aid in the establishment of policies for academic

information technology services and usage at the University. It shall provide advice in regard to needed information technology capabilities and services for academic purposes, and in this regard to the long range goals of the University. The committee shall endeavor to serve as a channel for communication among the various academic users and providers of academic information technologies.

C. Powers

The committee shall serve in an advisory capacity to the President, appropriate vice presidents, deans, or directors on matters pertaining to needed information technology capabilities and services for academic purposes. All committee actions shall be reported to the Faculty Senate regularly.

D. Composition

The committee shall consist of ~~11~~12 voting members. Each of the seven colleges (two from Arts and Sciences), the Libraries, the American Heritage Center, the Office of Distance Education Support/UW-Casper, and ASUW will be given the opportunity to be represented. If representation from any of these groups cannot be found, then the Committee on Committees is directed to select members in as representational fashion as possible. The Vice President for Information Technology and Chief Information Officer shall be an *ex officio* member. Committee members shall serve staggered three-year terms, except for the student representative, who shall serve a one-year term. The Chair of the Academic Information Technology Committee shall serve as an *ex officio* member of the Administrative Information Technology Advisory Committee and the Faculty Senate Executive Committee.

V. ACADEMIC PLANNING COMMITTEE

A. Rationale

The overall development of the University, the determination of academic goals and the establishment of academic priorities are fundamental responsibilities necessarily shared by Trustees, administrative officials, faculty, and students. The Academic Planning Committee operates as a forum in which educational directions may be discussed, and specific recommendations developed.

B. Functions

The committee's function is to review and make recommendations to the Faculty Senate on matters related to the structure and organization of the

academic activities of the University. This review will be carried out in the context of the University's comprehensive development. The committee will recommend policies regarding priorities for long range development. It will make recommendations concerning the initiation, quality, modification or termination of academic programs. When changes in programs are related to the University's physical facilities the committee will also make recommendations with respect to them. In making recommendations the committee will take into consideration the educational system and needs of the State of Wyoming as well as University considerations.

C. Powers

The committee shall receive proposals and requests for recommendations from the Faculty Senate, the President, the Provost and Vice President for Academic Affairs, and the Vice President for Research and Economic Development. The Academic Planning Committee may instigate its own inquiries into areas of academic concern. The committee will forward its recommendations to the Faculty Senate, to the Provost and Vice President for Academic Affairs, and to other appropriate groups or individuals. All substantive committee actions will be reported to the Faculty Senate regularly.

D. Composition

The Academic Planning Committee will consist of ~~11~~¹² voting members. Each of the seven colleges (two from Arts and Sciences), the Libraries, the American Heritage Center, the Office of Distance Education Support/UW-Casper, and ASUW will be given the opportunity to be represented. If representation from any of these groups cannot be found, then the Committee on Committees is directed to select members in as representational fashion as possible. The Provost and Vice President for Academic Affairs, the Vice President for Research and Economic Development, and Chairs of the Student Interaction Committee, Graduate Council, Budget Planning Committee, and University Course Review Committee shall be *ex officio* members. Faculty representatives shall be selected by the Committee on Committees and shall serve staggered three-year terms. The Chair of the Academic Planning Committee shall serve as an *ex officio* member of the Budget Planning Committee and the Executive Committee of the Faculty Senate.

VI. BUDGET PLANNING COMMITTEE

A. Rationale

The overall development of the University, the determination of goals, and the establishment of priorities have significant budgetary consequences for the entire University community. The Budget Planning Committee provides a forum for the faculty to effectively participate in budgetary deliberations.

B. Functions

The committee's function is to participate in budgetary planning and related deliberations and make policy recommendations to the Faculty Senate on matters related to the long-term acquisition and disposition of the University's financial resources. These activities will be carried out in the context of the University's comprehensive development. It will act as a resource body to the Academic Planning Committee to provide relevant budgetary insight on the ramifications of proposed program changes as well as the financial impact of physical facilities modifications and additions. In making recommendations the committee will take into consideration the economic realities of the times and the needs of the State of Wyoming as well as University considerations.

C. Powers

The committee shall receive proposals and requests for recommendations from the Faculty Senate, the President, the vice presidents, and others authorized by the President. The Budget Planning Committee may instigate its own inquiries into areas of budgetary concern. The committee will represent the faculty in all strategic budget planning and in the budget review process and forward its recommendations to the Faculty Senate, to the Vice President for Administration, and/or to other appropriate groups or individuals. All substantive committee actions will be reported to the Faculty Senate regularly.

D. Composition

The Budget Planning Committee shall consist of ~~12~~¹³ voting members. Each of the seven colleges (two from Arts and Sciences), the Libraries, the American Heritage Center, the Office of Distance Education Support/UW-Casper, ASUW, and Staff Senate will be given the opportunity to be represented. If representation from any of these groups cannot be found, then the Committee on Committees is directed to select members in as representational fashion as possible. Faculty representatives shall be selected by the Committee on Committees and shall serve staggered four-year terms. The Provost and Vice President for Academic Affairs, the Vice President for Administration, and the Chair of the Academic Planning Committee shall be *ex officio* members. The Chair of the Budget Planning Committee shall serve as an *ex officio* member of the Academic Planning Committee and the Executive Committee of the Faculty Senate.

VII. FACULTY ACADEMIC STANDARDS, RIGHTS, AND RESPONSIBILITIES COMMITTEE

A. Rationale

The faculty needs to examine and draft policies which affect the University community and its individual members. The University administration subscribes to the tenet that true education may flourish only when the faculty is both free and responsible; the committee is established to provide a vehicle by which rights are insured and responsibilities defined.

B. Functions

The committee shall formulate policies involving the entire University in matters of faculty rights and of faculty responsibility and academic standards for the University and teaching profession. The committee shall be authorized to participate with the President and other appropriate administrative officers in the examination and formulation of policies and procedures relating to the organization and governance of the University's colleges, divisions, and departments whenever these procedures seem likely to affect faculty rights and responsibilities and/or academic units, and shall define the position of the faculty when inconsistencies exist.

The Committee shall consider general policy issues presented by the faculty and shall hear any individual or groups of individuals when such issues are deemed relevant to faculty rights and responsibilities and academic standards.

C. Composition

The Faculty Academic Standards, Rights, and Responsibilities Committee shall consist of 11 members. Each of the seven colleges (two from Arts and Sciences), the Libraries, the American Heritage Center and ASUW will be given the opportunity to be represented. If representation from any of these groups cannot be found, then the Committee on Committees is directed to select members in as representational fashion as possible. Members shall be selected by the Committee on Committees and shall serve staggered three-year terms. The Chair of this committee shall serve as an *ex officio* member of the Executive Committee of the Faculty Senate.

VIII. FACULTY DEVELOPMENT COMMITTEE

A. Rationale

The ongoing development of the faculty is critical to the educational well-being of the University. To maintain and provide the highest level of

educational experience, the faculty needs to be afforded the opportunity to learn and implement the latest advances in teaching methodology, and be enabled to compete in the national and international research arena. In order to attract and retain the highest quality faculty, it is necessary to promote an adequate and fair distribution of faculty salaries, and create meaningful incentive and merit systems.

B. Functions

This committee will review and make recommendations on all projects, programs, opportunities, and services at the University which assist and facilitate faculty in the performance of their duties in teaching and research. This will include, but is not limited to, faculty development, teaching, and research awards; and patents and copyrights agreements. The committee shall also review salary and compensation distributions within the University, make surveys of faculty opinion when appropriate, assess the influence of salary and compensation policies on the academic functions of the University, and make general recommendations to the Faculty Senate and the Provost and Vice President for Academic Affairs regarding salary distribution and policies affecting merit determination.

C. Composition

The Faculty Development Committee shall consist of ~~40~~¹¹ members. Each of the seven colleges (two from Arts and Sciences), the Libraries, the American Heritage Center, ~~and the Office of Distance Education Support/UW-Casper~~ will be given the opportunity to be represented. If representation from any of these groups cannot be found, then the Committee on Committees is directed to select members in as representational fashion as possible. Members shall be selected by the Committee on Committees and shall serve staggered three-year terms. The Provost and Vice President for Academic Affairs, the Vice President for Research and Economic Development, the Vice President for Administration, and the Chair of the Research Advisory Committee shall serve as *ex officio* members without vote. The Chair of this committee shall serve as an *ex officio* member of the Executive Committee of the Faculty Senate.

IX. GRADUATE COUNCIL

A. Rationale

The University Faculty has certain responsibilities for graduate education which may be delegated to a representative group. This Council is formed to

act as that representative group. The development and maintenance of graduate programs of high quality is a concern of this Council.

B. Functions

The Council shall recommend the broad policies concerning the overall University function in graduate education and the University requirements for graduate degrees. It shall advise the Faculty Senate on any proposed changes in UW Regulations which would affect graduate programs.

C. Powers

The Council shall advise on the formulation and review of regulations concerned with graduate education. It shall review proposals and make recommendations to the Provost and the Provost and Vice President for Academic Affairs concerning new graduate programs, substantive changes in existing graduate programs, implementation of changes in graduate programs recommended through program reviews, and deletion of graduate programs.

D. Composition

The Graduate Council shall consist of 17 members, 15 of whom shall be members of the faculty distributed among the colleges as follows: Agriculture and Natural Resources 2, Arts and Sciences 4, Business 2, Education 2, Engineering and Applied Science 2, Health Sciences 2, Law 1. Two graduate students chosen by the Council shall also be members. College representatives shall be chosen by each college in a manner similar to that used to elect members of college reappointment, tenure and promotion committees (see UW Regulation 5-803.) College representatives shall have terms of office of three years. Student members shall have one-year terms of office. If possible, college representatives shall have staggered terms. *Ex officio* members of the Graduate Council shall include: the Provost and Vice President for Academic Affairs, the Vice President for Research and Economic Development, the Director of the American Heritage Center, and the Dean of University Libraries or their designees. The Associate Vice President for Graduate Education will serve as liaison with the Office of Academic Affairs. The Chair of this Council shall serve as an *ex officio* member of the Executive Committee of the Faculty Senate. The Chair of this Council or designee shall serve on the Academic Planning Committee and the University Course Review Committee of the Faculty Senate.

X. LIBRARY COUNCIL

A. Rationale

It is important to create a broad, active, and strong Library Council to address the difficult and vital issues of resources, technology, and the open and effective communication between the Libraries and the University.

B. Functions

The Library Council will bring University needs and concerns to the Dean of the Libraries and to the Provost and Vice President for Academic Affairs, and will advise them concerning these issues. The Library Council will issue an annual report that is distributed to the Provost and Vice President for Academic Affairs, the Dean of the Libraries, the Faculty Senate and the ASUW concerning its recommendations for changes in the Libraries' strategic plan, organization, and principles for allocation of resources.

C. Powers

The Library Council will report to the Provost and Vice President for Academic Affairs and advise the Dean of the Libraries on library issues.

D. Composition

The Library Council shall consist of 13 voting members, which are to include one representative from each of the seven colleges (two from Arts and Sciences) and the Libraries, one American Heritage Center archivist, one undergraduate and one graduate student, one non-University representative appointed by the Provost and Vice President for Academic Affairs (this person should be knowledgeable in library issues). *Ex officio* members with vote shall include the Provost and Vice President for Academic Affairs, the Dean of the Libraries, the Vice President for Information Technology, and the Vice President for Research and Economic Development. The Chair shall be an *ex officio* member of the Faculty Senate Executive Committee. The representatives from the colleges, the Libraries, and the American Heritage Center shall be elected by their respective units, and the student members shall be selected by ASUW and by the graduate students, respectively. Members shall serve three-year staggered terms, and the Chair shall be a faculty member.

XI. REAPPOINTMENT, TENURE AND PROMOTION COMMITTEE

A. Rationale

The faculty has the inherent right and responsibility to advise the President and the Trustees of the University in matters relating to one or several of its members regarding tenure, promotion, dismissals, and reappointment.

B. Functions

The committee shall advise the Provost and Vice President for Academic Affairs on matters pertaining to tenure, promotion, dismissals, and reappointment.

C. Powers

The committee shall serve in an advisory capacity to the Provost and Vice President for Academic Affairs. Where broad policy issues are involved, and questioned, the committee shall refer such issues directly to the Faculty Senate.

D. Composition

The Reappointment, Tenure and Promotion Committee shall consist of at least 17 members excluding the vice presidents, the deans, the associate and assistant deans, the directors, and the department or division heads/chairs. Two tenured faculty members shall be elected from each of the following five colleges: Agriculture and Natural Resources, Business, Education, Engineering and Applied Science, and Health Sciences; four from the College of Arts and Sciences; one from the College of Law, one extended-term faculty member elected from the Libraries; and one extended-term faculty member elected from the American Heritage Center. The University Reappointment, Tenure and Promotion Committee has the authority to appoint one or more academic professional(s) to its committee. The Provost and Vice President for Academic Affairs shall be an *ex officio* member. Members who have served a three-year term cannot succeed themselves. Replacements (temporary or permanent) shall be determined in the same manner as the original appointments.

E. Frequency of Meetings

The committee shall meet at the request of the Provost and Vice President for Academic Affairs and at all other times that the Chair of the committee deems necessary.

XII. STUDENT INTERACTION COMMITTEE.

A. Rationale

The policies which determine the scholastic standards of the University of Wyoming and which regulate other areas of scholastic affairs are of basic concern to the faculty.

B. Functions

The committee shall formulate and review policies and procedures in the broad area of undergraduate student academic affairs, including but not limited to scholastic probation and suspension of students, evaluation and recognition of credit, credit-hour requirements, grades, honor roll, honor graduation, all- University degree requirements, University admissions standards, and University student scholarships. The committee shall provide advice in regard to needed services and programs for both foreign students studying at the University of Wyoming and University of Wyoming students studying at foreign institutions. It shall also help formulate long-range goals for international education. Additionally, the committee shall recommend general policy for the University's financial aid program, review its operation and provide recommendations to sustain its orderly function and development.

C. Composition

The Student Interaction Committee shall consist of 13 members. Each of the seven colleges (two from Arts and Sciences; none from the College of Law), the Libraries, the American Heritage Center, and ASUW (four representatives) will be given the opportunity to be represented. If representation from any of these groups cannot be found, then the Committee on Committees is directed to select members in as representational fashion as possible. The Provost and Vice President for Academic Affairs, the Executive Director of International Student Services, the Director of Admissions, the Registrar, and the Director of Student Financial Aid shall be *ex officio* members without vote. Faculty representatives shall be selected by the Committee on Committees and shall serve three-year staggered terms. The Chair of the Student Interaction Committee shall serve as an *ex officio* member of the Academic Planning and Executive Committees of the Faculty Senate.

XIII. UNIVERSITY COURSE REVIEW COMMITTEE

A. Rationale

The University Course Review Committee is established to monitor and implement the University course review process as described in UW Regulation 6-806, Section II, Part E.

B. Functions

When considering course additions, revisions or deletions to the University curriculum, the University Course Review Committee shall be responsible for insuring that all of the requisite endorsements have been obtained (UW Regulation 6-806, Section II, Part E.), that the proposal does not present

any unjustified duplication with other academic units, and that the request is consistent with the current University guidelines regarding courses. The University Course Review Committee is additionally charged with the development and maintenance of the Course Review Guidelines (see UW Regulation 6-806, Section II, Parts F. through I.), and with the routine examination and maintenance of the Course Review Process itself.

C. Powers

The University Course Review Committee shall make its recommendations relating to the addition, revision, and deletion of courses to the Provost and Vice President for Academic Affairs. These recommendations will be rendered in the context of the University's comprehensive development. In making these recommendations, the University Course Review Committee will take into consideration the Wyoming community colleges and the educational needs of the State of Wyoming as well as University considerations. All committee actions will be reported to the Faculty Senate regularly.

D. Composition

The University Course Review Committee will consist of the representatives from each of the seven colleges. Each college will select its own representative along with an alternate. If representation from any of these colleges cannot be found, then the Committee on Committees is directed to select members in as representational fashion as possible. The Chair of the University Studies Committee, the Chair of the Graduate Council, the Registrar, the Dean of the Libraries, the Director of the American Heritage Center, an ASUW representative, and the Coordinator of Community College Articulation shall be *ex officio* members without vote. The Chair is an *ex officio* member of the Academic Planning Committee and the Executive Committee of the Faculty Senate.

XIV. UNIVERSITY STUDIES COMMITTEE (See also UW Regulation 6-407, "University Studies Program.")

A. Rationale

The University Studies Program requires completion of specific requirements in identified areas of study in accordance with criteria approved by the University Faculty Senate. In cooperation with the Board of Trustees and academic administrators, the Faculty Senate is responsible for making

decisions regarding curriculum.

B. Functions

The University Studies Committee shall:

1. Oversee an assessment process for the University Studies Program;
2. Define the philosophy, learning outcomes desired, and criteria for courses in the relevant areas of study, with Faculty Senate approval;
3. Identify and approve courses for the Program;
4. Consult with and advise academic departments concerning the needs and requirements of the Program;
5. Grant approval of alternative courses or pilot programs to fulfill University Studies requirements for a limited time;
6. Appoint *ad hoc* sub-committees as needed to accomplish the goals of UW Regulation 6-407, III.B.1-5. and to select and review courses that meet the criteria approved by the Faculty Senate.
7. Develop and maintain appropriate linkages with the Academic Planning Committee, the Faculty University Course Review Committee, and the Student Interaction Committee, with particular regard to new courses or modification of courses considered for approval as meeting requirements of the Program.
8. Make reports and recommendations to the Faculty Senate as may be deemed appropriate or as requested.
9. Consider and grant such waivers of requirements of the University Studies Program to petitioning students as warranted by unusual and extenuating circumstances, upon recommendation of the University Studies Coordinator (see UW Regulation 6-407).

C. Composition

The committee shall consist of ~~40~~¹¹ voting members. Members of the University Studies Committee will include one academic personnel member from each of the six undergraduate colleges (two from Arts and Sciences), the Libraries, ~~the Office of Distance Education Support/UW-Casper~~, and one of the non-college academic units (e.g., the American Heritage Center or Honors Program). A student designated by ASUW shall be a voting member. Each college or group will elect their own representatives, and these names will be forwarded to the Executive Committee of the Faculty Senate for approval.

Faculty representatives shall serve staggered three-year terms. *Ex officio* members of the committee shall include: the First Year Seminar Coordinator and the Communications Coordinator; representatives from the offices of: the Provost and Vice President for Academic Affairs, the Registrar, the Academic Planning Committee, the Deans' Council, Academic Advising, and the Wyoming community colleges. *Ex officio* members do not have a vote. Vice presidents, deans, associate and assistant deans, and directors shall not be eligible to serve on the committee.

The committee shall elect its chairperson. The Chair or his/her designee shall serve as an *ex officio* member of the University Course Review Committee. The University Studies coordinator shall serve as secretary of the committee and maintain a record of the minutes of meetings. The Executive Committee of the Faculty Senate shall fill temporary vacancies on the University Studies Committee.

Source:

University Regulation 702; adopted 5/6/2009 Board of Trustees meeting
Revisions adopted 9/17/2010 Board of Trustees meeting
Revisions adopted 11/18/2010 Board of Trustees meeting
Revisions adopted 9/13/2013 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Revisions adopted 3/25/2015 Board of Trustees meeting
Revisions adopted 3/24/2016 Board of Trustees meeting
Revisions adopted 3/23/2017 Board of Trustees meeting

UW REGULATION 6-703
Establishment of University Standing Advisory Committees

I. PURPOSE.

This regulation shall establish standing advisory committees with specific duties and composition as specified in the following sections for each individual committee.

II. RESEARCH ADVISORY COMMITTEE.

- A. Rationale.** Active participation in research by members of the University faculty, staff, and student body helps to fulfill several of the essential elements of the University's mission: 1) to advance the general knowledge of mankind; 2) to stimulate the creativity of the University's faculty, staff, and student body; 3) to enhance the University's learning environment; and 4) to improve the national and international stature of the institution. Research efforts at the University will benefit greatly from guidance that is compatible with the educational elements of the University's mission. Simultaneously, in order to sustain growth and development for all members of the University community, research efforts must encourage the other elements of the University mission.
- B. Functions.** The committee shall work to strengthen the University by coordinating the general research effort and shall work to elevate the research standing of the University, nationally and internationally. In order to be effectively knowledgeable about the various aspects of research at the University, the committee shall maintain an awareness of the aims and objectives of the Office of Research and Economic Development. The committee shall provide continuing evaluation of the process of administrative review of proposals for grants and contracts and shall act to provide suggestions for the most efficient means of completing this process. The committee shall act as the liaison between the faculty and the University administration on matters pertaining to research. The committee shall act in an advisory capacity to the Faculty Senate and to the University administration, specifically to the Faculty Development Committee and the Vice President for Research and Economic Development, respectively, on matters pertaining to research. "Research" shall be construed to include all of the various forms which are taken by research in the various departments and units of the University. "Matters pertaining to research" shall be construed to include the following topics, but is not limited to these topics: research proposals, research grants and contracts, patents, copyrights, conflicts of interest which involve research, and awards for research excellence. The committee shall review such proposals as may be directed to their attention by the Vice President for Research and Economic Development, including, but not limited to, all proposals which are submitted for the Faculty Grant-in-Aid program and the Challenge Grant program. It shall make recommendations to the Vice President for Research and Economic Development with regard to the distribution of funds which are allocated for these programs. The committee shall review such nominations for

awards as may be directed to their attention by the Vice President for Research and Economic Development.

- C. **Powers.** The committee's dual responsibility is to the faculty and to the administration. It shall act in an advisory capacity: a) to the President of the University; b) to the Vice President for Research and Economic Development; c) to the Faculty Senate; and d) to other appropriate officials and bodies.
- D. **Composition.** The committee shall consist of ~~10~~¹¹ voting members. Each of the seven colleges (two from Arts and Sciences), the Libraries, ~~and~~ the American Heritage Center (Archivists), ~~and the Office of Distance Education Support/UW-Casper~~ will be given the opportunity to be represented. If representation from any of these groups cannot be found, then the Committee on Committees is directed to appoint members in as representational fashion as possible. The Provost and Vice President for Academic Affairs and the Vice President for Research and Economic Development shall be *ex officio* members. Faculty members shall be appointed by the Committee on Committees and shall serve three-year staggered terms. The chair of the Research Advisory Committee shall serve as an *ex officio* member of the Faculty Development Committee of the Faculty Senate.

Source:

University Regulation 703, Revision 2; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/17/2010 Board of Trustees meeting
Revisions adopted 11/18/2010 Board of Trustees meeting
Revisions adopted 3/24/2016 Board of Trustees meeting
Revisions adopted 3/23/2017 Board of Trustees meeting

AGENDA ITEM TITLE:

Consideration and Action: New Section 2 Regulations – Enrollment Management (Modifications to UW Regulations 6-719, 8-3, 8-242, 8-246, 8-247, 8-248, 8-253), Evans/Moore

CHECK THE APPROPRIATE BOX(ES):

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

BACKGROUND AND POLICY CONTEXT OF ISSUE:

At the September 2016 Board of Trustees meeting, the Board approved review by UW Administration of UW's current regulatory structure, to include the following:

- 1) Phasing out presidential directives;
- 2) Defining regulation versus policy/procedure;
- 3) Creating an online manual, including a new "look" and format for the regulations; and
- 4) Updating the substance of the regulations, policies, and procedures as needed, including determining whether there are any substantive gaps.

At the January 2017 Board of Trustees meeting, the University proposed 12 sections for the new *Governing Regulations and Standard Administrative Policies and Procedures Manual*.

Section 1: Governance and Structure

Section 2: Academic Affairs

Section 3: Athletics

Section 4: Diversity and Equal Opportunity

Section 5: Employment and Ethics

Section 6: Facilities

Section 7: Finance and Business

Section 8: Information Technology

Section 9: Research

Section 10: Safety and Security

Section 11: Student Affairs

Section 12: University Relations

The new structure will involve three levels of policies:

- 1) Governing Regulations (Level A)
- 2) Standard Administrative Policies and Procedures (Level B)
- 3) Department/Unit Administrative Policies and Procedures (Level C)

Attached are the proposed revisions to the enrollment management portion of the new Section 2 Regulations (Academic Affairs). Enrollment Management at the University of Wyoming is an organizational concept and a systematic set of activities designed to enable UW to exert more influence over student enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes. These processes are studied to guide

institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development, and other academic areas that affect enrollments, student persistence, and student outcomes from college. The proposed regulatory adjustments will allow for greater service to students and support the UW enrollment goal of 13,500 by 2022.

Some specifics:

- **UW Regulation 6-719:** Includes housekeeping updates, deleting redundancy of terms, and replacing antiquated terminology.
- **UW Regulation 8-3:** Combines language from 8-1 (policy on admission), 8-247 (ACT/SAT admission requirements) and 8-248 (Admission of International Students). Clarifies process for non-degree seeking versus degree seeking.
- **UW Regulation 8-242:** The purpose of this regulation is to establish the verification requirements for students receiving VA educational benefits. 38 CFR 21.4253(d)(4) requires that schools have policies related to standards of conduct and progress, but there is no requirement to have a policy specific to veterans receiving education benefits. Sunset as a regulation and place it in Financial Aid along with the remainder of the Financial Aid policies and procedures.
- **UW Regulation 8-246:** Sunset as a regulation.
- **UW Regulations 8-247 and 8-248:** Sunset and transfer to UW Regulation 8-3 (Admission of Students).
- **UW Regulation 8-253:** Wyoming statute requires this be a governing regulation. Housekeeping edits.

To ensure consistency and uniformity, including the need to sunset or repeal existing regulations, the effective date for these new regulations will be **July 1, 2018** (as noted on the regulation). For the sake of clarity, this effective date does not preclude the Board of Trustees, at its discretion, from drafting new or modifying existing regulations during this process.

Per the routing process for UW Regulations, the draft modifications were provided to Executive Council, Deans and Directors, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor. ASUW provided a few typo errors, which have been corrected in the attached versions. Faculty Senate adopted a resolution on December 11, 2017, supporting the proposed changes (see attached resolution). Staff Senate did not provide comments.

The Trustee Regulation Committee will discuss this item at the January 2018 Board of Trustees meeting and recommend full Board action, if appropriate.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

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

ACTION REQUIRED AT THIS BOARD MEETING:

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

PROPOSED MOTION

“As part of the University’s regulatory structure review, I move to authorize the adoption of the enrollment management portion of the new Section 2 Academic Affairs Regulations, specifically UW Regulations 6-719, 8-3, 8-242, 8-246, 8-247, 8-248, and 8-253, as presented to the Board. These new Regulations will be effective July 1, 2018.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval.

Faculty Senate Resolution 338, as amended

Introduced by
Executive Committee

**Resolution in Support of General Counsel Proposed UW Regulations
6-719, Assessment of Prior and Sponsored Experiential Learning;
8-3, Admission of Students; 8-242, Students Receiving US Department of Veterans
Affairs Educational Benefits; 8-246, Registrar; 8-247, Requirements for Student
Participation in the ACT or SAT Assessment Programs and University Use of
Results; 8-248, Admission of International Students; and
8-253, Superior Student in Education Scholarship Program**

WHEREAS, at the September 2016 Board of Trustees meeting, the Board approved review by UW
Administration of UW's current regulatory structure, to include the following:

- 1) Phasing out presidential directives;
- 2) Defining regulation versus policy/procedure;
- 3) Creating an online manual, including a new "look" and format for the regulations; and
- 4) Updating the substance of the regulations, policies, and procedures as needed, including determining whether there are any substantive gaps; and

WHEREAS, the new structure will involve three levels of policies:


- 1) Governing Regulations (Level A),
- 2) Standard Administrative Policies and Procedures (Level B), and
- 3) Department/Unit Administrative Policies and Procedures (Level C); and

WHEREAS, the University's Routing Process for new or revised UW Regulations includes review by the
Chair of the Faculty Senate; and

WHEREAS, the changes to this Regulation have important implications to the University Faculty and to
the welfare of the University; therefore,

BE IT RESOLVED that the Faculty Senate supports the General Counsel's proposed changes to the UW
Regulations listed in the Resolution title: UW Regulations 6-719, Assessment of Prior and Sponsored
Experiential Learning; 8-3, Admission of Students; 8-242, Students Receiving US Department of Veterans
Affairs Educational Benefits; 8-246, Registrar; 8-247, Requirements for Student Participation in the ACT
or SAT Assessment Programs and University Use of Results; 8-248, Admission of International Students;
and 8-253, Superior Student in Education Scholarship Program.

AUTHENTICATION: The foregoing Faculty Senate Resolution 338, as amended, duly adopted
by the Faculty Senate of the University of Wyoming under date of December 11, 2017, is
hereby transmitted to the President of the University of Wyoming for review in accordance
with UW Regulations.


Janet Dewey
Secretary of the Faculty Senate



Reviewed and endorsed by the Regulation Committee 11-8-17
Typo error corrected 12-15-17

UNIVERSITY OF WYOMING REGULATIONS

Subject: Assessment of Prior and Sponsored Experiential Learning

Number: UW Regulation 6-719 (2-XX)

I. PURPOSE

To establish the policy for the administration and use of credit by examination and other options for verifying prior learning.

~~H. —~~ GENERAL INFORMATION

II. POLICY

The University of Wyoming recognizes the fact there are great individual differences in backgrounds and preparation of students entering the University. ~~In our present society~~ much **Much** learning takes place outside the classroom. Books, periodicals, newspapers, electronic media, travel, work experiences, and day-to-day conversations contribute greatly to the academic advancement of individuals. Many programs in high schools and other settings provide opportunities for proficient, ambitious students to proceed to more advanced levels of achievement. In recognition of these factors ~~in our society~~, the University has developed various options for verifying extra-institutional college-level learning. These options include:

~~A. —~~ Option 1:

~~A. —~~ Credit-by-examination, ~~for example:~~

~~A. — Specific~~ including specific departmental course examinations

~~B. — General.~~ general College Level Examination Program (CLEP) tests

~~C. — Specific.~~ specific CLEP tests

~~D. —~~ College Entrance Examination Board (CEEB) tests

~~American College Testing (ACT) Proficiency Examination Program (PEP)~~
~~tests, such as by departmental course examinations or by standardized~~
examinations as in section III B below.

Reviewed and endorsed by the Regulation Committee 11-8-17
Typo error corrected 12-15-17

Option 2: Military course credit (Dantes Program)

Option 3: Corporate Course Credit (Pensi Program)

Option 3: Internships

Option 4: Portfolio Analysis

To qualify for undergraduate credit by any of the options listed above, the student must be currently registered at the University of Wyoming as a degree candidate. The student must also be able to demonstrate to the satisfaction of the ~~chairman~~ chair of the department University through scores produced or involved that background experience has prepared him/her to attempt a challenge examination, if such an examination is sought. The ~~department chairperson's chair's~~ decision will be based upon extant departmental constraints such as accreditation, graduation requirements, and program requirements.

III. CREDIT-BY-EXAMINATION

A. Option 1 involves an examination of an appropriate type and content for the credit sought. Through the examination it is determined if the applicant's proficiency is equivalent to that which could be expected upon completion of a college level course in the subject. If the applicant is found to have this level of proficiency, he/she is awarded credit for that course and allowed to proceed either with the more advanced courses or with courses in other areas.

B. Students showing proficiency by passing examinations such as the ~~College Entrance Examination Board~~ Advanced Placement Program (CEEB APP) (AP), College Level Examination Program (CLEP), American College Testing Proficiency Examination Program (ACT-PEP), Scholastic Aptitude Test (SAT), International Baccalaureate (IB) for example, or examinations as developed by University of Wyoming departments may earn college credit through the level of demonstrated proficiency. Credit is allowed on the basis of any testing procedure acceptable to any the department, which may include tests of the CEEB APP program both general and subject (specific) examinations in the College Level Examination Program (CLEP) as indicated above. Students may not be denied the right of examination, if a departmental exam is available, in the introductory undergraduate course in any department. "Introductory course" is interpreted as that course which is prerequisite for successive courses in the department.

C. Grades of S and U are given in all examinations. Credit-by-examination or for prior learning is not included in the student's grade average; however, it is included in the hours earned for graduation. The grade of S is to be the equivalent of C or better (APP score of 3, 4, or 5). Entry on the student's record card transcript for credit-by-

Reviewed and endorsed by the Regulation Committee 11-8-17

Typo error corrected 12-15-17

examination is made only if a grade of S is obtained, and is so noted as a grade obtained by examination or by assessment of prior learning.

D. Information concerning credit-by-examination in courses can be obtained by consulting the head of the appropriate department at the University, and the Registrar.

E. Fees for examinations offered by testing agencies other than the University of Wyoming are determined by the agency concerned.

F. The use of credit by examination or for prior learning in graduate programs is to be determined by the student's graduate committee.

G. A student may not earn credit by examination in a course if the student has completed a course in the subject matter area above the level of the course in which he/she wishes to be examined. However, at the discretion of the departments involved, during the drop-add period a student may challenge a lower level course while enrolled in a higher level course in the same subject matter area if the course challenged is a prerequisite for the course in which the student is currently enrolled.

H. A student may not be allowed credit by examination in a course in which the student was previously enrolled either for credit or as a visitor or auditor, except that credit by examination may be used as a means to obtain credit for courses previously taken at institutions from which credit is nontransferable. A student may not challenge equivalent courses.

IV. COURSE CREDIT

Options 2-3 awards credit based on college-level courses taken either in the military or in a corporate setting as defined and proscribed by American Council on Education (ACE) guidelines.

V. INTERNSHIPS

Option 34 awards credit based on performance in recognized academic courses under concurrent faculty general supervision such as internships, clerkships, clinical experience, co-op programs, etc.

VI. PORTFOLIO ANALYSIS

A. Option 45 awards credit based on a faculty evaluation of the kinds and extent of college-level learning which the applicant has acquired in prior extra-institutional settings based upon presentation of a portfolio of documentation. Credit so earned counts toward University graduation requirements. ~~The student thus finds his/her~~

Assessment

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Reviewed and endorsed by the Regulation Committee 11-8-17

Typo error corrected 12-15-17

~~degree program accelerated, allowing the student to obtain his/her baccalaureate degree earlier, to initiate a graduate program sooner, or to enrich and broaden the student's undergraduate degree program by taking additional course work.~~

- B. The number of credit hours able to be earned by means of a portfolio evaluation shall ~~normally~~ be limited to twelve (12). Such credit, when awarded, shall be for specific University of Wyoming content-oriented courses (rather than given as X hours of credit in a general discipline area), i.e., the college course model of assessment as defined by the Council for Adult and Experiential Learning (CAEL). Portfolio assessment, when used, should normally be conducted by a committee of appropriate ~~tenured~~ faculty including at least one member with the academic rank of professor.

Effective Date: July 1, 2018

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

Source: None

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

Associated Regulations, Policies, and Forms: None

History:

University Regulation 719, Revision 1; adopted 7/17/08 Board of Trustees meeting

Revisions adopted 11/18/10 Board of Trustees meeting

Revisions adopted 6/16/15 Board of Trustees meeting



Reviewed and endorsed by the Regulation Committee 11-8-17

UNIVERSITY OF WYOMING REGULATIONS

Subject: Admission of Students

Number: UW Regulation 8-3 (2-XX)

I. PURPOSE

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

II. POLICY

Admission and programs of the University of Wyoming are offered to all eligible people without regard to 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 category. The Director of Admissions, through the Provost ~~and Vice President for Academic Affairs~~, is responsible for the admission of students. Admission of graduate students must also be approved by the faculty of an applicable graduate program.

III. NATIONALLY STANDARDIZED TESTS

All resident and nonresident applicants for admission under twenty-one (21) years of age or transfer students who have fewer than thirty (30) transferable semester credit hours, must have an official copy of the applicant's ACT Assessment or SAT Assessment test results sent to the Admissions Office.

The Admissions Office and Student Financial Aid may use information provided by the ACT Assessment or the SAT Assessment in determining the student's eligibility for admission to the University and determining the students' eligibility for awarding of certain scholarships. Additionally, once admitted, the results of the ACT Assessment or SAT Assessment shall be made available to the student's academic adviser, for purposes of advising and placement.

H-IV. UNDERGRADUATE ADMISSION REQUIREMENTS

A. General Admission Requirements

Each applicant's admission into a degree seeking program shall be based on his or her individual academic achievement. The University seeks to admit qualified undergraduate students who are new first time students or students that are concurrently enrolled in post-secondary education classes. Each applicant's

~~Reviewed and endorsed by the Regulation Committee 11-8-17~~

~~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 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); and
2. Completion of the *High School Success Curriculum* with no more than two deficiencies. Both deficiencies cannot occur in the same curriculum category.

Students admitted with support are required to participate in ~~the University's Synergy program or another~~ academic transition programs.

D. High School Success Curriculum

1. Four (4) years of English;

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2. Four (4) years of math (including algebra I, II, and geometry);
3. Four (4) years of science (including at least one year of physical science);
4. Three (3) years of social science;
5. Two (2) years of a single foreign language; and
6. Two (2) years of additional coursework (including visual and performing arts, behavioral or social sciences, humanities, or foreign language).

E. General Education Development (GED) Credentials

Undergraduate applicants with GED credentials should contact the University's Office of Admissions for specific application requirements.

F. Transfer Students

College transfer students with thirty (30) or more transferable hours after high school must submit an application, a one-time nonrefundable application fee, and official transcripts from each previously-attended higher education institution. Official transcripts must be sent directly from the institution to the University's Office of Admissions. Failure to disclose all previously attended institutions will be seen as a deliberate attempt to withhold academic history and may be reason for denied admissions and/or dismissal. Transfer students must have at least a 2.0 cumulative GPA for undergraduate admission.

G. Holistic Alternative Admission

The University, through the Director of Admissions, has the discretion to admit students who do not qualify under the above-described criteria.

~~III.V.~~ ~~III.~~ GRADUATE ADMISSIONS PROCESS

To be considered for admission as a graduate student, an applicant must submit an application, a one-time nonrefundable application fee, and official transcripts from each previously-attended higher education institution. Official transcripts must be sent directly from the institution to the University's Office of Admissions.

Additionally, each graduate program has its own admission requirements, application processes, and deadlines. Graduate student applicants should contact the graduate program directly to inquire about the requirements.

~~IV.~~

~~IV.VI.~~ INTERNATIONAL STUDENTS

Admission of international students is governed by UW Regulation 8-248, Admission of International Students the Admission Policy for International Students. This Policy is

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supplementary to the general admission policies described in this Regulation and provides for general admission standards for all international student applicants, including procedures for review and consultation with the various academic colleges and departments.

~~The Admission Policy for International Students shall be revised as determined by the Provost and the Vice Presidents for Academic Affairs. Such revisions are subject to the approval of both Vice Presidents and shall become effective from the date of their approval. The Admission Policy for International Students shall be maintained and revised as determined by the Provost. Revisions are subject to the approval of both the Provost and the Associate Vice Provost for Enrollment Management, and shall become effective from the date of their approval.~~

The Admission Policy for International Students ~~will~~shall be published and distributed by ~~the Office~~the Office of Admissions and will be available through the Admission Office's website.

~~V.~~VII. HIGH SCHOOL GUESTS

High school students requesting admission as high school guests must submit transcripts demonstrating a cumulative high school GPA of 3.0 on a 4.0 scale (official high school transcripts must be sent directly from the high school to the Office of Admission); a written recommendation from a high school counselor or principal; and official ACT or SAT test scores, if any.

~~VI.~~VIII. ~~VI.~~ NON-DEGREE STUDENTS

The non-degree admission status is a special status that is not available to international students or students who have a suspension status at UW or another college or university.

Applicants seeking admission as non-degree undergraduate students must submit an application and a one-time nonrefundable application fee to the Office of Admissions. Under this admission status, undergraduate students may take a maximum of eight (8) credit hours per semester and cannot apply more than twelve (12) total credits taken as a non-degree student toward an undergraduate degree.

~~VII.~~IX. ~~VII.~~ SECOND BACHELOR'S DEGREE STUDENTS

Students who have received a bachelor's degree from the University of Wyoming and are seeking a second bachelor's degree, but have not taken coursework since graduation, must submit a new application.

Students who have received a bachelor's degree from another institution, or who graduated from the University of Wyoming and have taken courses at another institution since leaving

Reviewed and endorsed by the Regulation Committee 11-8-17

the University, must submit an application, a one-time nonrefundable application fee, and official transcripts from each previously-attended higher education institution. Official transcripts must be sent directly from the institution to the University's Office of Admissions.

~~VIII. VIII. ADMINISTRATION/DISTRIBUTION~~

~~The Provost and Vice President for Academic Affairs shall be responsible for administering this Regulation. Admission policies and procedures shall be published and distributed by the Office of Admissions and will be available through its website.~~

~~IX. IX. EQUAL OPPORTUNITY~~

~~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, or any other applicable protected category or participation in any protected activity. The University ensures non-discriminatory practices in all matters relating to its education programs and activities and extends the same non-discriminatory practices to recruiting, hiring, training, compensation, benefits~~

Effective Date: July 1, 2018

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

Source: Wyoming Statute § 21-17-204

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

Associated Regulations, Policies, and Forms: Admission Policy for International Students

History:

University Regulation 3; UW Regulation 8-3 adopted 2/9/2015 Board of Trustees meeting
Revisions adopted 3/23/2017 Board of Trustees meeting
Revisions adopted 9/15/2017 Board of Trustees meeting

University Regulation 247, Revision 1; UW Regulation 8-247 adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 11/14/2014 Board of Trustees meeting
Revisions adopted 3/23/2017 Board of Trustees meeting

University Regulation 248, Revision 3; UW Regulation 8-248 adopted 7/17/08 Board of Trustees meeting

Admission of Students

Reviewed and endorsed by the Regulation Committee 11-8-17

Revisions adopted 11/18/10 Board of Trustees meeting
Revisions adopted 11/18/11 Board of Trustees meeting
Revisions adopted 9/7/12 Board of Trustees meeting
Revisions adopted 11/14/14 Board of Trustees meeting

Trustee Regulation VIII; UW Regulation 8-1 adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 11/18/2010 Board of Trustees meeting
Revisions adopted 11/12/2014 Board of Trustees meeting
Revisions adopted 1/15/2015 Board of Trustees meeting
Revisions adopted 4/13/2015 Board of Trustees meeting
Revisions adopted 11/20/2015 Board of Trustees meeting
Revisions adopted 7/13/2016 Board of Trustees meeting
Revisions adopted 3/23/2017 Board of Trustees meeting

Reviewed and endorsed by the Regulation Committee 11-8-17

UW REGULATION 8-242

Students receiving U.S. Department of Veterans Affairs Educational Benefits

I. PURPOSE

To establish the academic standards of progress and verification requirements for students receiving U.S. Department of Veterans Affairs (VA) educational benefits in compliance with the regulations promulgated by the VA.

II. ACADEMIC STANDARDS OF PROGRESS

For purposes of continued eligibility for VA benefits, students enrolled in the University of Wyoming and receiving VA educational benefits are considered to be making satisfactory progress toward their academic objectives as long as the University Registrar determines they are in good academic standing as defined by University regulations.

Student veterans placed on academic probation by the University Registrar shall be placed on probationary status for VA benefits. Student veterans who are academically suspended from the University shall not be certified for VA benefits unless they provide proof of reinstatement to the University.

III. VERIFICATION OF CONTINUED ENROLLMENT

The University's Veterans Services Center shall notify in writing all student veterans who are eligible for VA benefits that they are required to immediately report the following to the Services Center: (1) any courses which they have added, dropped, or withdrawn from since their most recent VA certification; (2) any unscheduled interruption of their course work; and/or (3) their complete withdrawal from the University. The Services Center shall also notify in writing all student veterans of their obligation to provide to the Service Center a signed monthly verification of their continued attendance. Failure to comply with this requirement shall result in postponement or termination of the student veterans' benefits by the U.S. Department of Veterans Affairs.

Source:

Commented [TRE1]: This regulation will sunset and the content will become a standard administrative policy and procedure in Financial Aid.

Reviewed and endorsed by the Regulation Committee 11-8-17

University Regulation 242, Revision 1, adopted 7/17/08 Board of Trustees meeting
Revisions adopted 11/14/14 Board of Trustees meeting

Reviewed and endorsed by the Regulation Committee 11-8-17

UW REGULATION 8-246
Registrar

Commented [TRE1]: Sunset.

I. — PURPOSE

To establish the responsibilities and functions of the Registrar.

II. — DESIGNATION

The Office of the Registrar shall consist of a Registrar and his appointed staff. Under the administrative supervision of the Vice President for Student Affairs, the Registrar shall be responsible for the planning, organizing, staffing, directing, and controlling of the Office's activities.

III. — RESPONSIBILITIES AND FUNCTIONS

The Registrar is the University officer responsible for effectuating student registration and record-keeping processes for the educational degree programs of the University. His related duties include:

- A.** Serve as custodian of all permanent official University records, including records of enrollment and academic achievement of students and all other data required of individual students for University purposes at the time of admission and during continuing enrollments. As custodian, the Registrar shall maintain and safeguard the records in a manner consistent with intended uses of information and applicable laws and regulations.
- B.** Establish and maintain a system of records, which shall contain all entries necessary or appropriate to verify the enrollment of students, academic achievement, eligibility for continuing enrollment, and such similar matters as may be required for University purposes. The Registrar shall assure that all entries are made in accordance with established regulations and policies of the University, and due regard will be given to the customs and practices of colleges and universities with regard to the form of such records.
- C.** Plan, organize, and administer the gathering and distribution of student data, reports, course enrollments, and such other information needed by units of the University as determined by principal academic University officers.

~~Reviewed and endorsed by the Regulation Committee 11-8-17~~

- ~~D. Plan, organize, and conduct student registration procedures in a manner consistent with established academic terms and programs, and coordinate and direct the procedural student activities of commencement exercises.~~
- ~~E. Assess such fees as may be established by the Trustees of the University for payment by students at the time of registration for courses offered by the University, unless assigned to other University officials. All matters pertaining to such fee assessments shall be coordinated with the University Controller through the Vice President for Administration.~~
- ~~F. Initiate, organize, and administer the activities required to compile and publish or post online the general University Bulletin, Enrollment Summaries, final examination schedules, and class schedules.~~
- ~~G. Evaluate the credentials of students seeking the entry of credits towards satisfaction of University degree requirements which are based upon transcripts from other educational institutions, examinations, or other comparable recognized standards. Such evaluations shall be made in accordance with customary practices of colleges and universities or such standards as may be established by the University.~~
- ~~H. Initiate, administer, and effectuate procedures necessary to verify the completion of degree requirements, the delivery of diplomas and transcripts to graduates, and maintain records of all recipients of degrees from the University.~~

~~IV. ACADEMIC PROGRAMS AND REQUIREMENTS~~

~~The Registrar shall perform his responsibilities and functions in a manner that is responsive to and supportive of the academic units of the University as directed by the Vice President for Academic Affairs or designee. The Vice President for Academic Affairs, or designee, shall inform the Registrar of all approved degree programs, courses, academic needs, and similar matters which affect the responsibilities and functions of the Registrar.~~

~~The Registrar shall submit a report to the responsible Academic Dean when he has ascertained the following: (1) that procedures or standards established by the University faculty or other academic authority have not been followed; (2) that a proposed award of credit to a student is not authorized because of established requirements or limitations; or (3) that a candidate for a degree has not met the requirements. If the Registrar and the Dean cannot reach a disposition, the Registrar shall refer the matter to the Vice President for Academic Affairs or designee. The Vice President for Academic Affairs may grant an exception if extraordinary circumstances exist (see UW Regulation 8-220). If a student, staff, or faculty member disputes the Registrar's application or interpretation of an existing academic standard to a particular fact situation, the Registrar shall refer such matter to the Vice President for Academic Affairs or designee for final determination.~~

Reviewed and endorsed by the Regulation Committee 11-8-17

Source:

University Regulation 246; adopted 7/17/08 Board of Trustees meeting
Revisions adopted 11/14/14 Board of Trustees meeting

Reviewed and endorsed by the Regulation Committee 11-8-17

UW REGULATION 8-247

~~Requirements for Student Participation in the ACT or SAT Assessment Programs and University Use of Results~~

Commented [TRE1]: Sunset and transfer content to UW Regulation 8-3 (Admission of Students)

~~I. — PURPOSE~~

~~To establish requirements for student participation in acceptable nationally standardized tests to be used for admission, advising, and scholarship purposes.~~

~~II. — REQUIREMENT FOR ADMISSION~~

~~All resident and nonresident applicants for admission under twenty-one (21) years of age or transfer students who have fewer than thirty (30) transferable semester credit hours, must have an official copy of the applicant's ACT Assessment or SAT Assessment test results sent to the Admissions Office.~~

~~III. — USE OF THE ASSESSMENT~~

~~The Admissions Office and Student Financial Aid may use information provided by the ACT Assessment or the SAT Assessment in determining the student's eligibility for admission to the University and determining the student's eligibility for awarding of certain scholarships. Additionally, once admitted, the results of the ACT Assessment or SAT Assessment shall be made available to the student's academic adviser, for purposes of advising and placement.~~

~~IV. — ADMINISTRATION~~

~~The Admissions Office, through the Provost and Vice President for Academic Affairs, is responsible for notifying students of these requirements.~~

~~Source:~~

~~University Regulation 247, Revision 1; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 11/14/2014 Board of Trustees meeting~~

Reviewed and endorsed by the Regulation Committee 11-8-17

| Revisions adopted 3/23/2017 Board of Trustees meeting

Reviewed and endorsed by the Regulation Committee 11-8-17

UW REGULATION 8-248
Admission of International Students

Commented (TRE 1): Sunset and transfer content to UW Regulation 8-3 (Admission of Students)

I. — PURPOSE

To establish policies and procedures governing the admission of international students to the University of Wyoming. The Admission Policy for International Students shall be supplementary to existing general admission policies and procedures of the University.

II. — AUTHORITY

The Vice President for Academic Affairs and the Vice President for Student Affairs, or their designees, shall be responsible for administering this Regulation.

III. — GENERAL POLICY

The University seeks to admit qualified undergraduate and graduate level international students. The Policy provides for general admission standards for all international student applicants, including procedures for review and consultation with the various academic colleges and departments.

IV. — REVISION, APPROVAL, AND EFFECTIVE DATE

The Admission Policy for International Students shall be revised as determined by the Vice President for Academic Affairs and the Vice President for Student Affairs. Such revisions are subject to the approval of both Vice Presidents and shall become effective from the date of their approval.

V. — DISTRIBUTION/NOTIFICATION

The Admission Policy for International Students will be published and distributed by the Office of Admissions and will be available through the Admission Office's website.

Source:

University Regulation 248, Revision 3, adopted 7/17/08 Board of Trustees meeting
Revisions adopted 11/18/10 Board of Trustees meeting
Revisions adopted 11/18/11 Board of Trustees meeting
Revisions adopted 9/7/12 Board of Trustees meeting
Revisions adopted 11/14/14 Board of Trustees meeting



Reviewed and endorsed by the Regulation Committee 11-8-17
Typo error corrected 12-15-17

UNIVERSITY OF WYOMING REGULATIONS

Subject: Superior Student in Education Scholarship Program

Number: UW Regulation 8-253 (2-XX)

I. PURPOSE

To establish a policy for administration of the Superior Student in Education Scholarship program authorized by Wyoming Statutes and the Board of Trustees, and to encourage students to pursue teaching careers in Wyoming.

II. GENERAL INFORMATION

The Superior Student in Education Scholarship Program was created by Wyoming Statute 21-17-114, which authorizes the Board of Trustees of the University of Wyoming to establish and promulgate the rules for a scholarship fund to encourage Wyoming students demonstrating superior academic achievement to pursue careers in teaching.

II. DEFINITIONS

College: University of Wyoming's College of Education.

Program: The Superior Student in Education Scholarship Program.

Scholarship: The Superior Student in Education Scholarship authorized by Wyoming Statute 21-17-114.

Student: An individual recipient of a Scholarship under this Program.

Teacher preparation program: A University of Wyoming College of Education Teacher Education Program, a teacher preparation program in another University of Wyoming college approved by the College, or a Wyoming community college curriculum or set of courses which the College will accept for transfer into its teacher preparation program.

III. GENERAL AUTHORIZATION

- A. Each year the Board of Trustees (or designee) may award Scholarships to sixteen (16) Wyoming high school graduates of five hundred dollars (\$500.00) each semester at the University or any Wyoming community college, who major in a teacher preparation program.

Superior Student in Education Scholarship

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- B. No student shall be awarded a Scholarship under this program to attend more than ten (10) semesters of which no more than five (5) semesters shall be at a community college.
- C. The Scholarship shall be in addition to any Hathaway merit scholarship awarded to the student.

IV. ~~DEFINITIONS~~

- ~~A. "College" means the University of Wyoming's College of Education.~~
- ~~B. "Program" means the Superior Student in Education Scholarship Program.~~
- ~~C. "Scholarship" means the Superior Student in Education Scholarship authorized by Wyoming Statute 21-17-114.~~
- ~~D. "Student" means an individual recipient of a Scholarship under this Program.~~
- ~~E. "Teacher preparation program" means a University of Wyoming College of Education Teacher Education Program, a teacher preparation program in another University of Wyoming college approved by the College, or a Wyoming community college curriculum or set of courses which the College will accept for transfer into its teacher preparation program.~~

V. REQUIRED QUALIFICATIONS

- A. The applicant must meet the following criteria:
 - 1. Applicant or applicant's mother, father or lawful guardian is a resident of Wyoming and has been a resident of Wyoming for at least five (5) years;
 - 2. Applicant has a high school GPA of 3.5 or higher on a 4.0 scale or a minimum university/community college GPA of 3.25 on a 4.0 scale;
 - 3. Applicant has a minimum composite score of 25 on the ACT or a minimum score of ~~1120-1200~~ on the SAT (verbal + math) 2016 administration forward. Contact the Office of Admissions for concordance details on previously administered exams; and

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Typo error corrected 12-15-17

4. Applicant is a Wyoming high school graduate.
- B. The selection committee may consider other factors, including courses completed, participation in extracurricular activities, and the applicant's responses to prepared questions. In an effort to encourage diversity in the field of education, special consideration will be given to applicants representing diverse backgrounds.

~~VI.~~ APPLICATION PROCESS

Applications for the Scholarship are accepted annually and must be received by the first Friday in September. Application forms and instructions are distributed by the College of Education's Office of Teacher Education.

Each year, the College of Education shall notify University and community college students of the availability of the Scholarship and the deadlines for application.

~~VII.~~ SELECTION PROCESS

- A. Scholarship recipients are selected by a committee of the College faculty named by the Dean of the College.
- B. Scholarships shall be made pursuant to criteria set forth in Section V, regardless of an applicant's intended teaching specialty.

~~VIII.~~ ENTRY TO THE PROGRAM AFTER STARTING COLLEGE

- A. A student transferring to the University from a community college is eligible to apply for a Scholarship if he/she enters into a teacher preparation program.
- B. A student currently enrolled at the university is eligible to apply for a Scholarship if he/she enrolls in a teacher preparation program.

~~IX.~~VIII. STUDENT OBLIGATIONS

The student must enroll and remain enrolled as a full-time student in a teacher preparation program at the University or a Wyoming community college.

- A. The student must enroll and remain enrolled as a full-time student in a teacher preparation program at the University or a Wyoming community college.
- B. The student must complete all required University forms and documents associated with this Program.

Reviewed and endorsed by the Regulation Committee 11-8-17
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- C. The student must maintain a cumulative grade point average (GPA) of 2.75. Failure to maintain the required cumulative GPA is grounds for denial of a Scholarship for a succeeding term. The student may be eligible for the Scholarship in a subsequent term if the student re-establishes a cumulative GPA of 2.75 and the student remains a full-time student enrolled in a teacher preparation program. Any temporary withdrawal of the Scholarship is counted as a semester of use. The student, if enrolled, is responsible for paying all charges assessed by the institution during the temporary Scholarship withdrawal period. A student who does not fulfill all requirements may be granted a probationary semester upon successful appeal to the College.
- D. The Student must be enrolled in a teacher preparation program.
- E. The student shall advise the College within fifteen (15) days of the following:
 - 1. Any action or circumstance that causes the student to discontinue pursuing a teaching career; or
 - 2. The student receives a grade point average that is below the minimum.

IX. UNIVERSITY OBLIGATIONS

- A. The University shall disburse Scholarship funds to the student for each semester in which the selected student is eligible under these rules.
- B. Each semester, the College shall submit written notification to the Office of [Student Scholarship and Financial Aid](#) of the name and Social Security number of each student who has been awarded a Scholarship. The Office of [Student Scholarship and Financial Aid](#) shall credit the Scholarship funds to the student's account at UW or shall reimburse the Wyoming community college for Scholarship funds advanced to the student by the community college.

XI. EXTENUATING CIRCUMSTANCES

- A. A student may defer using the Scholarship for a semester or more while remaining enrolled, with written notification to the College. If a student defers the Scholarship for a given semester, but continues to enroll in the College, the student must maintain the minimum GPA to remain eligible to use the Scholarship for future terms.
- B. If a student voluntarily suspends his/her enrollment in the teacher preparation program, the student must receive written approval in advance from the College to

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Typo error corrected 12-15-17

continue in the Scholarship Program upon the student's return to the teacher preparation program.

XII. APPEAL OF DECISIONS

A student may appeal a ~~decisions~~decision made by the College or the Office of ~~Student Scholarship and~~ Financial Aid through ~~the~~ appropriate University appeals policies or procedures, ~~as established the unit.~~

Effective Date: July 1, 2018

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

Source: Wyoming Statute § 21-17-114

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

Associated Regulations, Policies, and Forms: None

History:

University Regulation 253, Revision 3; UW Regulation 8-253 adopted 7/17/08 Board of Trustees meeting

Revisions adopted 11/14/14 Board of Trustees meeting

AGENDA ITEM TITLE: Consideration and Action: 10-Year Housing Plan, Blackburn

CHECK THE APPROPRIATE BOX(ES):

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

BACKGROUND AND POLICY CONTEXT OF ISSUE:

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

A selection committee identified KSQ Design (Thomas C. Hier, Principal) as the highest rank firm on June 16, 2017.

Thomas C. Hier and Jamie Cali presented a preliminary report to the Board during the September 2017 Board meeting.

A final report and presentation will be made by Thomas C. Hier and Jamie Cali. Additional information regarding infrastructure needs to support the 10 Year Housing Plan will also be shared.

Pending Board action to approve the 10-Year Housing Plan as presented, requests for approval for each phase and expenditure will follow at subsequent meetings as appropriate.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The need for a 10-Year Housing plan and updates were discussed at the March, May, June, July, and September 2017 Board meetings. During the July 2017 Board Retreat, a total of \$300,000.00 was approved for the project from ASUW (\$60,000) the university's operating reserve (\$240,000.00).

WHY THIS ITEM IS BEFORE THE BOARD:

A final report will be provided from KSQ Design (Thomas C. Hier, Principal).

ACTION REQUIRED AT THIS BOARD MEETING:

Approval of the Plan Recommendations.

PROPOSED MOTION

I move that the 10-Year Housing Plan presented by KSQ Design and the Administration be approved.

PRESIDENT'S RECOMMENDATION:

The President Recommends approval of the 10 Year Housing Plan.

University of Wyoming Housing Master Plan

Final Report

20 December 2017

ksqdesign **Bh**

KSQ Design | Biddison Hier Ltd.

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EXECUTIVE SUMMARY

Introduction

In mid-2017, the University of Wyoming undertook the development of a Housing Master Plan to address campus housing and residential life needs over the next decade. The plan includes an assessment of current conditions in campus housing and associated common spaces, and a long-term plan to improve the quality, suitability and management of housing and communal / amenity spaces across campus. The scope includes all the existing residence halls, university-owned apartments, and other housing options on campus (e.g., special interest, Greek, etc.).

To develop this plan, the University engaged the team of KSQ Design, an Oklahoma-based architectural firm with an extensive portfolio of planning and design projects including a broad range of university assignments, and Biddison Hier, Ltd., a Washington, D.C.-based resource planning firm specializing in student housing and residential life planning (the "Project Team"). The Project Team was assisted by BCER, an MEP engineering, technology and life safety firm serving the commercial, educational, institutional, and governmental markets; Martin / Martin Wyoming, a civil and structural engineering firm; and Vermeulens, a professional services firm specializing in pre-construction cost control services.

What is a Housing Master Plan?

A Housing Master Plan is a long-range planning document – typically covering a 10- to 15-year period – that provides a roadmap for programmatic and physical changes to enhance housing, residential, and campus life. It typically includes the following kinds of information to guide the University in reinvesting in its housing system over the plan period.

- Target populations to house and preferred types of housing (unit types, mix and number) to accommodate those populations.
- Assessment of existing physical conditions and recommendations for renovations to address deferred maintenance and, as necessary to modernize and upgrade buildings to make them suitable for the next decade and beyond.
- Recommendations for new housing to address any current or anticipated deficiencies in the housing inventory.
- Recommendations for other enhancements to campus housing, and to residential life programming to create a more vibrant and engaging on-campus experience.
- Funding requirements to implement changes called out in the Housing Master Plan and, often, a financial model to project how these requirements might be phased and funded over time.

Overview of Housing, Residential, and Campus Life at UW

UW offers about 3,223 beds of housing for its undergraduate students, mostly in the form of traditional residence hall-style units, but also in the form of apartments, and limited numbers of "semi-suite"-style units (graduate students are sometimes housed in University-owned apartments). The University, for the most part, does not offer housing for faculty or staff. First-year undergraduate students are required to live on-campus, although there are exceptions to this requirement, typically for students living within a certain mile radius of campus. First-year students occupy much of campus housing, along with small numbers of sophomores, juniors, and seniors. The remaining upperclassmen live off-campus, most often in apartment complexes like the Verge and the Pointe.

UW students are often described as very polite, hardworking, and not disposed to complain very much. Administrators say they do not convey a sense of "entitlement", and are "amazingly well-behaved." Students say that at UW, it's easy to get to know people – you "know your professors really well," don't "feel like you're one in a swarm," and that "out here, everybody is everybody's friend." Wyoming (including UW) is a "small town with very long streets," meaning the campus, and what happens on it, is everyone's business.

Both students and administrators say there are marked differences between students from Wyoming and those from the two primary out-of-state locations – Colorado and California. Wyoming students are generally more conservative, with a "pull yourself up by the bootstraps" mentality. Colorado / California students, on the other hand, are generally from more urban environments, a more diverse set of background / circumstances, and tend, overall, to have more financial means.

On-campus, students are most likely to hang out in the "fishbowls" in their residence hall. Outside of the residence hall fishbowls, students mostly go to the Union for on-campus socializing, where there are "always people tabling, food of some kind, people waiting for their next class, or something happening," although students lament that there are few other locations on UW's campus to go to for casual hanging out. Among the goals of the Master Plan are to create more opportunities for social and co-curricular activities on UW's campus to provide students alternatives to venturing off-campus for socializing opportunities and to incentivize students to remain in on-campus housing past their freshman year.

Summary of Key Issues

Findings from market research identified three issues that affect the nature and type of recommendations in the Master Plan. These issues are outlined below.

Issue 1: The Role of Housing (Mix and Progression) in Creating a Successful Undergraduate Experience

While amenities and privacy are good selling points, they are not necessarily positively correlated with a successful campus housing experience. UW wishes to provide freshmen students with the private rooms / bathrooms they indicate they desire; however, new students who are placed in traditional residence halls (double rooms on double-loaded corridors with community-style bathrooms) usually appreciate the communal living experience, while those who end up in singles or suite arrangements typically find it harder to make friends, build community and “find their place” within the institution. UW must thus balance the need to attract new students with the desire to provide an enriching social experience for students once they are on-campus.

Issue 2: Community Bathrooms

Community bathrooms in traditional residence halls have seen a significant evolution in the past several decades. Whereas a large community-style bathroom (e.g., shared by 20 to 30 students) would not have been unusual in housing of the 1970s or 1980s, today's students have a much different sense of privacy in bathroom functions. This trend has also been driven by an increasing recognition of the need to accommodate students in gender-neutral facilities.

While sharing a bathroom is still valued as a “great way to get to know people” (in the words of a UW student), today's bathrooms need to strike the balance between “feeling communal” while still providing an adequate and “comfortable” level of privacy. Accordingly, bathroom trends are evolving, and modern residence hall bathrooms usually have the following two characteristics: (1) low ratio of students per bathroom (around 8 to 10 instead of 20 to 30 students), and (2) disaggregated functions (e.g. grooming, bathing, and toileting in separate and distinct areas) to allow for more privacy while using space efficiently.

Issue 3: Housing Costs

Cost has a significant impact on interest in housing, and this effect is exacerbated when the housing's target population is students. There is a consensus among UW student focus group participants that on-campus housing costs are high, especially relative to what students get. Further analysis of UW's housing rates in comparison to peer institutions and local market housing rates supported student perception that the cost of University housing (specifically in the Washakie Halls) is unusually high. If the University is to attract more students to remain on-campus, the pricing structure for housing clearly will need to be addressed.

Goals of the Housing Master Plan

Strategic Context and Goals

The context for the Housing Master Plan derives from goals stated in the University's strategic planning documents. At least three goals from strategic planning documents relate in some fashion to a student's housing and residential life experience. The context also derives from information provided by stakeholders and a review of the current physical conditions, programmatic offerings, and competitive context in which the housing system functions.

Relevant Goals from the University Strategic Plan

Among the University's goals as expressed in strategic planning documents are to: (1) Cultivate a **community of learning** energized by **collaborative work** among students, faculty, staff, and external partners; (2) Nurture an environment that values and manifests **diversity, internationalization**, free expression, academic freedom, personal integrity, and mutual respect; and (3) Promote opportunities for **personal health and growth**, physical health, athletic competition, and **leadership development** for all members of the community.

Specific goals, hopes, and desires for the housing and residential life experience were derived from interviews with campus senior administration leadership, representatives involved in housing and residential life, board members, and students. Goals that have been incorporated into the Housing Master Plan are listed below.

Primary Strategic Goals

Goal 1.

Recognizing the important role that housing and residential life can play in a student's college experience, the University's 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**.

Goal 2.

Make housing a feature that helps to strengthen recruitment and retention. In its current state, it is thought by some to be a "drain" rather than an asset in recruitment.

Goal 3.

Increase number and diversity of housing options to promote more students living on-campus and support the University's planned growth. The University's current plan is to add approximately 1,100 students by 2022.

Goal 4.

Develop a plan that the campus can rally around, and that will enhance the attractiveness of the campus over the next decade.

Goal 5.

Enhance Greek life to add to the vitality of campus life, with a specific target of growing the number of Greek students from ~650 students to ~1,000 students. There is a belief that Greek life – through its engagement of students in campus life – already is and can be a greater driver of recruitment and retention.

Other Strategic Goals

Goal 6.

Make housing more appealing, both 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. Enhance

residential programming with more living-learning communities, themed floors and even residential colleges to increase student engagement, strengthen community on UW's campus, and increase faculty interaction with students in residential settings.

Goal 7.

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. There is interest in "more of a progression of housing options as students advance" academically and developmentally. As variety is added, this should include options that will entice students to remain on-campus beyond first-year.

Goal 8.

Create a financially sustainable housing system for the full housing mix owned by the University – including Washakie residence halls, Hill-Crane residence halls, University-owned apartments, and University-owned Greek housing. Focus on affordability and perhaps even differential pricing strategies to make housing accessible to more populations. For any new housing, the University is open to considering economical options (e.g., 30-year housing construction types) as well as traditional institutional-grade construction approaches.

Target Populations to House

Goal 9.

Primary Populations

Freshmen and transfer students are the primary populations of interest for campus housing. Freshmen are the only group with a live-on requirement, and transfer students comprise about 30% of the incoming class. For freshmen, the goal is to continue the on-campus residency requirement and further limit exemptions to the on-campus residency requirement.

Transfer students primarily come from the Wyoming community colleges and Colorado. They sometimes have difficulty finding appropriate housing in Laramie, and in the absence of an intentional "first-year entry" experience may struggle to find their niche at the university, their community, and a support network of friends and colleagues, etc. A priority is to help ease the entry of transfers through an intentional housing experience in which these students may live together.

Secondary Populations

Beyond the primary populations, the University is also interested in providing more and better housing for sophomores, international students, and potentially other populations for whom available campus housing may be a valuable recruitment tool (such as student athletes, who are used to being offered relatively lavish housing arrangements).

Board Level Views and Concerns

During the information-gathering phase of the Master Plan, interviews were conducted with members of the Facilities Contracting Committee of the University of Wyoming Board of Trustees, as well as with the Speaker of the House of Wyoming's State Legislature. Common themes expressed in these interviews were a keen interest in the outcome of this Master Plan, and a strong desire to have a housing system that will be a positive tool for recruiting more students, helping them persist and be successful at the University, and having them leave the institution with strong positive feelings about their University of Wyoming experience.

Housing Master Plan Recommendations

The Housing Master Plan findings and goals were combined to create a series of strategic recommendations, as outlined below.

Strategic Recommendations

Recommendation 1.

Create a better alignment between housing types and different stages of student development through renovation and new construction.

Recommendation 2.

Enhance the housing and residential life program by adding residential space that will accommodate a residential college and / or other programmatic experiences that incorporate academic and / or co-curricular activities into residential living.

Recommendation 3.

Seek to cultivate Greek life on UW's campus through greater University involvement with Greek national organizations (e.g. the house corporations), more involvement in each Greek house's management structure, and steadier / more involved contact with national Greek organizations. As the University expands Greek life, it should also be prepared to address the issues that attend this expansion, including alcohol on campus. There are professional entities who specialize in these issues, and the University may wish to consider a separate study drawing on some of the expertise of these entities.

Recommendation 4.

Add community spaces in a targeted fashion at various points across campus (as well as within residence halls) to provide more opportunities for student interaction and campus co-curricular / social life.

Phasing and Funding

The Housing Master Plan calls for (1) demolition of both Crane and Hill Halls to make way for construction of new housing; (2) construction of new suite-style / residential college housing on and around the Hill-Crane site; (3) renovation of the Washakie Halls and the University-owned apartment complexes; (4) site upgrades along King Row; (5) renovation of Greek housing; and (6) renovation of Washakie Center. Housing Master Plan recommendations are broken out into three separate phases (as well as a category of projects that may be undertaken independent of phasing) to ensure consistency of bed counts and to ease the impact of funding a multitude of projects. Outlined below is the phasing of the projects, as well as the necessary funding requirements.

Phasing

Phase I

Demolish both Crane and Hill Halls and construct new suite-style / residential college housing on the Crane-Hill site / adjacent parking lot (or elsewhere, if deemed appropriate by University leadership). Assuming *Approach 1, Option 1*, new construction will bring up to 600 new beds online, which in the short-term will provide swing space to allow the University to take individual Washakie residence halls off-line for renovation, in sequence (during Phases II and III). (See *Part II. Section 2. Implementation Strategies: Approaches, Options, and Conceptual Plans for New Housing* for more details.) Once renovations are complete, the new construction will add housing capacity to accommodate projected growing enrollments. This phase of the Master Plan will take place over the course of two years, from 2018 to 2020. Timeline: as soon as possible. Estimated cost (current dollars): \$118 million total.

Phase II

Renovate two Washakie Halls (Orr and McIntyre), in sequence, to create 21st century housing appropriate for first year students. Each would be off-line for approximately two years. Timeline: 2020 to 2024. Estimated cost: ~\$40.3 million total.

Phase III

Improve streetscape in the area around the Washakie Halls and the former Crane-Hill site, now the site of new housing. Renovate the final two Washakie Halls (e.g. White and Downey Halls) in sequence, starting with White. Prior to deciding to renovate Downey, assess enrollment projections, demand for housing and the University's financial situation, etc. If Downey is needed, then renovate; if not, demolish (incurring ~\$1 million in demolition costs). Timeline: 2024 to 2028. Estimated costs: ~\$12.1 million for streetscape improvements; \$43.3 million for renovation of White and Downey Halls; ~\$55.4 million total.

Independent of Phasing

The University-owned apartment complexes need renovation (Deficiencies: ~\$20 million; Modernization: ~\$6.2 million; Total: ~\$26.2 million), as do the University-owned Greek housing (~\$2.3 million) and the Washakie Center (~\$3.2 million). These projects can be undertaken at any time, independent of any other activities proposed in the three phases. Estimated cost: ~\$31.7 million total.

Funding

Phase I

- Crane and Hill Hall Demolition: ~\$2.0 million
- New Suite-Style Construction: ~\$116.0 million

Total: ~\$118.0M

Phase II

- **Orr Hall:** ~\$16.6 million
- **McIntyre Hall:** ~\$23.7 million

Total: ~\$40.3M

Phase III

- **White Hall:** ~\$25 million
- **Downey Hall Renovation:** ~\$18.3 million; **Demolition:** ~\$1 million
- **Streetscape Improvements:** ~\$12.1 million
- **Total:** Downey Hall Demolition: ~\$38.1 million; Downey Hall Renovation: \$55.4 million.

Total: up to ~\$55.4 million

Independent of Phasing

- **Apartments Renovation:** ~\$26.2 million
- **Greek Housing Renovation:** ~\$2.3 million
- **Washakie Center Renovation:** ~\$3.2 million
- **Total:** ~\$31.7 million

Total: ~\$31.7 million

Total

Assuming demolition of Downey Hall, the total funding requirement for all Housing Master Plan renovation and new construction is ~\$228.1 million over the next decade. Assuming Downey Hall is renovated and not demolished, total funding requirements come to ~\$245.4 million over the next decade.

Total: up to ~\$245.4M

Differential Pricing

By introducing new housing and renovating existing housing, the Master Plan creates a wider range of unit types and unit conditions than currently exist. If all projects of the Master Plan are undertaken, the diversity of the University's housing offerings will increase – in the range of unit types, age and condition, etc. Increased diversity allows the University to consider introducing more variety in the pricing structure of housing – e.g., including some lower-cost options for students who may be more price sensitive – as well as a broader range of price points that can help to fund the cost of renovations and new construction.

Financing Approaches

The University has indicated that while different financing approaches may be considered, including a public-private partnership ("P3"), there has been discussion that the State of Wyoming may provide debt financing at very favorable interest rates (e.g., 1.5%). If this is the case, then short of a straight equity infusion (e.g., a state appropriation or an outside donor), the State-backed low-cost financing option should be the most advantageous funding mechanism for Master Plan projects. While there is a current trend to look toward P3 deals to fund student housing projects, these deals typically make use of equity financing that require long-term arrangements and relatively high rates of return (i.e., cost of capital of 6% or more, plus associated management and development fees). From a financing standpoint, this approach would be far costlier to fund housing investments than if low-interest loans are available from the State of Wyoming.

HOUSING MASTER PLAN DETAILED REPORT

PART I FINDINGS

Section 1 Overview of the Housing Master Plan

What is a Housing Master Plan?

A Housing Master Plan is a long-range planning document – typically covering a 10 to 15-year period – that provides a roadmap for programmatic and physical changes to enhance housing, residential and campus life. It typically includes the following kinds of information to guide the University in reinvesting in its housing system over the plan period.

- Target populations to house and preferred types of housing (unit types, mix and number) to accommodate those populations.
- Assessment of existing physical conditions and recommendations for renovations to address deferred maintenance and, as necessary to modernize and upgrade buildings to make them suitable for the next decade and beyond.
- Recommendations for new housing to address any current or anticipated deficiencies in the housing inventory.
- Recommendations for other enhancements to campus housing, and to residential life programming to create a more vibrant and engaging on-campus experience.
- Funding requirements to implement changes called out in the Housing Master Plan and, often, a financial model to project how these requirements might be phased and funded over time.

Project Scope and Methodology

Master planning activities for the University of Wyoming include market research, physical assessment of existing buildings, program planning / development, and financial planning, as described below.

Market Research

During the master planning period, the Project Team engaged the University community through a variety of techniques to develop as clear and accurate a picture as possible of current conditions in residential and campus life and hopes, desires, and needs for the future.

Interviews were held with a range of university administrators and other stakeholders as part of the process of understanding the current residential housing environment at UW and future goals for housing various target populations – first-year undergraduates, upper level undergraduate students, transfer students, and graduate / professional students.

Focus groups were conducted with undergraduate students in Summer 2017. In total, thirty-six (36) individuals participated in interviews and focus groups during the primary market research period.

Survey data from a previously completed housing planning effort (conducted by the Mahlum Architectural firm) were analyzed to gauge student demand for housing and to determine what additional housing might be needed in the future.

To provide a *competitive context* for understanding conditions at the University of Wyoming, housing and residential life data were solicited from six other institutions – the University of Northern Colorado, Colorado State University, Montana State University-Bozeman, Utah State University, South Dakota State University, and Laramie County Community College. For a local market competitive context, data on housing rates at popular local market apartment complexes within Laramie, Wyoming were gathered and compared with University of Wyoming housing.

Facilities Audit

KSQ Architects conducted a targeted facility audit of all residential facilities. Audit data were used to quantify and categorize the nature of reinvestments required for UW's housing facilities over time. Specifically, the firm identified existing deficiencies (i.e., areas of deferred maintenance), areas for potential modernization, as well as options for selected "program changes" to adapt building areas to new uses. Data from the audit, combined with qualitative assessments by KSQ, in concert with the facilities organization at UW, provides a baseline for determining costs of reinvestment in facilities reviewed.

During the master planning process, all housing facilities were toured to provide a visual picture of the range of current conditions and to understand the type and mix of common spaces among buildings. Judgments and recommendations for renovation and modernization are based, in part, on the facility audit and the visual inspection, as well as on residential program goals developed as part of the Master Plan.

Development of Housing Program

Program options, guiding principles, and other facets of the housing reinvestment strategy were developed as part of the Master Plan. The Housing Program includes:

- A strategic vision for UW housing, including Greek housing and University-owned apartments;
- Identification of campus housing needs for each target population;
- Needs for residential spaces and campus common / social spaces to enhance the campus community experience; and
- Housing options for other special populations (e.g., Honors students or transfer students).

Phasing and Funding Strategies

Finally, data from the facility audit were used to develop a cost database to estimate capital investment costs associated with Master Plan recommendations for each residential facility – to address required renovations, modernization and investments to create additional program space. These data were used to construct comprehensive phasing and funding strategies for housing and common space renovation and new construction.

Section 2

Views on UW's Current Housing System and the Residential Experience

A starting point and foundation for the Master Plan is understanding existing conditions, shortcomings, and issues that should or will affect future planning. This section provides a summary of conditions at a fixed point in time of the University of Wyoming's residential spaces and environment for undergraduates and graduate students, drawn on work that was undertaken in Fall 2017.

2.1. Overview of the Current Inventory

The University has four main styles of undergraduate housing on the Laramie campus.

- *Washakie Halls:* Home to four multi-story buildings, White, Downey, Orr and McIntyre, the Washakie Halls house mostly freshmen in traditional residence hall-style double-occupancy rooms (the halls also contain a limited number of "semi-suite" rooms – a "modified" residence hall unit type where two rooms share a bathroom between the rooms).
- *Hill-Crane:* The Hill-Crane complex is made up of Hill and Crane Halls. In the past year, Crane has been unoccupied, and Hill Hall went off-line in Fall 2017. While the preponderance of rooms in these halls are double occupancy, in recent years they have been occupied as single-occupancy rooms to increase their market appeal to upper-class students.
- *Apartments:* The University owns four apartment complexes: Bison Run Village (mostly housing sophomores); River Village, Landmark Village, and Spanish Walk.
- *Greek and Theme Houses:* Located on the inner edge of campus next to the Washakie Halls, Greek houses and Theme Houses accommodate a variety of class years.

In Spring 2017, UW had approximately 3,223 beds of University-owned housing. (See *Figure 1*.)

Figure 1. Bed Inventory by Building and Unit Type

Unit Type and Building	Beds	
	No.	Pct of Total
Doubles (Washakie)	1,728	54%
Singles (Washakie)	119	4%
Singles (Hill-Crane)	409	13%
Semi-Suites (Washakie)	68	2%
Honors House	29	1%
Apartments	870	27%
Total	3,223	100%

2.2. Observations on the Current Inventory

To understand the existing inventory better, the Project Team interviewed staff and students to explore their issues with campus housing; conducted a walk-through of housing; and undertook a detailed facility audit. This section includes observations about the housing inventory based on these activities.

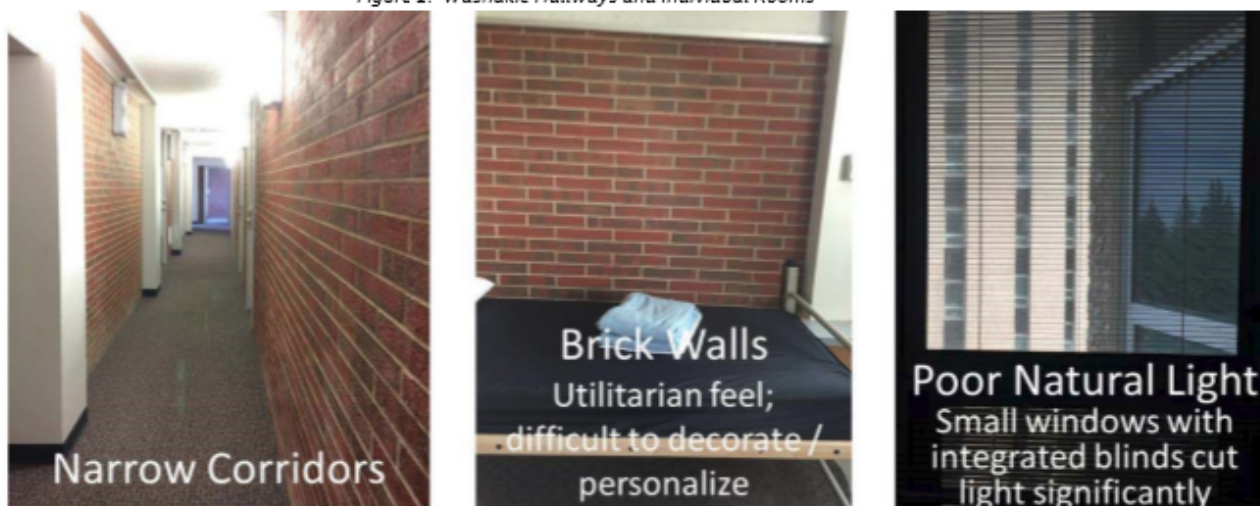
General Physical Conditions of the Residence Halls

Washakie Halls

The Washakie Halls include four multi-story residence halls – White, Downey, Orr and McIntyre Halls – on a land parcel bounded by Grand Avenue on the south, 15th Street on the west, King Row on the north, and adjacent to the Hill-Crane residential complex on the east. These halls house mostly freshmen in traditional residence hall double-occupancy units.

While students say the maintenance of the Washakie halls is both good and responsive (in fact, rating favorably against the local market), and they like the sinks in their rooms, they also describe a number of issues with the halls. These include a lack of temperature control (no air conditioning and no ability to adjust heat); built-in furniture and brick walls that make it difficult for students to “individualize” their rooms (hang posters or otherwise decorate walls); narrow, dark hallways (see *Figure 2*); laundries that are located far away in basements; small windows with blinds that impede sunlight; less-than-ideal WiFi; and strange configuration of beds in Washakie Hall single-occupancy rooms.

Figure 2. Washakie Hallways and Individual Rooms

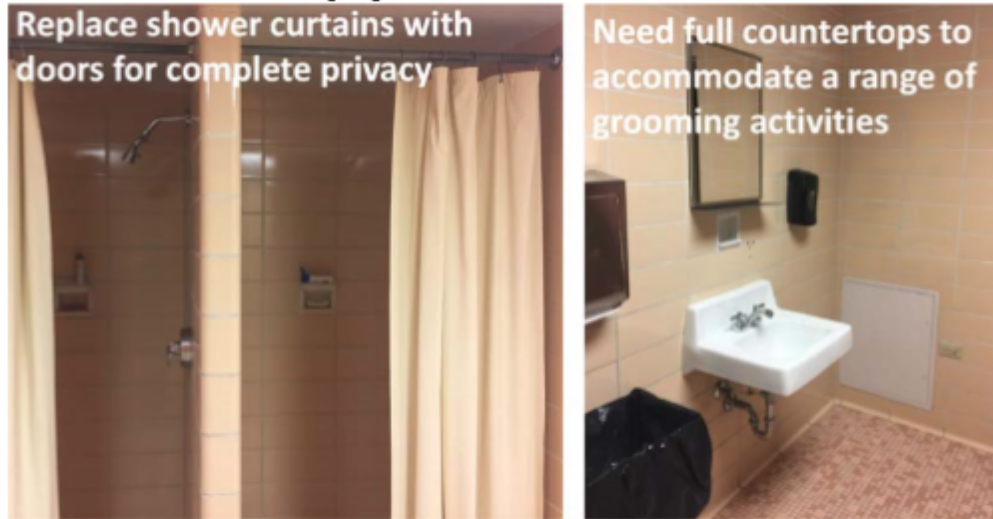


Bathrooms

Students are almost universally dissatisfied with the Washakie Hall bathrooms. Except for White Hall, students agree that residence hall bathrooms “need to be updated” with at the very least a “cosmetic upgrade.” There are mixed comments on sharing vs. not sharing bathrooms, and students seem to desire a “balance between *privacy and community*.” As one student noted, shared bathrooms “are a great way to get to know people.” The bathrooms should “feel as individual as possible while still making it feel communal.”

Students say they would like the following in their bathrooms: more privacy, especially in the showering area, which they would like to be fully closed; bigger bathrooms ("larger, but not huge"); removal of the bathtubs; countertops for makeup and blow-drying hair, etc.; and gender-neutral bathrooms. (See *Figure 3*.)

Figure 3. Bathroom Shower and Sink Area



Crane-Hill Complex

The Crane-Hill residential complex, largely used to house upperclassmen, was originally designed to house two students to a room, but has been converted to single-occupancy rooms. All rooms have built-in closets and no sinks inside the rooms (see *Figure 4*). Crane and Hill Halls are currently off-line. Described by some students as "creepy," Hill Hall does not have carpets, and students say one of the major downsides of the building is that without carpets the rooms get dusty very easily. When in use, both Hill and Crane have had low occupancy rates, and often feel empty to their occupants.

The Hill / Crane dining hall has a large footprint, and sits between these two buildings. While it no longer is used as a dining hall, it currently contains the University's catering operation, which will soon be relocated elsewhere on campus.

Figure 4. Crane / Hill Hall Individual Room



Residence Hall Common Spaces

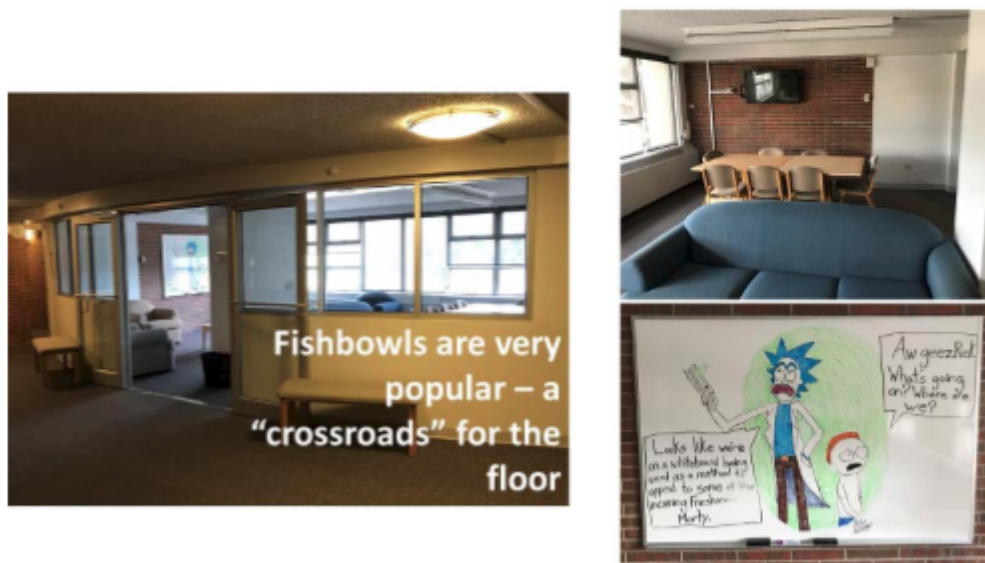
Within Washakie Halls, the first-floor lobbies are long, narrow, and oddly shaped for large gatherings. (See *Figure 5.*) They also lack common amenities found in modern residence halls.

Figure 5. Washakie Hall Lobbies



However, the fishbowls, which are on most upper floors, are widely loved, and students on floors lacking fishbowls (on alternating floors on Downey, or on top floors with closed-off balconies, for instance) miss them. (See *Figure 6.*)

Figure 6. Washakie Hall Fishbowls



Washakie Halls are also home to small study rooms on most floors, but many of these rooms lack windows and thus natural light, and students say that they would like more technology in the study rooms (i.e. computers mounted on walls). (See *Figure 7*.)

Figure 7. Washakie Hall Study Rooms



In Hill and Crane Halls, the lobbies are configured well for social gatherings, but the halls themselves are not popular with students.

Ideal common spaces include large open lobbies on the ground floor with plenty of clustered, comfortable seating (Hill and Crane Halls have this, but the Washakie Halls do not); a mix of smaller common rooms on each upper floor to support – variously – noisy and quiet activities (including small, quiet spaces for individual study); and small kitchens with ovens.

Other Residence Hall Spaces

The tunnels connecting the Washakie residence halls to the Washakie dining halls are very popular and are widely valued by students. However, students would appreciate security cameras and better lighting. Hill and Crane are not connected by tunnels, which further decreases their attractiveness to students. Some students mentioned that it was less-than-ideal that there was no alternative to using the laundry in the basement, as well as that some laundry rooms are more tucked away than others, which made students feel less safe.

Apartments

UW owns four apartment complexes of varying age and quality. While all apartments house some graduate students, Bison Run Village mostly houses sophomores, is rented by the bed, and is the newest and in the best condition; River Village and Spanish Walk are popular with international students; and Landmark Village Apartments mostly houses families, and is on track to be 100% occupied this year now that it allows pets.

Greek Housing

Greek life offers significant opportunities for student engagement, and most individuals involved in student government are reportedly also Greek. Accordingly, the University is interested in growing Greek life and Greek housing.

At present, the University has eight Greek houses on Fraternity and Sorority Row, along with a few special interest and other houses as well. *Figure 8* lists each property and its ownership.

Figure 8. Building Inventory on Greek Row

Building	Programmatic Use	Ownership	
Fraternity Row			
Sigma Nu	Greek Fraternity	Greek	Sigma Nu House Company
Alpha Tau Omega	Greek Fraternity	Greek	West Range Laramie, LLC
Sigma Alpha Epsilon	Greek Fraternity	Greek	Fraternity House Corporation
Sigma Chi	Greek Fraternity	Greek	Sigma Chi House Corporation
Pi Kappa Alpha (Removed)	Greek Fraternity	University	University
Honors House	Special Interest	University	
Health Sciences Living House	Special Interest	University	
Beta House	Special Interest	University	
Sorority Row			
Sigma Phi Epsilon	Greek Sorority	University	University (leased to SPE)
Kappa Kappa Gamma	Greek Sorority	Greek	Kappa Kappa Gamma Building Company
Delta Delta Delta	Greek Sorority	Greek	Theta Eta House Corporation
Chi Omega	Greek Sorority	Greek	Chi Omega House Corporation
Tobin House	Special Interest	University	
Information Technology Center	Academic Building	University	
Ownership Summary			
7 University			
7 Greek			

2.3 Beyond the Residential Buildings – Views on Campus Community

Findings in this section are drawn from interviews, focus groups, and analyses of local market conditions and peer institutions conducted by KSQ Design and Biddison Hier, as well as from data from a student survey previously conducted by Mahlum Architects.

Why Do Students Come to UW?

Students come to the University of Wyoming for many reasons: the tuition is very inexpensive (making UW a highly cost-effective choice of university); the surrounding area is very nice; Laramie is a small town, but is not tiny, and the people in it are very friendly; and the University has an especially close-knit community.

The Undergraduate Student Life and Culture

UW students are often described as very polite, hardworking, and not disposed to complain very much. Administrators say they do not convey a sense of “entitlement” and are “amazingly well-behaved.” Students say that at UW, it’s easy to get to know people – you “know your professors really well,” don’t “feel like you’re one in a swarm,” and that “out here, everybody is everybody’s friend.” Wyoming (including UW) is a “small town with very long streets,” meaning the campus, and what happens on it, is everyone’s business.

The UW community is oriented around sports, specifically football and basketball, and has a down-to-earth culture that is more diverse than people’s preconceptions would have them think, with students from a “lot of different places,” both domestically and internationally (although international students don’t always integrate easily).

In-State Versus and Out-of-State Students

There are said to be marked differences between students from Wyoming and those from the two primary out-of-state locations – Colorado and California. Wyoming students are generally more conservative, with a “pull yourself up by the bootstraps” mentality. Administrators say that Wyoming students generally have a “very strong work ethic; lead by example; make their own mistakes; [and] move forward with them.” They are usually from very small towns and come from families with limited financial means, sometimes are first-generation college students, and have a high cost sensitivity regarding the residence halls, as they often feel they are not getting a lot for what they are paying.

Colorado / California students are generally from more urban environments, have a more diverse set of background / circumstances, and tend to have more financial means overall.

Social Life at UW

Students at UW say that when they are in the halls, the most common areas for hanging out are the “fishbowls,” glass-walled common rooms with movable furniture, whiteboards, and TVs, located near the elevators on every floor (except for Downey, which has fishbowls on alternating floors). However, students have no real community space on the first floors of the residence halls, and students feel, overall, that UW is lacking in communal space, especially considering that a student cannot swipe into a hall that is not his / her own (and thus cannot access fishbowls in other residence halls, or any halls at all if they live off-campus).

Outside of the residence hall fishbowls, students mostly go to the Union for on-campus socializing, where there are “always people tabling, food of some kind, [and] people waiting for their next class.” The Union is “the only place to go besides concerts in the fine arts building,” although UW plans to open more student gathering space in the library soon. The Gardens is also located within the Union, and is a gathering spot for students, but because alcohol is served there, students under 21 are hesitant to enter, and the game room off the Gardens “costs money,” which discourages students from visiting.

There is no real coffee shop or casual hang out space on-campus, although there are a few located in town just on the border of campus, which have the "differentiated ambience" that on-campus spots like the Gardens lacks.

Greek Life

There are many positives aspects of Greek life at the University of Wyoming's campus. Students say that there is extensive overlap between student leaders and those who choose to join Greek organizations, and a general perception that the Greek population is very active. Greeks throw events like "Mr. Wyoming" (a pageant) and pancake breakfasts to which they invite other students; are "always doing something;" and are some of the most involved people at UW. Saying that it is an overall "net positive" to have Greeks on-campus, students also opine Greek life generally attracts people to the school, not only because Greek housing is less expensive than the residence halls, but also because Greek life helps new students make friends (sometimes helped by alcohol). Those involved in Greek life say that UW's fraternities and sororities are different from other schools in their strong focus on scholarship and philanthropy.

Those who are not involved mention some downsides to Greek life at UW, saying that at other schools almost everything is Greek life, but at UW, it "feels like it is dying," and some students "don't even notice Greek life."

Section 3 Key Issues

Findings from market research identified some issues that potentially affect the nature and type of recommendations in the Master Plan, and are outlined in this section.

Issue 1: The Role of Housing (Mix and Progression) in Creating a Successful Undergraduate Experience

Creating a Successful Undergraduate Experience

Through years of interviews, focus groups, and surveys with students and college administrators, several common themes have emerged as to what constitutes a "successful undergraduate experience." Some of these themes are presented here, to provide a broad context for issues that the University of Wyoming faces as it develops a plan for long-term changes to its housing system.

A National Student Perspective

When asked to describe their desires and hopes for a successful undergraduate experience, students across a wide range of institutions (large and small, public and private, etc.) offer some similar thoughts. First and foremost, students hope to meet and form lasting bonds with other students. Incoming students are particularly eager to find their "community" – a group of their peers to whom they feel bonded or connected, and who informally serve as a social group and support network. For residential students, housing can play a critical role in helping students form their communities.

Students also hope to have a strong school and / or program identity of which they can be proud. And in addition to students' in-class academic work, they seek interesting learning opportunities outside of the classroom – e.g., research, experiential learning, etc. – as well as opportunities to interact with their professors.

A National Administration / Faculty Perspective

Faculty and administrators asked to weigh in on what creates a successful undergraduate experience offer a wide range of comments that, generally, can be grouped into two areas – developmental goals and experiential goals.

Developmentally, administrators and faculty want students to learn to manage failure and stress, and believe that the university should offer safe places to experiment and fail. This is critical for a student in developing both emotional and social intelligence. They also believe that a successful college experience helps students develop a sense of personal responsibility and good organization, and positions them to find their place in the world after college – by offering leadership opportunities while in school, etc. They hope that students will develop a life-long love of learning while in college and, at bottom, that the college experience turns adolescents into adults.

Experientially, administrators and faculty want the college experience to provide opportunities for students to pursue their passion, creativity and innovation in and outside of the classroom. (This helps them feel more attached to the institution.) Ideally, all students would be engaged in a four-year university community experience regardless of whether they live on or off-campus. And in the best of all worlds, the student would leave the University thinking that the school cared about her / him; feeling that the experience was positive and good; and feeling successfully launched into the next phase of their life (e.g., job, graduate school, etc.).

While housing and the residential life experiences are by no means the only things that contribute to a successful undergraduate experience, when “done well,” they can be important contributors to creating the sense of community, the support networks, and the engagement that all strengthen the college experience.

Current Housing Mix

The nature of housing, through physical configurations and the amount and type of “program structure” that accompanies the residential experience, can have a profound effect on a student’s college experience. In evaluating what mix and range of housing types the University should provide, there are both (1) marketing / recruitment considerations and (2) developmental considerations. These factors are not necessarily in conflict, but it requires a clear statement of the institution’s goals and objectives for the housing and residential life experience to balance these two areas of consideration.

Recruitment vs. Developmental Considerations for Housing and the Residential Experience

Recruitment Considerations

Trends in campus housing, especially at institutions that focus on incoming classes, lean toward accommodating the expressed desires of students for privacy and providing attractive amenities. Students compare an institution’s housing to that of peer institutions (if there is a campus residency requirement), as well as to local market offerings (if there is no residency requirement). **While amenities and privacy are good selling points, they are not necessarily positively correlated with a successful campus housing experience.**

For example, many traditional age students entering as freshmen will, if asked, say that they much prefer a single room, a suite, or an apartment over a room in a traditional residence hall. Those same students, if surveyed a month or two after arriving on-campus, are very likely to have a quite different view from their original preference. **Students who arrive and are placed in traditional residence halls (double rooms on double-loaded corridors with community-style bathrooms) usually appreciate the communal living experience; those who end up in singles or suite arrangements typically find it harder to make friends, build community, and “find their place” within the institution.**

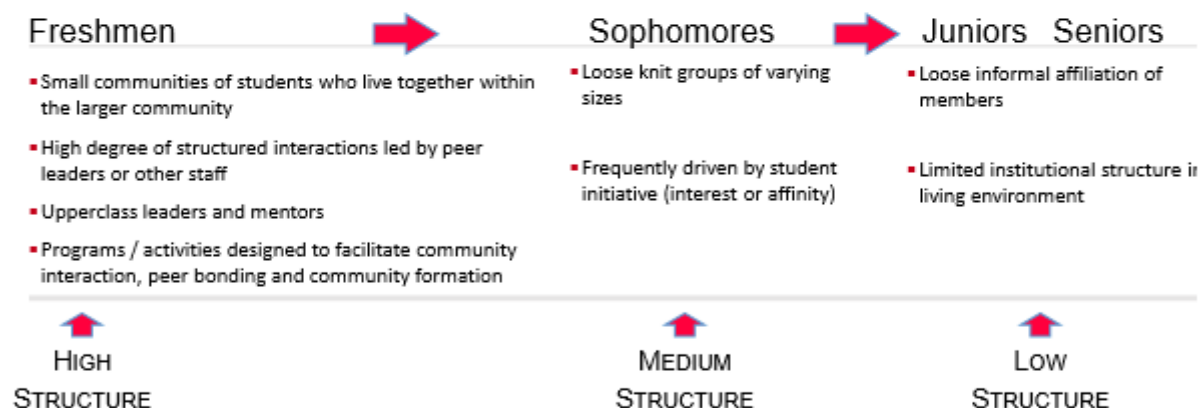
Developmental Considerations

Students are fundamentally different in terms of life experience and maturity as they progress through university. (This is especially true for first-time freshmen.) Successful residential communities support changing developmental needs, with different types of housing configurations, programming structures and residential staffing aligned with a student's development from year to year. As noted above, a traditional residence hall experience is widely viewed as the preferred living situation for first time traditional age freshmen entering college. As students move to sophomore year, they generally are ready for and seek more independence in their living situation, while still wishing to maintain community bonds that were developed in their first year. As they mature to junior and senior years, students typically seek out much more independent living situations, as they prepare for the world they will experience after college.

Figure 9 below presents a "continuum of communities" that illustrate the relationship between student development through the undergraduate years, and the type of housing and level of "community structure" that supports this progression. As the chart illustrates, freshmen ideally are in "high structure" communities that encourage and support community formation, with significant amounts of common and program spaces where students can easily interact with one another. Sophomore communities of "medium structure" are more student-driven with less formal university-led programming, and more independence in living situations. For example, sophomores typically find suite-style housing attractive as a good balance between private space and more selective opportunities for interactions with their surrounding community, and prefer self-directed activities to formal university residential programming. Communities for juniors and seniors are "low structure" – they live in independent situations (e.g., apartments) and seek out community interaction at their own time and place of choosing, with little direct university involvement.

Figure 9. 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.



Alignment between Housing Types and Levels of Program Structure

If the program model above is followed, with different levels of program structure aligned with students by developmental stage, this section defines more explicitly the housing configurations that best accompany these different levels of structure.

Traditional Residence Hall – Conducive to High Structure Communities

Traditional residence halls are primarily double- (and some single-) occupancy rooms on a hallway with shared-use (community) bathrooms on hallways, and common space throughout the building. In addition to having a range of common spaces on each floor (e.g., quiet study, common group lounge, etc.), the first floor of a high structure building is home to a rich complement of common spaces where students can come together for informal socializing, hall or building meetings, TV watching, group study / collaboration activities, hanging out in a gaming spot, etc.

Semi-Suite ("Modified Residence Hall") – Conducive to Medium Structure Communities

Primarily double- (and some single-) occupancy rooms on a hallway; each room has an entrance from the hallway, with an internal shared bath connecting every two rooms, and common space placed throughout the building.

Suite – Conducive to Medium Structure Communities

Double- and / or single-occupancy bedrooms within a single unit; the unit has one entrance from the hallway, and a shared bathroom and common space within the unit; no kitchen.

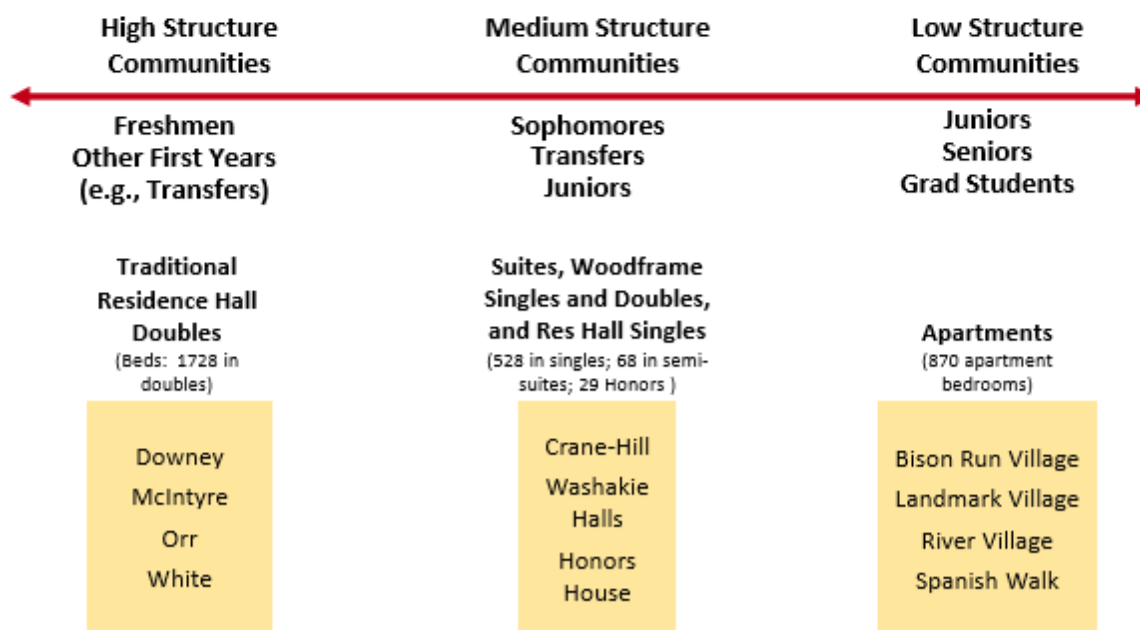
Apartment – Conducive to Low Structure Communities

Unit has living / dining area, bedrooms, bathrooms, and *full kitchen* (refrigerator, sink, stovetop, and oven).

Mapping the "Continuum of Communities" to the University of Wyoming's Current Housing

Figure 10 below shows how the University of Wyoming's current housing aligns with the community structures described above. The Washakie Halls generally align with high structure communities targeted for incoming freshmen – with a predominance of double rooms in building wings that have the potential to form strong "floor communities," although these buildings are significantly lacking in common spaces, especially on the first floors. Housing that aligns well with medium structure communities includes the semi-suites in the Washakie Halls, the rooms in Crane-Hill (currently used as singles, although originally built as doubles), and Honors House. The University has a significant inventory of apartments that align well with the low structure communities targeted at juniors, seniors and graduate students.

Figure 10. Mapping a "Continuum of Communities" to Current UW Housing



Issue 2: Community Bathrooms

Community bathrooms in traditional residence halls have seen a significant evolution in the past several decades. Whereas a large community-style bathroom (e.g., shared by 20 to 30 students) would not have been unusual in housing of the 1970s or 1980s, today's students have a much different sense of privacy in bathroom functions. **This trend has also been driven by an increasing recognition of the need to accommodate students in gender-neutral facilities.**

While sharing a bathroom is still valued as a "great way to get to know people" (in the words of a UW student), **today's bathrooms need to strike the balance between "feeling communal" while still providing an adequate and "comfortable" level of privacy.** Accordingly, bathroom trends are evolving with the following characteristics.

Low Ratio of Students Per Bathroom

Instead of 20 or 30 sharing a community bathroom, today's facilities are more likely designed for 8 to 10 students sharing a set of bathroom facilities.

Disaggregated Bathroom Functions

Increasingly, community bathroom activities are separated into their component parts, and each planned according to the level of privacy that is appropriate / required. The three primary activities are as follows:

- **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. The 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.

This approach has the benefits of being able to balance privacy with community activities – as appropriate by the nature of the function – to address today's students' views about and concerns for privacy and the need for gender neutral facilities, without sacrificing some of the communal benefits that come from shared bathroom arrangements.

A significant issue mentioned by UW students during focus groups was the nature and configuration of the bathrooms in the Washakie Halls. As these halls are evaluated for suitability going forward, a significant task is to consider what options may exist to renovate and redesign the bathrooms to accommodate today's norms for privacy as described above.

Issue 3: Housing Costs

Cost has a significant impact on students' interest in University housing, and this effect is exacerbated when the housing is targeted at students, who are usually especially cost-conscious. There is a consensus among UW student focus group participants that on-campus housing costs are very high, especially relative to what students get, and when compared to what is available in the local market and at peer institutions.

All things being equal, younger students typically enjoy living on-campus because it helps them make friends more easily, allowing them to more seamlessly integrate into a university community. However, cost is a very important factor in students' decision making, and if housing is viewed as prohibitively expensive, then students will lean toward living in housing in the local market. With that in mind, analyses were conducted to gauge the cost of UW's on-campus housing versus local market housing.

The monthly cost of a traditional residence hall in local market and peer analyses is the average of the costs of a traditional residence hall (1) double-occupancy room and (2) single-occupancy room (except where otherwise noted). The meal plan allowance assumption in all local market and peer analyses is an unlimited meal plan, which costs \$5,827 per academic year (the unlimited meal plan was chosen to standardize comparison across peer institutions).

University vs. Local Market

Figure 11 compares the cost of UW's residence halls and apartments to costs at The Verge and The Pointe, two housing complexes in the local market that are very popular with undergraduate students. Costs are compared on a per month, 9-month and 12-month basis. Within the 9-month and 12-month cost comparison, there is a \$300 per month food allowance (if a student is not required to buy a meal plan), or an allowance of \$5,028 for 15 meal / week academic year meal plan (to be consistent with peer comparisons). While 9-month leases are not available for on-campus apartments, 9-month costs are listed below for comparison with the traditional residence halls on-campus. The 9-month cost of a traditional residence hall room is a combination of both room *and* board costs.

Figure 11. University vs. Local Market Housing Rates

	Monthly Cost				Meal Allowance Assumption	9 Month Cost ² (Room and Board)				12 Month Cost (Room and Board)			
	Trad Res Hall	2 Bdrm Apt	3 Bdrm Apt	4 Bdrm Apt		Trad Res Hall	2 Bdrm Apt	3 Bdrm Apt	4 Bdrm Apt	Trad Res Hall	2 Bdrm Apt	3 Bdrm Apt	4 Bdrm Apt
The Verge	-	\$545	\$490	-	\$300 / month	-	\$5,205	\$4,710	-	-	\$6,840	\$6,180	-
The Pointe	-	-	-	\$505	\$300 / month	-	-	-	\$4,845	-	-	-	\$6,360
River Village ¹	-	\$484	\$368	-	\$300 / month	-	\$4,742	\$3,612	-	-	\$6,222	\$4,716	-
Bison Run Village ¹	-	-	\$470	\$446	\$300 / month	-	-	\$4,530	\$4,314	-	-	\$5,940	\$5,652
Washakie Halls ¹	\$301	-	-	-	\$5,028 / acad yr	\$7,734	-	-	-	NA	-	-	-

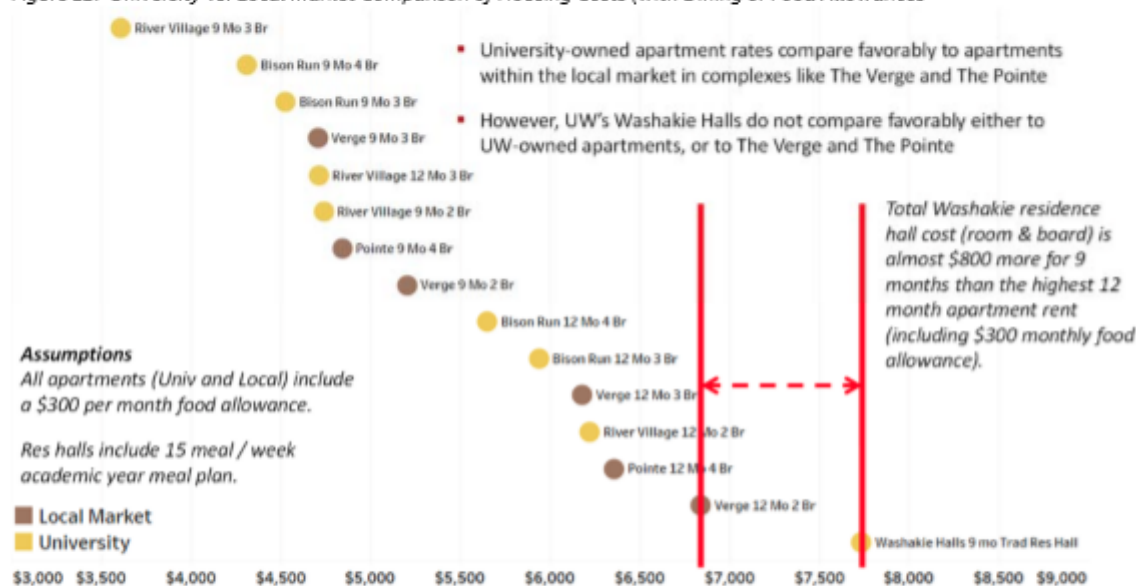
Notes:

1. UW housing is assumed to be furnished.

2. Private apartments are typically not leaseable on a 9 month basis, although a limited number of short-term leases are available, depending on the complex. University apartments are not available on a 9 month basis.

Figure 12 provides a visual comparison of University to local market housing costs. The graph reveals that a 9-month tenure in the Washakie Halls costs \$800 more than a year in the most expensive local market apartment complex (with grocery / meal plan costs included, as appropriate). Although University-owned apartment rates compare favorably to local market complex rates in places like The Verge and The Pointe, UW's Washakie Halls compare unfavorably to both UW-owned apartments and to local market housing.

Figure 12. University vs. Local Market Comparison of Housing Costs (with Dining or Food Allowances)



University Housing and Dining Costs vs. Peer Institutions

University housing and dining (unlimited meal plan) costs were also compared to those at peer institutions. On a scale of 1 to 7 (1 = most expensive), UW housing and dining is relatively expensive compared to peers. Among seven schools, UW ranks 5th or 6th least expensive in tuition (6th for in-state tuition, 5th for out-of-state), but 2nd most expensive in housing costs. (See Figure 13.) If the University is to attract more students to remain on-campus, the pricing structure for housing clearly will need to be addressed.

Figure 13. Disaggregated Living Costs: Peer Comparison

	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.

Section 4 Interest in University Housing

Views from student focus groups conducted as part of this master planning effort are supplemented by a review of data from a student survey that was administered as part of the Mahlum housing planning effort in 2015.¹ Some key findings from the survey related to student interest in and preferences for University housing are highlighted in this section.

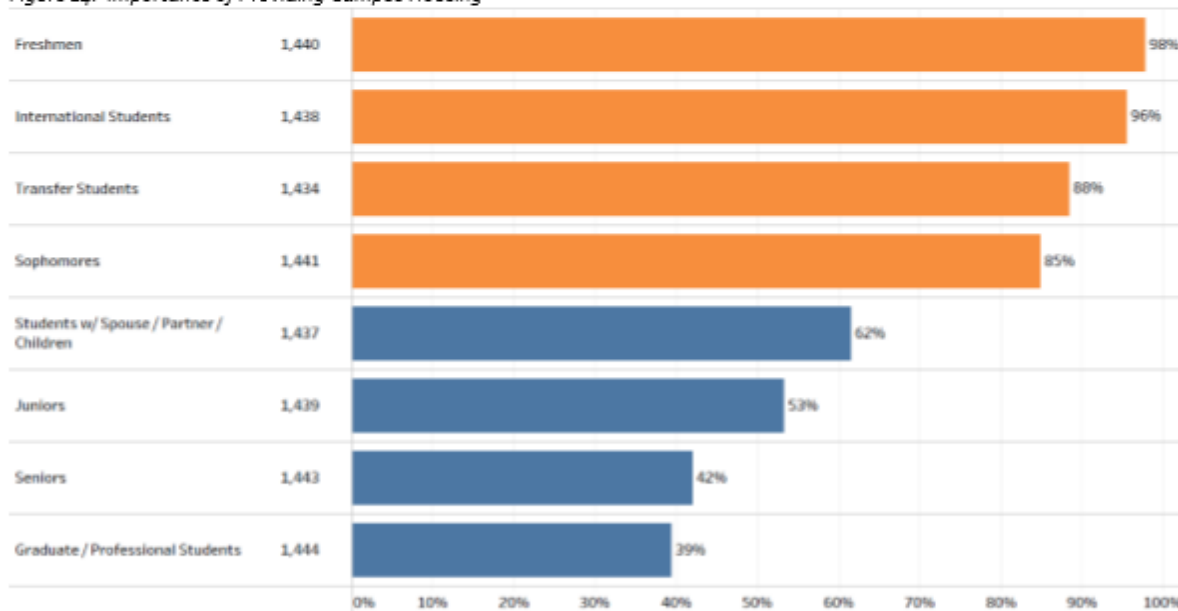
4.1 Views on Housing

Important Populations for the University to House

To gauge which populations were viewed as most important to house, students were asked in the Mahlum survey to rate how important it was for the University to provide housing to a variety of populations (Scale: 1 = "Extremely Important", 2 = "Somewhat Important", 3 = "Not Very Important", and 4 = "Not Important").

Figure 14 below aggregates the top 2 responses – at least 85% of respondents indicated that it was "extremely" or "somewhat" important (see orange bars) for the University to house freshmen (98%), international students (96%), transfer students (88%), and sophomores (85%). Respondents believe, overall, that it is less important to house students with a spouse / partner / children, juniors, seniors, and graduate / professional students (see blue bars).

Figure 14. Importance of Providing Campus Housing



¹ A student survey was not included in the original scope for this Housing Master Plan. However, it became clear that survey data would be required to project housing demand. Since the Mahlum study included a student survey that explored housing interest and demand, and the work was done recently (2015), Mahlum survey data were incorporated into this study's analyses.

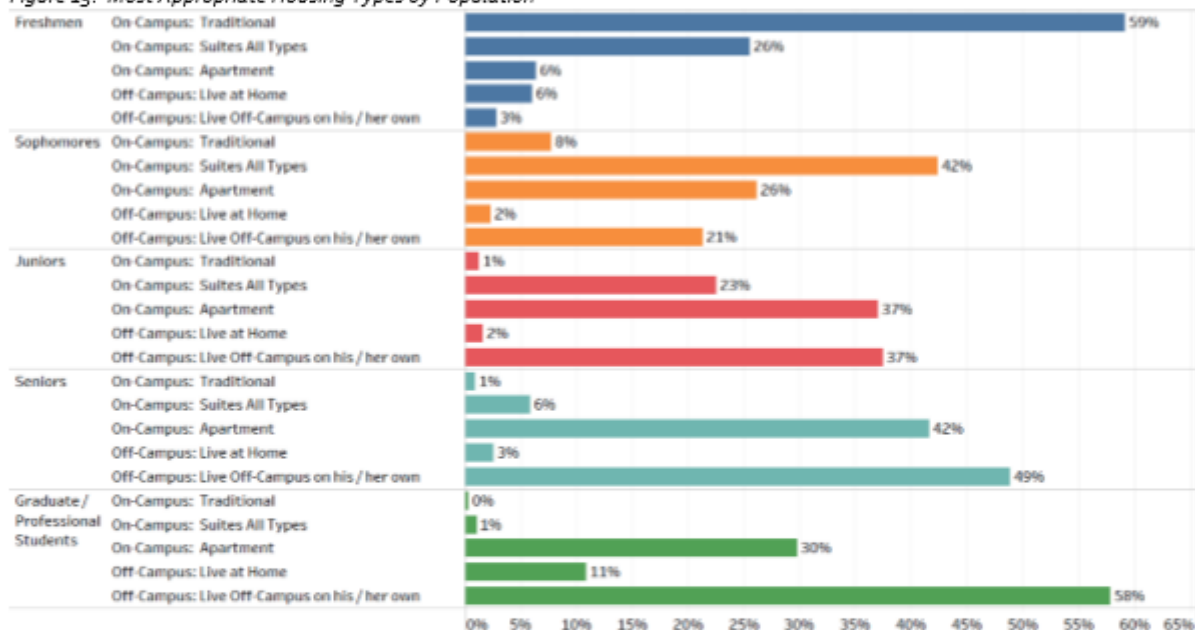
Most Appropriate Housing Type by Class Year

Students were asked to rate the most appropriate housing type for a variety of populations, including: freshmen, sophomores, juniors, seniors, and graduate / professional students. (See *Figure 15*.) Most respondents (59%) said that freshmen should live on-campus in traditional residence halls.

Responses, however, were more mixed for sophomores, juniors, and seniors. Forty-two percent of respondents said that sophomores should live in some type of on-campus suite, while 26% and 21% indicated that they felt the most appropriate unit types were, respectively, on-campus apartments or off-campus housing.

About 40% felt juniors should live either in on-campus apartments or off-campus. Responses regarding seniors were similarly mixed: 49% of respondents indicated that they believe seniors should live off-campus on their own, while 42% said seniors should live in an on-campus apartment. Respondents were more in agreement, however, regarding graduate / professional students, with 58% indicating that they should live off-campus on their own.

Figure 15. Most Appropriate Housing Types by Population

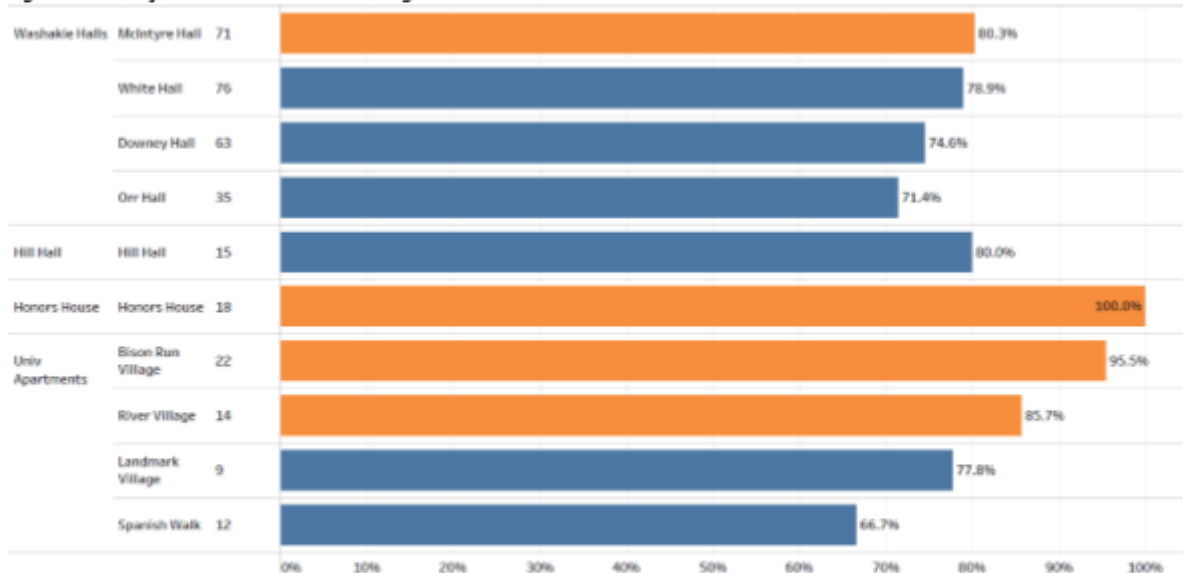


Satisfaction with Current University Housing

Students living on-campus were asked to rate their satisfaction with their current housing. (Scale: 1 = "Extremely Satisfied", 2 = "Somewhat Satisfied", 3 = "Not Very Satisfied", and 4 = "Not Satisfied".)

Figure 16 includes only responses indicating the student was "Extremely Satisfied" or "Somewhat Satisfied" with their current housing. Over 80% of respondents indicated they were "somewhat" or "extremely satisfied" living in McIntyre Hall, Honors House, Bison Run Village, and River Village (orange bars). 80% or fewer respondents said that they were at least somewhat satisfied with White Hall, Downey Hall, Orr Hall, Hill Hall, Landmark Village, and Spanish Walk (blue bars).

Figure 16. Satisfaction with Current Housing

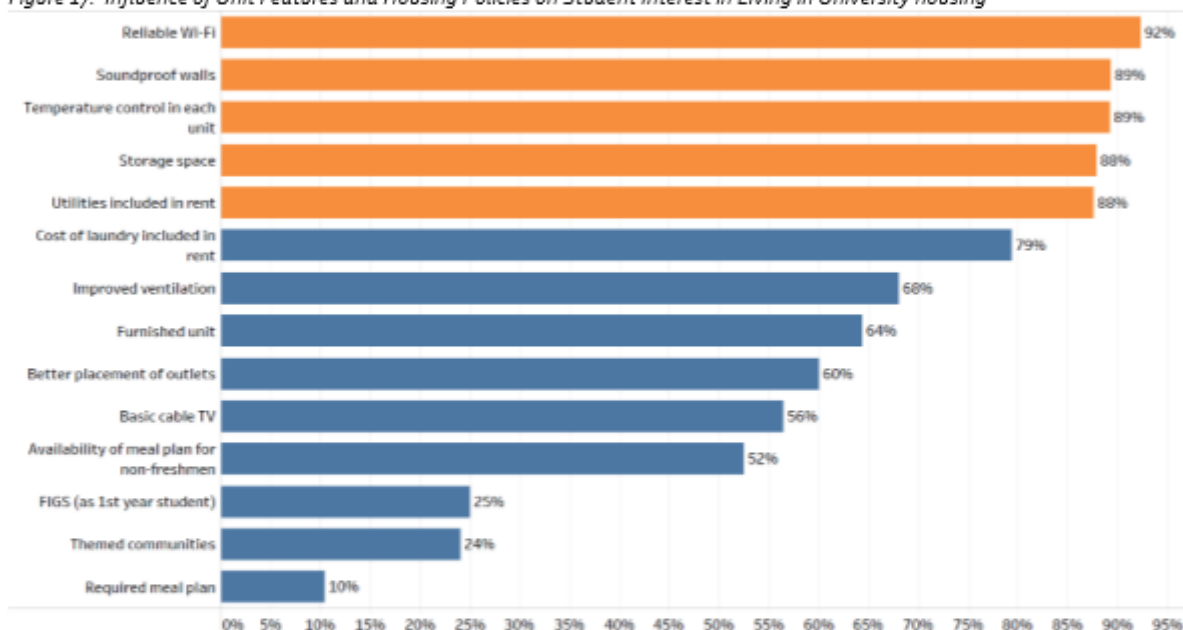


Influence of Unit Features / Housing Policies and Community Features on Student Interest in Living in University Housing

Students rated *unit features and housing policies* according to how much they would influence the decision to live in University housing. (Scale: 1 = "Would not live without it", 2 = "Would have a positive influence on my decision", 3 = "Would have no influence on my decision", 4 = "Would have a negative influence on my decision", and 5 = "Would not live in new housing if it was there".) *Figure 17* includes only responses indicating the student "1-Would not live without" the feature / policy, or that the feature / policy "2-Would have a positive influence" on their decision to live in University housing.

The most important features for students in University housing are reliable Wi-Fi, soundproof walls, temperature control in each unit, storage space, and utilities included in rent, with 88% or more saying such features would at least have a positive influence on their decision (orange bars). For the most part, students agree that a required meal plan, themed communities, or FIGS (as a 1st year student) are the least important features of University housing (blue bars).

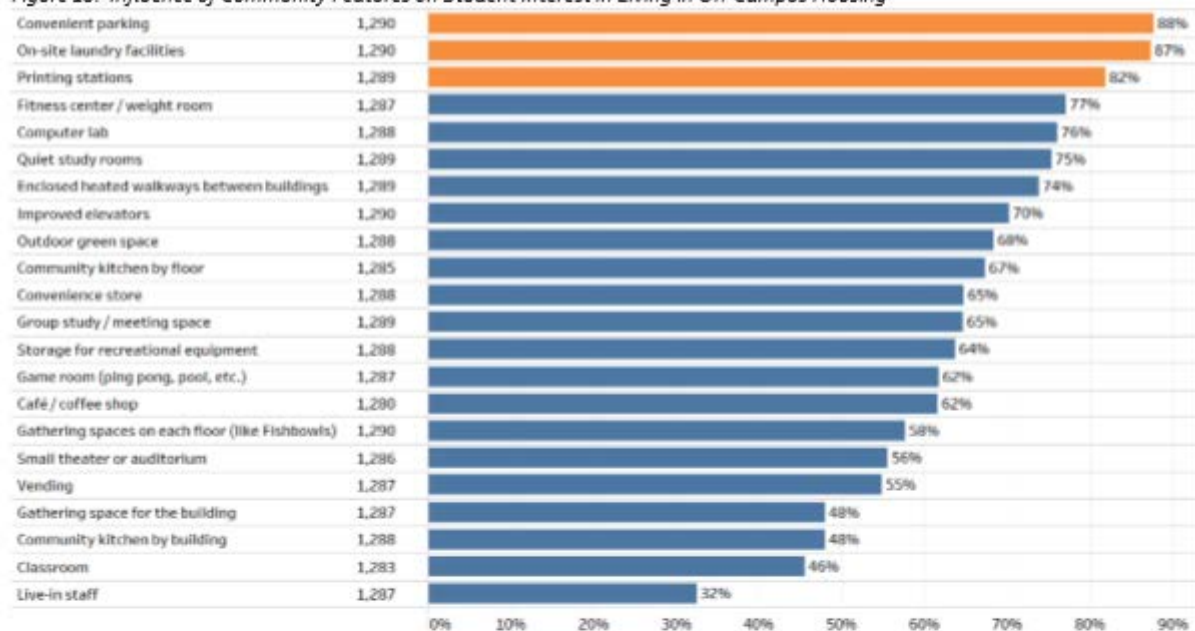
Figure 17. Influence of Unit Features and Housing Policies on Student Interest in Living in University housing



Finally, students were asked to rate the influence of *community features* on their decision to live in University housing, according to the same scale that was used in the previous chart. *Figure 18* includes only responses indicating the student "1-Would not live without" the feature or the feature "2-Would have a positive influence" on their decision to live in University housing.

At least 80% of respondents indicated that the most important community features are convenient parking, on-site laundry facilities, and printing stations (orange bars). Fewer than 50% of respondents said that a gathering space for the building, a communal kitchen for the building, a classroom, or live-in staff would be at least a somewhat positive influence on their decision to live in University housing (blue bars).

Figure 18. Influence of Community Features on Student Interest in Living in On-Campus Housing



4.2 Housing Demand

Demand for New University Housing

To provide a basis for demand estimations for existing and new campus housing, Mahlum survey data exploring student interest in living in University housing were cross-tabulated by students' residence either on- and off-campus, students' class year, and whether the student is international. In general, freshmen have the highest interest in housing, followed, as might be expected, by sophomores. As is usually the case, on-campus respondents indicated a significantly greater desire to live in the new housing than did off-campus respondents. (See *Figure 19*.) *Section 6* that follows provides a more detailed analysis of demand for University housing.

Figure 19. Demand for New Housing by Residence On- or Off-Campus, Class Year, and National Status

When you selected housing, if your preferred new unit above existed (existing demo'ed), would you have lived in the new housing?								
	Full-Time respondents							
	All	On-Campus	Off-Campus	Fresh	Soph	Junior	Senior	International
I definitely would have lived there	28%	29%	4%	57%	27%	18%	11%	15%
I might have lived there (50 / 50 chance)	32%	44%	19%	36%	31%	28%	32%	31%
I probably would not have lived there	18%	15%	25%	4%	21%	25%	23%	24%
I would not have lived there	22%	12%	52%	3%	21%	29%	34%	30%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Section 5 Estimates of Housing Demand

A significant factor in developing the Housing Master Plan is to determine how much campus housing to offer and in what mix. Many factors go into this determination, including institutional goals / requirements for housing / the residential experience, existing conditions in the halls (see *Section 7, Facility Audit*), views on living on- versus off-campus, student preferences for campus housing, suitability of the University's housing stock to adapt to 21st century housing trends, and demand estimates. Using survey data from the 2015 Mahlum study, this section examines housing demand in greater detail.

5.1 Enrollments and Campus Housing

Distribution of Current Undergraduate Enrollment – On vs. Off-Campus

At present, based on available campus housing data and breakdowns of enrollments by class, about 25% of undergraduate students are living in campus housing of one type or another (residence halls, apartments, etc.). (See *Figure 20*.)

Figure 20. Recap of On-Campus Housing vs. Total Full-Time Enrollment – Fall 2016

	On-Campus			Off-Campus	Total	Percent On-Campus
	Res Halls	Apartments	Total			
Freshman	1,299	8	1,307	226	1,533	85%
Sophomore	221	93	314	1,893	2,207	14%
Junior	95	134	229	1,642	1,871	12%
Senior	53	224	277	2,648	2,925	9%
TOTAL	1,668 78%	459 22%	2,127 100%	6,409	8,536	25%

Note: There are an additional 121 students in apartment housing, comprised of graduate students, "other" and staff.

Distribution of Current Enrollments and Enrollment Projections

Demand projections are calculated for today's student population as well as for enrollments projected through year 2022, by which time the University anticipates enrollment growth of approximately 1,100 students. Baseline enrollment figures for 2016 are shown below in *Figure 21*, along with growth assumptions to the year 2022.

Figure 21. 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 rate of ~3%.

Source: <http://www.uwyo.edu/oia/student/bos/enroll-sum/index.html>

5.2 Demand Estimation

Computing Freshman Demand

Because the University has a first-time freshman housing requirement, demand is simply computed as the percentage of freshmen that can be expected to live on-campus. Even when freshmen are required to live-on, there are exceptions to the requirement, typically for students living within a certain mile radius of campus. In recent years at UW, the percentage of freshmen living on-campus has been in the range of 85%. Over the past two years, the school has averaged 623 exemptions based on University Regulation 1-102, which must be amended if the number of exemptions is to be decreased.

Housing "demand" in 2016 reflects current conditions – i.e., 85% of first-time freshmen living on (~1,300 students). By 2022, with the amended University Regulation 1-102, it is assumed that 90% of a larger freshman class will live-on – ~1,550 students (an increase of about 250 students).

Computing Demand Among Upper-class Populations

Prior survey work undertaken as part of the 2015 Mahlum Study is the data source for projections of demand for sophomore, junior and senior housing. (Note that new transfers and continuing sophomores are added together in computing sophomore demand.)

While the Mahlum study survey was framed for a different set of circumstances (i.e., in testing demand for housing, survey respondents were told to assume that all University of Wyoming housing would be demolished and replaced), it did include questions about preferred housing types and level of interest in campus housing. This information, cross-tabulated by respondents' class years, was used to estimate demand for on-campus housing.

Specifically, the question posed for evaluating demand was as follows:

Please think back to when you were selecting the housing you live in now. Assume the six residence halls have been demolished and replaced with new housing (as described in the survey). If your preferred unit had been available on campus for the current academic year at the estimated rent and preferred features from above, would you have lived in the new housing?

Response choices to the question were:

- I would definitely live there.
- I might have lived there (50 / 50 chance).
- I probably would not have lived there (less than 50 / 50 chance).
- I would not have lived there.

Demand estimates were cross-tabulated for each class year, and drawn only from respondents who checked one of the top two answers – "I definitely would live there" or "I might have lived there (50 / 50 chance)." Demand projections were then weighted as follows: 100% of population who "definitely would live there" plus 40% of population who "might have lived there." The "40% factor" reflects that the "might have" answer is a good indicator but not a definite affirmation to live in this housing, and is based on prior testing, experience, and judgment in survey analysis of this type. *Figure 22* below summarizes survey responses.

Figure 22. Survey Responses for Housing Demand

When you selected housing, if your preferred new unit above existed (existing demo'ed), would you have lived in the new housing?

	Soph	Junior	Senior
SOPHOMORE / JUNIOR / SENIOR			
I definitely would have lived there	27%	18%	11%
I might have lived there (50 / 50 chance)	31%	28%	32%
I probably would not have lived there	21%	25%	23%
I would not have lived there	21%	29%	34%
Total	100%	100%	100%

Based on these responses, current demand was estimated using standard statistical techniques with low, medium, and high estimates at a 95% confidence interval. (See *Figure 23* below.) To be conservative, estimates at the low end of the range are used for calculating demand, as follows:

- Sophomores / New Transfer Students: ~515 beds
- Juniors: ~250 beds
- Seniors (and Second Bachelors): ~300 beds

It is important to note that estimates are predicated on housing being available in the preferred configurations, locations, and – very importantly – price ranges expressed by students in survey responses.

Figure 23. Housing Demand Quantified

DEMAND QUANTIFICATION FOR SOPHOMORE / JUNIOR / SENIOR HOUSING

				ESTIMATED BED DEMAND		
				Low	Medium	High
Sophomores	Definite			340	595	994
	Strongly Consider	40% ¹		175	344	850
	Total			515	938	1,843
Juniors	Definite			123	344	565
	Strongly Consider	40% ¹		125	208	728
	Total			248	552	1,292
Seniors	Definite			29	329	629
	Strongly Consider	40% ¹		265	926	1,189
	Total			294	1,255	1,818

NOTES
1. On the theory that not all of those who "would strongly consider" living in campus housing would not actually do so, the survey estimate is discounted to 40%.

Using enrollment projections to 2022, demand estimates based on growth of 1,110 students are as follows:

- Sophomores / New Transfer Students: ~600 beds
- Juniors: ~275 beds
- Seniors (and Second Bachelors): ~325 beds

Figure 24 summarizes current housing figures, additional demand in 2016, and projected demand by 2022. If today the University had housing in the types, configurations, and price points that appealed to upper-class students, at least an additional 230 to 240 students are estimated to have interest in such housing. If undergraduate enrollment increases by ~1,100 by 2022, the University could potentially have ~630 more students interested in living in University housing.

Figure 24. Current Housing and Impact of Demand Projections – 2016 to 2022

	CURRENT CONDITIONS (2016)						FUTURE PROJECTIONS (2022)			
	FT Enrollment	Currently Housed On-Campus	2016 Bed Demand (per survey)	Net Additional Beds Needed	Total Pct Housed if Demand Met		Projected Enrollment	Projected Demand	Net Change in Housing	
									from Current	Pct Housed
			<i>Pct. Of No. Enroll</i>							
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%

5.3 Mapping and Gap Analyses

What are Mapping and Gap Analyses?

"Mapping and Gap Analyses" align supply of and demand for housing by student preference and types of housing available. In keeping with the "High / Medium / Low Structure" model of housing presented as part of Issue 1 in *Section 3*, mapping and gap analyses here show how the University of Wyoming's current housing aligns with recommended housing types for each target population, as follows:

- **High Structure:** Traditional residence hall doubles map primarily to traditional first-time freshmen and potentially some transfer students.
- **Medium Structure:** Traditional residence hall singles and various suite-style housing options map primarily to sophomore and transfer populations.
- **Low Structure:** Apartment-style housing maps to junior and senior populations (and to graduate populations as well).

Undergraduate international students are also a population of interest for the University to house. In general, their preferences would be in line with their class years, as above, although the presence of kitchen facilities is also important to them.

Current Housing Supply

Figure 25 shows the current housing supply by unit type and building:

Figure 25. Housing Supply (Beds) by Unit Type and Building

Complex & Building	Traditional Residence Halls		Suite / Modified Res Hall / Other			Apartments				Grand Total	
	Double	Single	Suite Single	House Double	House Single	1 Bedroom	2 Bedroom	3 Bedroom	4 Bedroom	No of Beds	Pct
Washakie Halls											
Downey Hall	336	30	12							378	12%
McIntyre Hall	528	33	22							583	18%
White Hall	528	33	22							583	18%
Orr Hall	336	23	12							371	12%
Total	1728	119	68							1915	59%
Hill-Crane											
Crane Hall		203								203	6%
Hill Hall		206								206	6%
Total		409								409	13%
Themed House											
Honors House				26	3					29	1%
Total				26	3					29	1%
Apartments											
Bison Run								16	320	336	10%
Landmark						4	178			182	6%
River Village							210	27		237	7%
Spanish Walk						115				115	4%
Total						119	388	43	320	870	27%
Grand Total	1728	528	68	26	3	119	388	43	320	3223	100%
	54%	16%	2%	1%	0%	4%	12%	1%	10%	100%	

SUMMARY

Traditional Res Hall Doubles	1728		1728		1728
Singles (Res Hall, Suites and Theme)	625	Less Crane:	422	Less Crane & Hill:	216
Apartments	<u>870</u>		<u>870</u>		<u>870</u>
Total	3223		3020		2814

Mapping Supply to Current and Projected Demand

Based on the "High / Medium / Low Structure" housing model described above, the University's current housing inventory maps to target populations under this model as follows:

- **First-Time Freshmen:** The most suitable housing for first-time freshmen are the doubles in the Washakie Halls (1,728 beds). Freshmen may also be housed in suite-style units, depending on unit and building layout / configuration and other mitigating factors.
- **Sophomores:** The most suitable current housing available for sophomores are the converted singles in Hill and Crane (which were originally doubles) and some suite singles in the Washakie Halls, as well as housing in Honors House. Hill-Crane is not *ideal* for sophomores because of the community bathrooms; by the time students are sophomores, they generally have a strong preference for a suite living / private bath arrangement over a residence hall / community bath arrangement.

Including Hill and Crane, 625 beds are technically available for sophomores, although the University has removed both buildings from service because of lack of demand for these units in their current configurations. With both buildings now off-line, the actual available sophomore bed count falls to 216.

- **Juniors and Seniors:** The most suitable housing for these populations is the University's apartment housing complexes. Total inventory is 870 beds.

Figures 26 and 27 below map the supply of housing to demand projections for 2016 and 2022, with and without Hill and Crane on-line. For today's demand (2016), there is a more than adequate number of traditional residence hall doubles for freshmen in the Washakie Halls, as well as apartments for juniors and seniors. With Hill and Crane there is adequate inventory of singles for sophomores, but a 300-bed shortage of singles / suites if Hill and Crane are removed.

For projected demand (2022), similar conditions hold, except that: (1) bed counts in Washakie Halls are reduced by 176 beds to reflect modernization and program changes, and (2) the absence of Hill-Crane will create a shortage of almost 400 beds, exacerbating the existing lack of suitable inventory for sophomores (suites / singles).

Figure 26. Mapping and Gap Analysis – Based on 2016 Current Conditions

	[1]	[2]	[3]		[4A]	[4B]	[5A] = [4A] - [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

Figure 27. Mapping and Gap Analysis – Based on 2022 Projections

Class	[1] Projected Enrollment 2022	[2] Percent Housed	[3] Projected Demand (2022)	Target Unit Type	[4A] Current Supply (by Target Unit Type) ¹		[5A] = [4B] - [3] [5B] = [4B] - [3] Excess (Shortage) of Target Housing Type	
					With Hill / Crane	Without Hill / Crane	With Hill / Crane	Without Hill / Crane
Freshman	1,727	90%	1,554	Traditional Residence Halls • Washakie Doubles	1,552	1,552	(2)	(2)
Sophomore	2,597	23%	606	Singles / Suites / Houses • Washakie Halls, Crane-Hill Complex, Honors House	625	216	19	(390)
Junior	2,070	13%	274	Apartments • University Apartment Complexes	870	870	270	270
Senior	3,237	10%	326	Apartments • University Apartment Complexes				
Total	9,631	29%	2,760		3,047	2,638	287	(122)

¹ It is assumed here that all Washakie Hall modernisation / program changes are undertaken, thus incurring loss of 176 beds.

Section 6 Findings from the Facility Audit

6.1 Overview of the Facility Audit

A facility audit led by KSQ Design was undertaken in August 2017. The goal of the audit was to examine each of the University's housing facilities, evaluate systems / physical conditions, and determine what investments would be required to address deferred maintenance (also called deficiencies) and modernization to current codes. Where appropriate, buildings were also reviewed with an eye toward program changes – changes in the use or function of spaces within a building – to create spaces that would support current and anticipated programming uses.

Halls Included in the Audit

Washakie Halls (Downey, McIntyre, Orr, White); Hill and Crane Halls; Apartments (Bison Run Village, Landmark Village, River Village and Spanish Walk); Honors Housing, Health Sciences Living, and selected Greek housing. (Not all Greek housing was accessible for the audit.)

Building Systems Evaluated in the Audit

Auditors typically evaluate buildings according to an industry standard of building system categories. For this audit, the following categories were included:

- 01 Site Work (primarily utility replacement work),
- 02 Exterior Envelope,
- 03 Interior,
- 04 Life Safety,
- 06 Plumbing,
- 07 Mechanical,
- 08 Electrical,
- 10 Roofing,
- 11 Elevator, and
- 99 Other.

Derivation of Facility Audit Costs

Facility audit costs were developed by building system for each building. To these "Audit Costs," other costs were added, as is standard, to arrive at estimated Project Costs, per the following formula:

Audit Costs (direct costs of investments)

- Plus: 15% "Overhead and Profit"
- Plus: 15% "Contingency" (to allow for unforeseen expenses)

Equals: "Construction Costs"

- Plus: 25% of Construction Costs for "Soft Costs" (e.g., design and engineering fees, legal fees, etc.)

Equals: "Total Project Cost"

The chart below (*Figure 28*) breaks out cost by neighborhood and building, for each building system. Total Project Costs – for deficiencies, modernization, and program options – are \$182.6 million. Various breakdowns of these costs are explained more fully in the pages that follow.

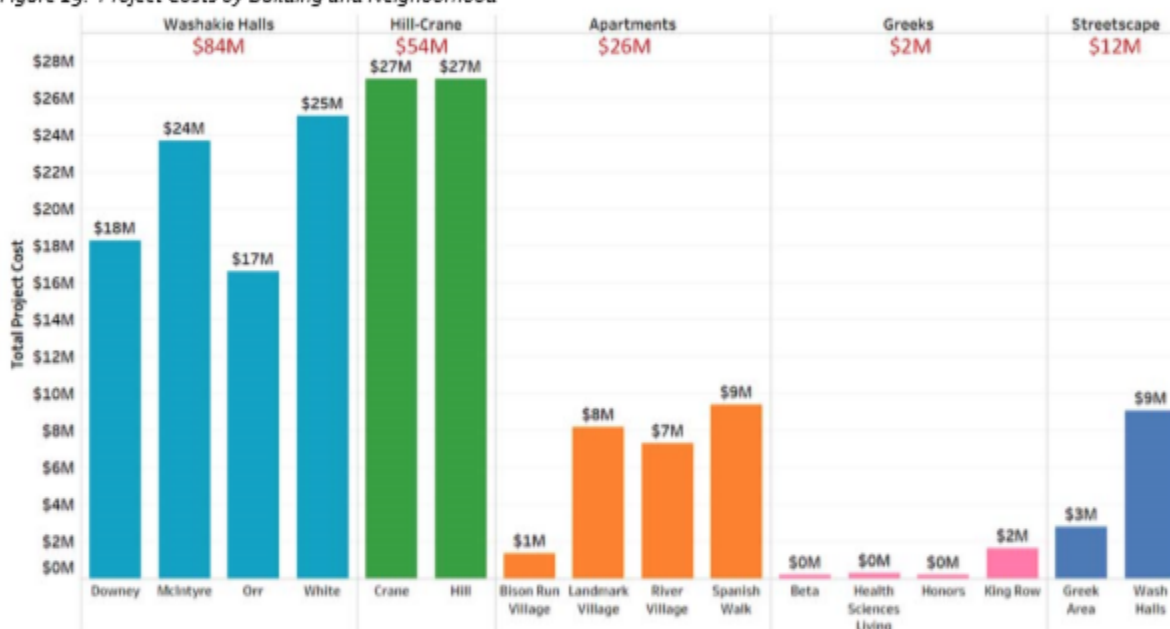
Figure 28. Summary of Facility Audit Costs by Building and Building System

		Building System													
Neighborhood	Building	02 Exterior										Grand Total	Grand Total		
		01 Site Work	Envelope	03 Interior	04 Life Safety	06 Plumbing	07 Mechanical	08 Electrical	10 Roofing	11 Elevator	99 Other	(Hard Costs)	(Project Costs)		
All Housing	All Housing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000	\$ 200,000	\$ 325,000		
Washakie Halls	Downey	\$ 8,000	\$ 3,337,000	\$ 4,763,000	\$ -	\$ 91,250	\$ 2,308,700	\$ 60,845	\$ 204,000	\$ 61,000	\$ -	\$ 11,233,795	\$ 18,254,917		
	McIntyre	\$ 8,000	\$ 3,339,000	\$ 3,368,000	\$ -	\$ 81,250	\$ 3,333,850	\$ 94,385	\$ -	\$ 110,000	\$ -	\$ 14,554,485	\$ 23,651,038		
	Orr	\$ 65,500	\$ 3,337,000	\$ 4,343,000	\$ -	\$ 4,500	\$ 2,126,750	\$ 62,995	\$ -	\$ 77,000	\$ -	\$ 10,216,745	\$ 16,602,211		
	White	\$ 82,800	\$ 3,339,000	\$ 3,643,000	\$ -	\$ 81,250	\$ 3,803,150	\$ 94,385	\$ -	\$ 136,000	\$ -	\$ 15,399,585	\$ 25,024,326		
Hill-Crane	Crane	\$ 57,000	\$ 3,486,000	\$ 12,226,500	\$ -	\$ 1,500	\$ 2,500	\$ 829,750	\$ -	\$ -	\$ -	\$ 16,613,250	\$ 26,996,531		
	Crane-Hill Dining	\$ 584,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 584,000	\$ 949,000		
	Hill	\$ 57,000	\$ 3,486,000	\$ 12,226,500	\$ -	\$ 5,000	\$ 5,000	\$ 829,750	\$ -	\$ -	\$ -	\$ 16,613,250	\$ 27,006,281		
Apartments	Bison Run Village	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 840,000	\$ -	\$ -	\$ -	\$ -	\$ 840,000	\$ 1,365,000		
	Landmark Village	\$ 958,500	\$ -	\$ 1,536,000	\$ 334,980	\$ -	\$ 2,208,750	\$ -	\$ -	\$ -	\$ -	\$ 5,038,230	\$ 8,187,124		
	River Village	\$ 410,000	\$ -	\$ -	\$ 448,548	\$ -	\$ 2,707,500	\$ -	\$ 912,000	\$ -	\$ -	\$ 4,478,048	\$ 7,276,828		
	Spanish Walk	\$ 615,500	\$ -	\$ 1,894,700	\$ 552,000	\$ -	\$ 2,717,375	\$ -	\$ -	\$ -	\$ -	\$ 5,779,575	\$ 9,391,809		
Greeks	Beta	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 116,250	\$ -	\$ -	\$ -	\$ -	\$ 117,250	\$ 190,531		
	Health Sciences Living	\$ -	\$ -	\$ -	\$ 45,772	\$ 1,000	\$ 116,550	\$ -	\$ -	\$ -	\$ -	\$ 163,322	\$ 265,398		
	Honors	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 116,250	\$ -	\$ -	\$ -	\$ -	\$ 117,250	\$ 190,531		
	King Row	\$ 991,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 991,500	\$ 1,611,188		
Washakie Center	Washakie Center	\$ 18,000	\$ -	\$ -	\$ -	\$ 125,000	\$ -	\$ 604,300	\$ 1,238,650	\$ -	\$ -	\$ 1,980,950	\$ 3,219,044		
Streetscape	Washakie Halls	\$ 5,567,677	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,567,677	\$ 9,047,475		
	Greek Area	\$ 1,715,803	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,715,803	\$ 2,788,180		
	Fifteenth Street Closing	\$ 165,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 165,000	\$ 268,125		
Total Hard Costs		\$ 11,299,280	\$ 25,184,000	\$ 48,000,700	\$ 1,381,300	\$ 392,750	\$ 20,602,625	\$ 2,576,410	\$ 2,354,650	\$ 384,000	\$ 200,000	\$ 112,375,715	\$ 182,610,537		
Overhead & Profit	15%	\$ 1,694,892	\$ 3,777,600	\$ 7,200,105	\$ 207,195	\$ 58,913	\$ 3,090,394	\$ 386,462	\$ 353,198	\$ 57,600	\$ 30,000	\$ 16,856,357			
Contingency	15%	\$ 1,694,892	\$ 3,777,600	\$ 7,200,105	\$ 207,195	\$ 58,913	\$ 3,090,394	\$ 386,462	\$ 353,198	\$ 57,600	\$ 30,000	\$ 16,856,357			
Subtotal Construction		\$ 14,689,064	\$ 32,739,200	\$ 62,400,910	\$ 1,795,690	\$ 510,575	\$ 26,783,413	\$ 3,349,333	\$ 3,061,043	\$ 499,200	\$ 260,000	\$ 146,038,430			
Soft Costs		\$ 3,672,266	\$ 8,184,800	\$ 15,600,228	\$ 448,923	\$ 127,644	\$ 6,695,853	\$ 837,333	\$ 765,261	\$ 124,800	\$ 65,000	\$ 36,522,107			
Total Project Costs		\$ 18,361,330	\$ 40,924,000	\$ 78,001,138	\$ 2,244,613	\$ 638,219	\$ 33,479,266	\$ 4,186,666	\$ 3,826,306	\$ 624,000	\$ 325,000	\$ 182,610,537			

6.2 Analyses of Reinvestment Cost in University of Wyoming Housing

Figure 29 below is a graphical representation of facility audit costs for each of the buildings, excluding streetscape improvements. In total project dollars (hard costs plus an allowance for soft costs), the largest costs are associated with the Washakie Halls – ~\$84 million for all four buildings (between \$16 million and \$25 million per building). The Hill-Crane buildings are each approximately \$27 million, assuming they are renovated and not demolished / replaced. For the apartments, Bison Run Village requires modest investment (\$1 million);² the others are in the range of \$7 million to \$9 million. A full audit of Greek (and theme) housing was not possible because many buildings were not accessible. Among the four buildings surveyed, total costs are around \$2 million.³ (The remaining Greek and other houses are not included in this cost analysis.)

Figure 29. Project Costs by Building and Neighborhood



² While the University does not own Bison Run Village, it is included in the facility audit analyses because it is currently serving as a University housing option.

³ Costs are based on observable code and life safety deficiencies. Programmatic changes to Greek housing were not considered.

Cost Breakout by Nature of Reinvestment

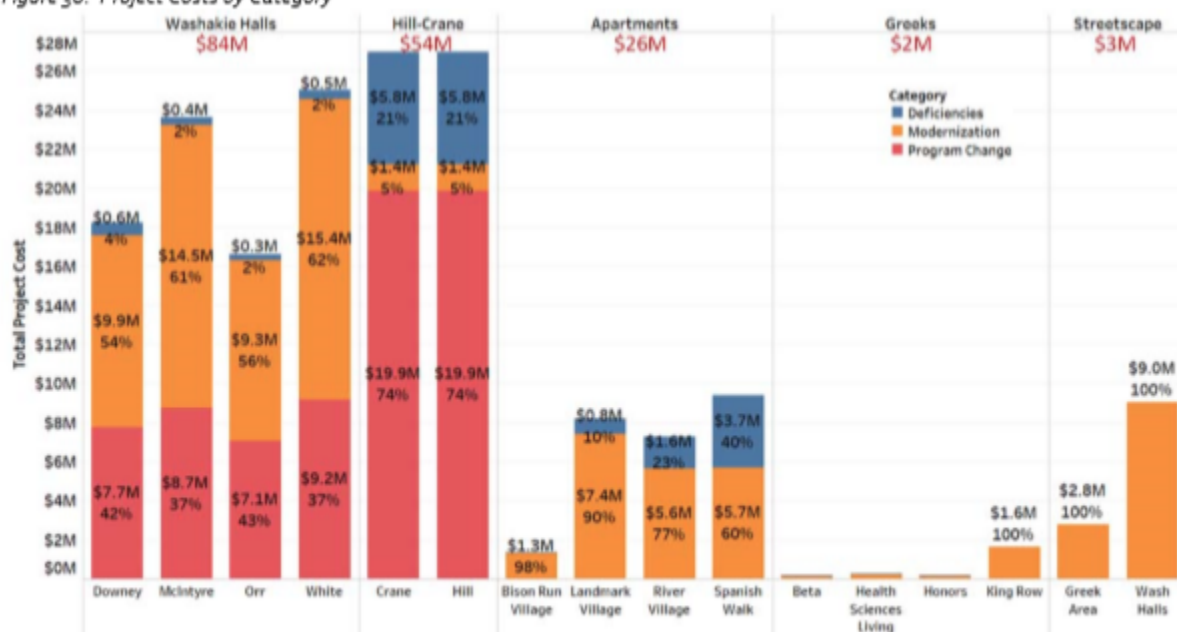
Reinvestment costs are disaggregated into three categories:

- **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

Breaking out costs in this way presents a more complete picture of the issues before the University in determining how to reinvest in facilities.

Figure 30 shows these costs. An overview of these costs by area is illustrated below, followed by detailed reviews of costs by area and building system for selected facilities in Section 7.3.

Figure 30. Project Costs by Category



Overview of Costs by Reinvestment Category

Deficiencies

In Figure 30 above, reinvestments to correct building deficiencies are represented by blue bars. The chart shows that the Washakie Halls have relatively little in the way of deferred maintenance. Crane and Hill have the most, at \$5.8 million per building. Among the apartments, Spanish Walk has the highest level of deferred maintenance at \$3.7 million.

Modernization

Modernization costs (orange bars) are significant in the Washakie Halls, ranging from \$9.3 to \$15.4 million per building; and three of the apartment complexes (Landmark Village, River Village, and Spanish Walk), ranging from \$1 to \$7.4 million per complex.

Program Changes

Both the Washakie Halls and Hill-Crane require significant investments in program changes to make the buildings suitable for 21st century student living. In the case of the Washakie Halls, costs reflect proposals for significant reconfiguration of the existing bathrooms on each floor; addition of common spaces on the first floors and throughout the building; moving staff apartments to an upper floor (to create more first floor area for common spaces); providing structural infill at the concrete slab along the perimeter of building at each floor to remove the V-shaped gap at the slab; and recladding the exterior of each building. For Hill-Crane, costs are associated with a complete reconfiguration of the buildings from traditional residence hall rooms to suite-style rooms.

Costs for program changes in the apartments are *de minimis*. Program change costs for the Greeks are minor, consisting mostly of streetscape improvements totaling ~\$2.8 million. Program change costs in the Washakie halls range from \$7.1 to \$9.2 million, and total \$32.7 million (excluding streetscape improvements, which are an additional \$2.8 million in project costs). Program change costs for Hill and Crane Halls are \$19.9 million for each building, totaling \$39.7 million. Finally, program change costs to close Fifteenth Street and provide additional green space total about \$270k.

6.3 Detail By Building Group

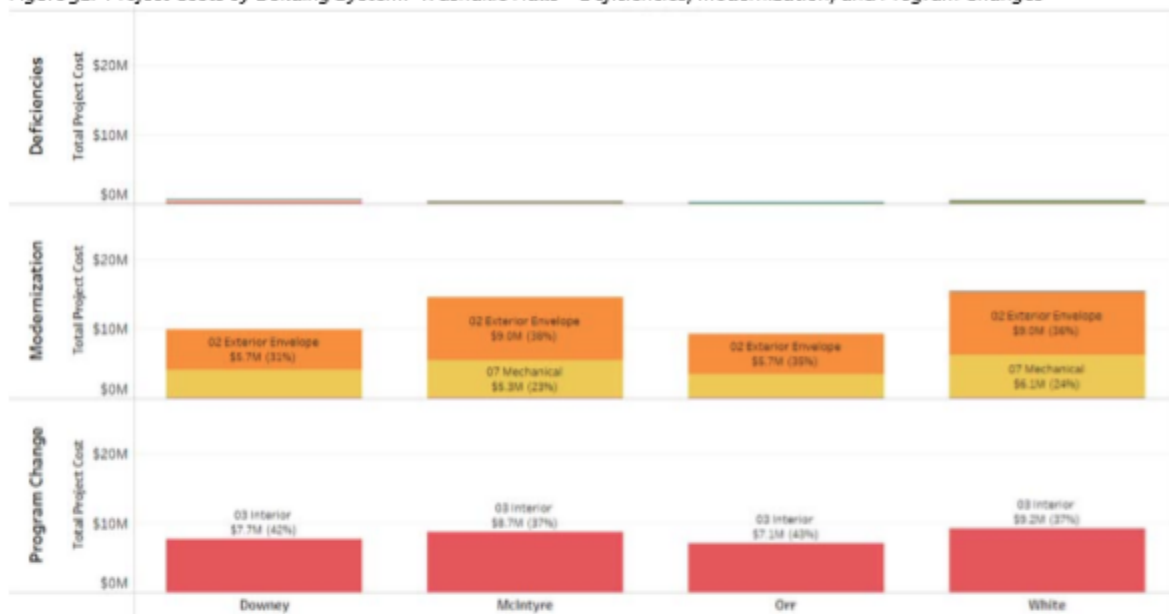
Washakie Halls

Figure 31 shows reinvestment costs for the Washakie Halls in greater detail (excluding streetscape improvement project costs). The investments break out as follows:

- **Deficiencies.** Costs are *de minimis*; physically, the buildings are in good shape.
- **Modernization:** Costs are primarily in two building system categories – (1) mechanical systems, to provide mechanical ventilation in the corridors and public spaces and to provide cooling to each of the bedrooms utilizing a four-pipe vertical ductless fan coil unit in each bedroom; and (2) exterior envelope, which would allow for recladding the buildings to enhance the exterior appearance and replace and relocate windows to allow for more natural light into the bedrooms.
- **Program Changes:** Costs are for interior and exterior changes, as follows:
 - *To substantially reconfigure bathrooms on each floor.* While fixtures would be replaced and modernized, the primary intention is to create a different style of bathroom that both provides privacy for appropriate functions while allowing for opportunities for a more comfortable sharing of spaces in community-style bathrooms (e.g., with some common areas for storing bathroom accessories, hang out spaces near the community baths, etc.). Project costs to “reprogram” bathrooms in the Washakie Halls ranges from about \$3.7 million to \$5.8 million per building.
 - *To reconfigure the first floors.* To provide common, public, and building support spaces to meet current residential hall program needs; and to relocate staff apartments from the first floor to an upper floor to make way for first floor common spaces. Project costs to reconfigure the Washakie Hall first floor lobbies will cost about \$3.4 million per building.
 - *To add additional common space on each floor.* The only common space on a floor presently is the Fishbowl at the nexus of building wings. The proposal is to add additional common space in each wing to foster more floor community interaction.
 - *To reconfigure the streetscape.* To improve the landscape surrounding the Washakie Halls, it is proposed that East Iverson Street be transformed into a pedestrian mall and that additional green spaces and streetscape be provided east of 15th Street around Washakie Halls. Off-street and on-street parking will then be relocated to other areas on campus. (These costs are excluded from *Figure 31*).

Potential conceptual plans for these reconfigurations are presented under *Implementation Strategies in Part II, Section 2: “Master Plan Recommendations.”*

Figure 31. Project Costs by Building System: Washakie Halls – Deficiencies, Modernization, and Program Changes

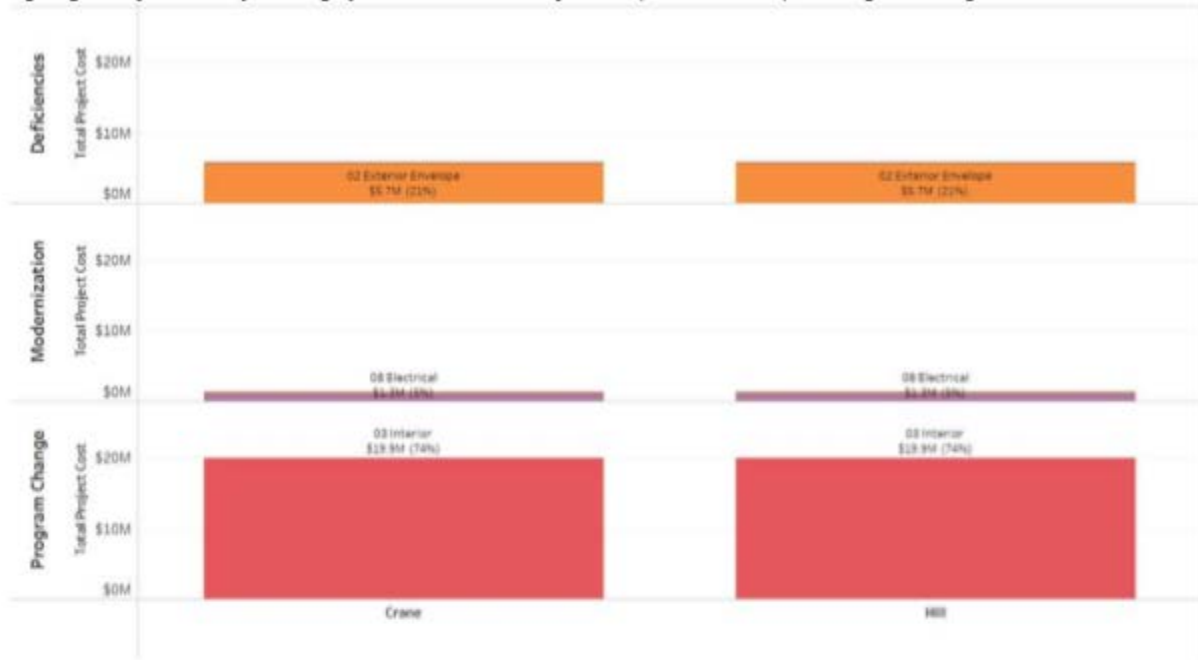


Hill-Crane

Figure 32 shows the costs of reinvestments in Hill and Crane in greater detail. If the buildings are renovated, the investments break out as follows:

- **Deficiencies.** Costs are primarily for recladding the buildings to address deficiencies in the exterior envelope. Deficiency project costs total ~\$5.8 million per building.
- **Modernization:** Costs are primarily for upgrades to the electrical system to add grounded three-prong receptacles throughout the building, and occupancy sensors in the rooms and corridors. Modernization project costs total ~\$1.4 million per building.
- **Program Changes:** Costs are for interior changes, where the bulk of costs (85%) are to reconfigure a typical residence floor to provide multiple three-person single-occupancy suites appropriate for sophomore housing, and 15% of the costs are to reconfigure the first floors to provide common, public and building support spaces to meet current residential hall program needs. Program change project costs total ~\$19.9 million per building.

Figure 32. Project Costs by Building System: Hill-Crane – Deficiencies, Modernization, and Program Changes

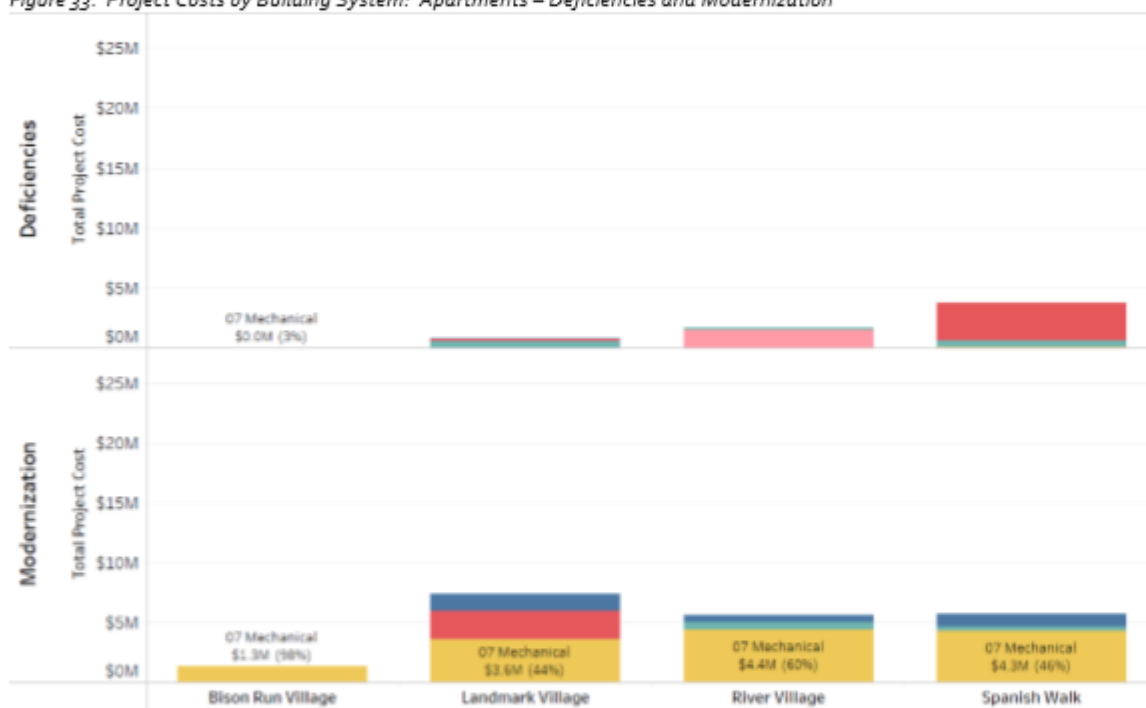


Apartments

Figure 33 shows the costs of reinvestments in the various apartment complexes. The investments break out as follows:

- **Deficiencies.** The most significant costs are for kitchens in Spanish Walk (\$1.8 million), and roof replacement in River Village (\$912k).
- **Modernization:** Significant costs are to add cooling in all the complexes (\$8.3 million), followed by modernizing costs for kitchens in Landmark Village (\$1.4 million). Other costs address life safety issues and site work.
- **Program Changes:** None.

Figure 33. Project Costs by Building System: Apartments – Deficiencies and Modernization



Greeks and the Washakie Center

Reinvestment costs in the Greeks overall are *de minimis* – about \$2.2 million (excluding streetscape costs).⁴ And costs for the Washakie Center are around \$3 million.⁵

⁴ A full audit of Greek (and theme) housing was not possible (many buildings were not accessible). Among the four buildings surveyed, total facility costs are around \$2 million. (The remaining Greek and other houses are not included in this cost analysis.)

⁵ A cursory observation was performed of the Washakie Center.

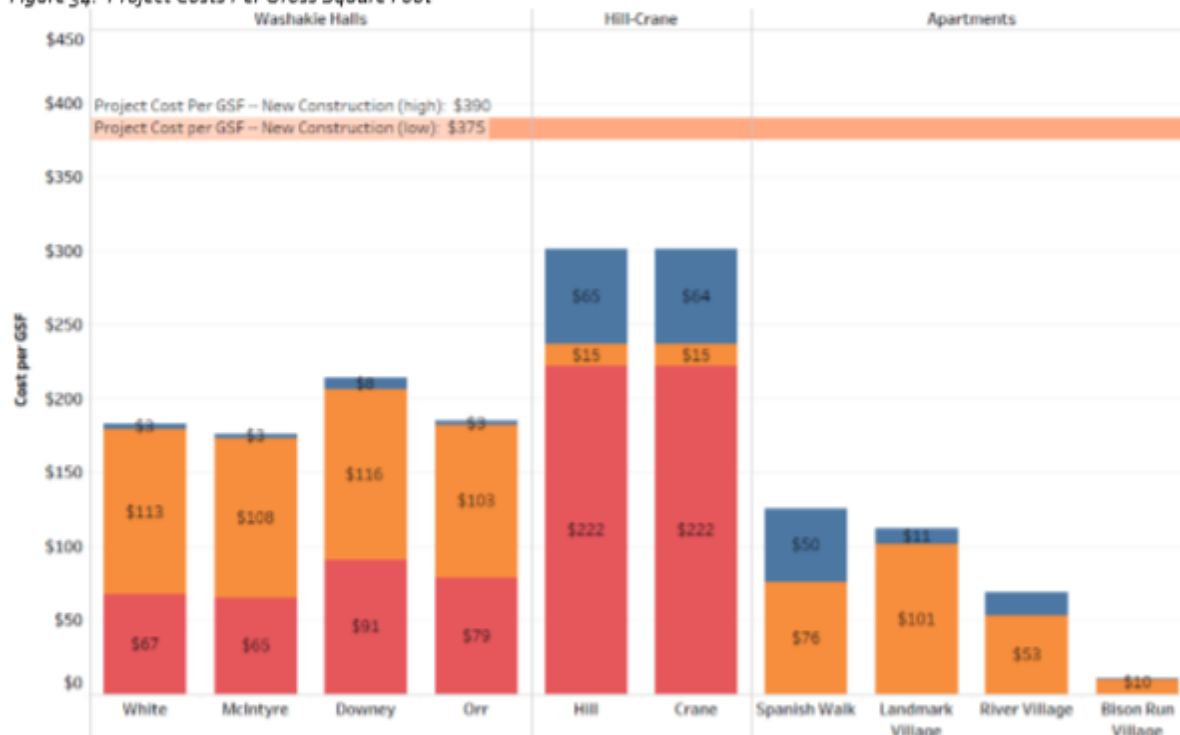
6.4 Comparative Cost Analyses

Costs per Gross Square Foot for Renovation Versus New Construction

Looking at costs in a comparative way – specifically as compared to the cost of new construction – can provide a helpful perspective in making decisions for renovation versus new construction.

As *Figure 34* shows, total project costs for renovating the University's buildings ranges generally range from \$69 to \$302 per gross square foot. By contrast, building new housing of any types is likely to be in the range of \$372 to \$390 per square foot

Figure 34. Project Costs Per Gross Square Foot



Washakie Halls

For the Washakie Halls, costs are in the range of \$176 to \$214 per GSF, about half the cost of new construction. The preponderance of these costs are for modernization (mechanical and building recladding) and program changes (bathroom reconfigurations), rather than to address deficiencies. As traditional residence halls, they are generally well-suited as housing for first-year students. Problematic areas of the buildings relate to the nature of the community bathrooms, the lack of common spaces, and upgrades to mechanical systems (e.g., to add air conditioning).

Hill- Crane

Hill-Crane has the highest costs per gross square foot for deficiencies alone (~\$65) and overall around \$300, which is about 75% to 80% of the cost of construction a new building. A significant portion of the cost is to gut and rebuild the interior spaces to convert from doubles / singles to suite-style housing. At this level of cost, and with the building footprint fixed, a conversion from a traditional residence hall to a suite-style building is an expensive and potentially compromised undertaking vis-à-vis starting from scratch with a new building.

Apartment Complexes

Reinvestment costs per square foot for the apartment complexes are \$10 for Bison Run Village, \$69 for River Village, \$112 for Landmark Village, and \$126 for Spanish Walk. For all except Spanish Walk, most of these costs are for modernization rather than to correct deficiencies. In evaluating options for the apartment complexes, for all except Spanish Walk, questions will relate to how much modernization does it make sense to undertake so that buildings are improved. For Spanish Walk, it seems the more fundamental question is whether it makes sense to invest based on the high cost per bed, or whether other options might be considered.

PART II GOALS AND RECOMMENDATIONS

Section 1 Strategic Goals for the UW Housing and Residential Experience

The context for the Housing Master Plan derives from goals stated in the University's strategic planning documents. At least three goals from strategic planning documents relate in some fashion to a student's housing and residential life experience. The context also derives from information provided by stakeholders and a review of the current physical conditions, programmatic offerings, and competitive context in which the housing system functions.

1.1 University Strategic Goals

Among the University's goals as expressed in strategic planning documents are to:

- 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.
- Promote opportunities for **personal health and growth**, physical health, athletic competition, and **leadership development** for all members of the community.

The housing and residential life experience can contribute meaningfully to these goals by providing physical spaces and program activities where students can learn to collaborate; appreciate diversity of thoughts, opinions, and backgrounds; and grow and develop as future leaders.

*Recognizing the important role that housing and residential life can play in a student's college experience, the University's 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**.*

1.2 Goals for the Housing and Residential Life Experience

Primary Strategic Goals

- Make housing a feature that helps to strengthen recruitment and retention. In its current state, it is thought by some to be a “drain” rather than an asset in recruitment.
- Increase number and diversity of housing options to promote more students living on-campus and to support the University’s planned growth. The University’s current plan is to add approximately 1,100 students by 2022.
- Develop a 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, with a specific target of growing the number of Greek students from ~650 students to ~1,000 students. There is a belief that Greek life – through its engagement of students in campus life – already is and can be a greater driver of recruitment and retention.

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. Enhance residential programming with more living-learning communities, themed floors, and even 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. There is interest in “more of a progression of housing options as students advance” academically and developmentally. As variety is added, this should include options that will entice students to remain on-campus beyond his / her first year.

Create a Financially-Sustainable Housing System

Design a financially sustainable housing plan for the full housing mix owned by the University – including Washakie residence halls, Hill-Crane residence halls, University-owned apartments, and University-owned Greek housing. Focus on affordability and perhaps even differential pricing strategies to make housing accessible to more populations. For any new housing, the University is open to considering economical options (e.g., 30-year housing construction types) as well as traditional institutional-grade construction approaches.

Target Populations to House

With limited housing – as is typically the case among state institutions – the University must consider which populations to house and how housing can best be used to advance its strategic goals of strengthening recruitment and retention, and creating a strong sense of community among residents and bonding to the institution. Accordingly, it has the following priorities in terms of populations to house.

Primary Populations

Freshmen and transfer students are the primary populations of interest for campus housing. Freshmen are the only group with a live-on requirement, and transfer students comprise about 30% of the incoming class. For freshmen, the goal is to continue the on-campus residency requirement and further limit exemptions to the on-campus residency requirement.

Transfer students primarily come from all the Wyoming community colleges, and from Colorado. They sometimes have difficulty finding appropriate housing in Laramie, and in the absence of an intentional "first-year entry" experience may struggle to find their niche at the university, their community, and a support network of friends and colleagues, etc. A priority is to help ease the entry of transfers through an intentional housing experience in which these students may live together.

Secondary Populations

Beyond the primary populations, the University is also interested in providing more and better housing for sophomores, international students, and potentially other populations where available campus housing may be an effective recruitment tool.

With respect to this Master Plan, there is no consideration of a sophomore housing requirement. Rather, the University prefers to "lead with the carrot and not the stick" – creating conditions that inspire these students to want to live in campus housing. There is also an interest in having additional juniors and seniors living on-campus, in part so that there are more students actively engaged in residential campus life.

The University would like to grow the international student presence (roughly 200 to 300 students currently) by providing more campus housing. A significant issue for this population is having access to kitchens in their housing, since many international students have dietary issues and restrictions that are not readily addressed by the University of Wyoming foodservice plan. While the desire is to increase the residential international population, a goal is to offer housing options that allow international students to live among domestic students rather than creating special "international housing" that limits this group's ability to mix with others.

Finally, the University is interested in exploring "targets of opportunity" to provide housing for other students who may benefit from a campus residential experience. For example, there are reported difficulties in recruiting student athletes because of the lack of suitable campus housing that appeals to this population.

Section 2 Master Plan Recommendations

Recommendations to achieve the goals of the Housing Master Plan over the next 10 to 15 years are provided in two areas:

- **Strategic Recommendations:** overarching recommendations that address “big picture” goals and visions of the Master Plan.
- **Implementation Strategies:** recommendations for specific investments to renovate and modernize existing buildings, and construct new facilities, as appropriate.

Strategic Recommendations

Recommendation 1

Create a better alignment between housing types and different stages of student development through renovation and new construction.

Aligning Housing Types with Student Developmental Stages

Different housing types have different effects on student behavior and community-building. Housing should be aligned, to the extent possible, with different developmental stages of students. This alignment is especially important during a student's first year, which is a critical time to create the essential support network that will accompany students as they progress through university and beyond. The following alignments typically work well in meeting different developmental needs of students as they progress through the university residential experience:

- **Freshmen:** Traditional double-occupancy rooms off a double-loaded communal hallway (with communal, shared bathrooms) are ideal for first-year students, as this configuration provides opportunities for strong community-building / bonding with other students. Suite-style housing may also be appropriate in some circumstances, depending on the layout and configuration of both the unit and the building (e.g. minimized community space within the suite and large / attractive / varied community space in the building as a whole).

The Washakie Halls, with some renovation, can work well as freshman housing.

- **Sophomores:** Suite-style housing is a good unit configuration for sophomores; it allows them to maintain and enhance communities developed during their first year, while providing opportunities for more independent living. The ideal suite-style housing is arranged such that one door leads off the main hallway into a shared living room / common area, from which students can then access their individual bedrooms / bathrooms. Another option for sophomores is single rooms, although this is generally less preferred because students would have to share community bathrooms, a strong negative for most students after the freshman year.

Hill-Crane was designed as traditional residence hall housing, predominantly with double rooms. In recent years, before being taken off-line, the buildings were converted to singles to create greater appeal for sophomore populations. For many reasons, included those cited above, the buildings have not been popular with UW students, even as singles. A suite-style configuration, which has greater acceptance among sophomores, is lacking on-campus.

- **Juniors / seniors:** Apartment-style housing is typically most appropriate for juniors and seniors, as it introduces them to the challenges of independent living that they will encounter post-graduation.

UW's various apartment complexes are well-suited to housing juniors and seniors who wish to remain on-campus, as well as for those students who have specific needs that a traditional residence hall cannot meet (e.g., international students desiring access to kitchens).

How UW's Housing Aligns

Mapping the housing inventory against preferred housing for target markets shows where housing is well-aligned, and where there are gaps. *Figure 35* maps the supply of housing to demand projections for 2022. Because the University currently has an oversupply of housing, and Hill and Crane have variously been converted to singles and / or taken off-line, the mapping analyses show demand versus supply with and without these buildings on-line.

Figure 35. Mapping and Gap Analysis – Based on 2022 Projections

Class	[1] Projected Enrollment 2022	[2] Percent Housed	[3] Projected Demand (2022)	Target Unit Type	[4A] Current Supply (by Target Unit Type) ¹		[5A] = [4B] - [3] Excess (Shortage) of Target Housing Type	
					With Hill / Crane	Without Hill / Crane	With Hill / Crane	Without Hill / Crane
Freshman	1,727	90%	1,554	Traditional Residence Halls ▪ Washakie Doubles	1,552	1,552	(2)	(2)
Sophomore	2,597	23%	606	Singles / Suites / Houses ▪ Washakie Halls, Crane-Hill Complex, Honors House	625	216	19	(390)
Junior	2,070	13%	274	Apartments ▪ University Apartment Complexes	870	870	270	270
Senior	3,237	10%	326	Apartments ▪ University Apartment Complexes				
Total	9,631	29%	2,760		3,047	2,638	287	(122)

¹It is assumed here that all Washakie Hall modernization / program changes are undertaken, thus incurring loss of 176 beds.

There is an adequate inventory of traditional residence hall doubles in the Washakie Halls for freshmen, and apartments for juniors and seniors. For sophomores, there are relatively few suites (in Washakie) and a significant number of singles in Hill-Crane. However, with Hill and Crane removed there is a shortage of housing for sophomores of nearly 300 beds (today), and a shortage of almost 400 beds if projected enrollment growth by 2022 is realized.

Accordingly, it is recommended that the University explore the creation of new suite housing that the University may decide to use to house sophomores. *Implementation Strategy 2 "New Housing and Enhanced Streetscape in the Residential Sector of Campus"* presents options for the University to evaluate.

Recommendation 2

Enhance the housing and residential life program by adding residential space that will accommodate a residential college and / or other programmatic experiences that incorporate academic and / or co-curricular activities into residential living.

The University is interested in creating more opportunities for students to have a fully integrated academic experience that extends into the residential living environment. The intention is to go beyond the current special interest groups to create a residential college environment. While the definition and composition of a residential college varies from institution to institution, the hallmarks typically include the following:

- A community defined by an identity – created through both programmatic and physical elements – which is sustained over time, building traditions and fostering a sense of connectedness among its residents.
- Academic leadership that may range from non-live-in faculty associated with the college, organizing and sponsoring periodic programs to live-in faculty who serve as mentors and leaders on a more regular basis in the residential environment.
- Mix of classes living in the residential college, e.g.:
 - A freshman and sophomore residential college, or
 - An upper division residential college – sophomores and above – with first-year students living separately in a “freshman experience” housing situation.
- Learning in a residential college setting that is *broadly conceived* – covering all facets of a student’s development – and achieved through a variety of methods and programs that may include, but are not limited to, classroom-based activities.

Philosophically, a residential college should:

- offer modes of learning that foster the “life of the mind” beyond the classroom in fun and interesting ways without making such activities feel like an extension of the classroom;
- emphasize co-curricular programs that appeal to students and invite their participation in natural ways in comfortable residential environments;
- focus on intellectual, social, cultural, and personal development;
- engage students’ intellectual curiosity and creativity in residential settings; and
- promote the concept of and establish a foundation for lifelong learning.

To function well, a residential college should offer a range of spaces to support programming and a faculty presence, including, but not limited to:

- Informal living room space (a large gathering space for residents of the College; a center of community life; a place to display the college’s identity)
- Faculty and / or staff 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.
 - ... Spaces for group work / collaboration
- Classroom / meeting / group study spaces

Implementation Strategy 2 “New Housing and Enhanced Streetscape in the Residential Sector of Campus” includes options for creating new residential college housing as part of a new development project.

Recommendation 3 **Role of Greeks.**

At the time of this study, there was not a great deal of information available about Greek houses – in terms of operations, organizational and management structure – and it was not possible to access several of the Greek houses to conduct facility audits. Having said that, it was reported in focus groups and highlighted in administrative interviews that Greek life is an important part of the University's social life. It offers significant opportunities for student engagement, and most individuals involved in student government are reportedly also Greek. The University has interest in and a goal of growing and strengthening Greek life, which in turn has ramifications for Greek housing.

Based on limited information about Greeks, the recommendations set out here are designed to help the University take "next steps" in its efforts to gain a fuller understanding of and strengthen the Greek system.

Organizational and Management Structure and Responsibilities

There are eleven Greek houses on Greek Row. Eight (8) of the houses are currently occupied by Greek organizations – 5 fraternities and 3 sororities (the Tobin House is not occupied and is owned by the University). Of the 8 occupied houses, there are 7 Greek organizations that own the land and improvements on their lot. The 8th occupied house is currently owned by the University and leased to a fraternity. In addition to other conditions and restrictions, the deeds to the Greek organizations contain restrictions on use of the lot and a reversion clause where the University has the right to re-acquire the property if it is not used and occupied by a recognized student organization or other organization recognized by the University.

If the houses are not on university property, the University's legal and fiduciary responsibilities are less than if the University owns the underlying ground. In either case, however, it behooves the University to develop a good and strong working relationship with the local house corporation or other entity that manages the house. Normally there would be a committee of representatives from house corporations and the University, with the University representative from the Office of Student Affairs. Meetings of this committee would be held at least two to three times per year. For the University, building a good relationship with the house corporation is exceedingly important, because it provides a much-needed link enabling the University to keep abreast of happenings in each house.

Growing the Greek Population

A strong sense of Greek life can be an important recruitment tool for a University. If the University intends to grow the system, especially by adding chapters and chapter houses, the University can play an active role in promoting this growth. (Individual chapters may be less inclined to promote the addition of new chapters on-campus, since that increases the competition for recruits.) National offices can be helpful in working with the University to expand and grow the system; all have processes in place for assisting on campus. National offices include:

- **North American Inter-Fraternity Conference (NIC / IFC):** umbrella organization coordinating organization of U.S. and international men's collegiate fraternities.
- **National Panhellenic Conference (NPC):** umbrella organization for 26 international women's sororities.
- **National Pan-Hellenic Council (NPHC):** a collaborative organization of nine historically African American, international Greek lettered fraternities and sororities.

As the University considers how to grow the Greek population, it can be helpful to establish good working relationships with the national organizations and tap into their resources for recruitment.

Managing the Alcohol Issue

The issue of alcohol on campus is one that all institutions grapple with, especially in relationship to fraternities and their social events and underage drinking. (The national law mandates a 21-year old drinking age for any state that chooses to accept federal highway funding.) As students under 21 years of age cannot legally drink on-campus (short of opting out of accepting federal funding), addressing the alcohol issue becomes one of managing risks and finding structural ways (e.g., through insurance and other means) to reduce the institution's liability around the issue of alcohol. Means for reducing liability are complex and go well beyond the scope of this physical master plan. If the University plans to expand Greek life, it should be prepared to address the issues that attend this expansion, including the issue of alcohol on campus. In this regard, there are professional entities that specialize in these issues, and the University may wish to consider a separate study drawing on the expertise of these entities.

Recommendation 4

Add community spaces in a targeted fashion at various points across campus as well as within residence halls to provide more opportunities for student interaction and campus co-curricular and social life.

Universities are like small towns – places where people work, play, and – in the case of universities – study. What makes cities vibrant and attractive are the range of interesting places in which people can come together to share ideas, share a meal, and share time together. In the same fashion, ideally universities should provide a variety of congregation spaces.

The student body needs additional spaces in which to gather, especially late at night and on the weekends. The spaces described below are offered as a menu of options for consideration, as plans for future projects proceed.

Neighborhood Congregation Spaces

- Placed along natural traffic patterns as places to “see and be seen”
- Include one or more elements (food, mail / email kiosks, “living rooms”, TV) that provide reasons for students to visit the space frequently

Café / Coffee House

- Students are interested in some type of coffee house option on-campus, ideally open late as a place for social interactions after late nights of studying, nights out on the weekends, or simply as a place to hang out and grab a quick bite to eat. At present, off-campus coffee houses are meeting this need, but if the University wishes to create more on-campus life in the evenings and on weekends, creation of a coffee house is a critical priority. To increase its appeal, it should include a small stage / performance area which students can program with a variety of events (e.g., open mike night, student or local bands, trivia and other game nights, etc.).

Small Group Study / Meeting Spaces

- Study-friendly accoutrements – warm lighting, good work surfaces, comfy chairs, computers, projector, cable hookups, etc. – in a location that promotes studying
- 24-hour study space, ideally with a place nearby to get snacks

Multi-Purpose / Performance Spaces

- Traditional theatres or halls for formal, large-scale performances
- Informal or multi-purposes spaces available for impromptu or weekend performances of student bands, poetry readings, etc.
- Spaces available for student-run campus events such as movies, forums, showcases, or more formal events such as lectures

Outdoor Spaces

- Outdoor spaces provide flexibility for student activities and draw students in to activities / events inside
- Examples:
 - Outdoor fireplace pits
 - Places for patio parties
 - Ice skating rinks
 - Sand volleyball courts
 - Bike paths

Student Enterprise Spaces

- Student-run entrepreneurial storefronts provide an opportunity to engage students another level. Students serving students creates connections and interactions that help to build campus community.

Implementation Strategy 2 "New Housing and Enhanced Streetscape in the Residential Sector of Campus" provides opportunities to create some of the spaces identified above – both indoor and outdoor spaces. *Recommendation 4* should be kept in mind as programming and planning moves forward on these new housing and streetscape improvements.

Implementation Strategies

1 Demolish Hill-Crane

The costs of renovation and reinvestment in Hill-Crane are 77% of replacement cost – \$302 per square foot (renovation) versus \$372 to \$390 (new construction). While the costs to repair deficiencies are not insignificant (~\$65 per gross square foot), a substantial portion of the cost is to gut and rebuild the interior spaces to convert from doubles / singles to suite-style housing.

Recommendation 1.1

Demolish and replace Hill-Crane with more suitable, suite-style housing.

Hill and Crane are designed as traditional residence halls. Keeping the current configuration without significant gutting and renovations only extends the supply of a housing type – traditional doubles or singles – that the University already has in abundance. Conversions to suite-style housing would add a set of costly “program change” costs over deficiency costs that are already substantial.

At this level of cost, and with the building footprint fixed, a conversion from a traditional residence hall to a suite-style building is an expensive and potentially compromised undertaking vis-à-vis starting from scratch with a new building.

Further, a long-term goal for University housing is to create more facilities that are lower and more humane in scale. As high-rises, these buildings obviously do not satisfy this goal, but the site on which this complex sits (in conjunction with the adjacent parking lot) is a potentially significant parcel of land for redevelopment in a lower-scale configuration, if these buildings (and the Crane-Hill Dining Complex in the middle) were to be removed. This would significantly alter the character of the residential sector of campus, despite the Washakie Halls remaining as high-rise housing for first-year students.

Project Costs

Project costs of demolition for the Hill-Crane complex total ~\$2 million (about ~\$1 million per building).

2 Build New Housing and Enhance Streetscape in the Residential Sector of Campus

Recommendation 2.1

Build new housing to meet several University objectives with respect to enhancing the residential experience.

Objective 1

Provide suite housing to better serve the needs and interests of the University's residential population.

Objective 2

Replace some of the high-rise housing with lower-scale housing to create a more humanely-scaled campus.

Objective 3

Create an option to have one or more residential colleges as part of the University's housing inventory.

Objective 4

Provide an adequate amount of swing space such that the University can take off-line and renovate one whole Washakie hall building at a time.

Objective 5

Consider housing options that contemplate the potential expansion of residential living west, closer to the academic part of campus, especially if 15th Street is eventually closed.

Program for New Housing

Target Markets

- The target market for the project is two-fold:
 - **Short-Term:** As Washakie Halls are taken off-line and renovated one building at a time, the housing will, in the short-term, serve as swing space for freshmen; and
 - **Long-Term:** In keeping with the University's interest in creating a residential college, the housing will, in the long-term, serve as housing for a mix of either (1) freshman and sophomores, or (2) sophomores, juniors and seniors, depending on what programmatic approach the University may opt for in creating the residential college.

Number and Type of Beds

- Total number of beds ranges from approximately 570 – 600 depending on configurations and sites chosen for housing. Suite-style beds in various configurations are proposed to address housing needs of the University's residential population, and potential programmatic needs of the residential college.
- Primary unit configurations are illustrated below.

Four-Person Single Room Suite Housing

These units provide four individual bedrooms for students, as well as in-unit bathroom facilities (compartmentalized shower, toilets, and wash areas), and a small entryway leading to bedrooms and bathrooms. In terms of price, this unit would be the most economical suite option, while still providing its residents with private bedrooms and bath facilities within the unit.



Two-Person Single Room Suite Housing

These units are similar to the four-person units, but are shared by two students rather than four. These units would be appropriate for students who may require a bit more privacy in their living situation for medical or other reasons. (For example, a student with ADA requirements that may include a live-in aide could occupy this unit.) Outside of medical or other special needs, pricing of this unit could include a premium for students who desire and are willing and able to pay a bit more than for the four-person suite.



Four-Person Double Room Suite Housing

The general configuration of these units is similar to the two-person single room suite, except that the bedrooms are larger to allow for two occupants rather than one. These units are intended for students living in a residential college environment, especially first-year students for whom sharing a bedroom is an important part of freshman bonding and first-year community development.

In development options that include a residential college, these units are grouped on separate halls and wings that would be designated for the college, and would include a rich complement of common spaces to support the community, social, co-curricular, and curricular activities that would occur in a residential college environment, as outlined in *Strategic Recommendation 2*.



Note: A limited number of traditional apartment style units (not shown here) are included among the various conceptual planning options, to accommodate residential life staff, potential live-in faculty, etc. There are also a limited number of single units for RAs and students with special needs or who desire a single unit.

Potential Site Locations

The recommended location is in the Hill-Crane area and adjacent parking lot after the existing housing and dining facilities are demolished. Alternative sites have also been explored and presented for the University's consideration. Potential housing configurations and site locations are described below along with conceptual diagrams to illustrate options.

Approaches, Options, and Conceptual Plans for New Housing

Two approaches for creating ~600 beds of new housing are shown on the following pages: **Approach 1:** Build all Proposed New Housing at Hill-Crane Site; and **Approach 2:** Build Proposed New Housing on a Combination of Two Sites -- Hill-Crane and the Greek Mall. All buildings proposed are generally four stories tall. The approaches are summarized below. Following the summaries are conceptual and site plans for each site option.

Approach 1

Build All Proposed New Housing at Hill-Crane Site and Adjacent Parking Lot.

Basic Configuration and Description

Build up to 588 beds in a series of five buildings both on the site where the Hill-Crane complex now stands and on the adjacent parking lot, with two opposing L-shaped buildings and two U-shaped building in the middle, facing a central building, surrounded by landscaped courtyards and pedestrian spaces. The central building includes residential college beds and necessary supporting spaces. All remaining spaces in the project are devoted to suite-style housing. A new pedestrian streetscape would run east to west through the residential area to the north of the proposed development.

Bed Counts

The project includes 588 beds in total, in the following mix:

- Suites (488 beds)
 - 32 two-person suite beds
 - 392 four-person suite beds
 - 64 single / RA beds
- Residential College (84 beds)
 - 78 two or four-bed suite beds
 - 6 single / RA beds

Square Footage and Estimated Cost

- Total square footage: 311,245 GSF
- Estimated Project Cost: \$116 to \$121 million

Approach 2

Build Proposed Housing on a Combination of the Hill-Crane Site and Greek Mall Site (3 site options).

If the University does not choose to build all new housing on the Hill-Crane site, then it must combine new construction on two different sites to achieve the proposed increase in bed count. Within Approach 2, the University would construct new housing on the current site of Hill-Crane, in combination with one of three site options located on the Greek Mall (either on the East end of the Mall, or spanning East and West of the Mall, depending on the option). The combination of two different sites will provide the University with adequate swing space to take off-line and renovate one whole Washakie hall at a time. See below for description of the various combinations of site options the University may choose to undertake in Approach 2.

Summation of Site Option Combinations Under Approach 2

Combination A

- Site Option 1: Hill-Crane Site
- Site Option 2A: East End of Greek Mall (Configuration 1)
- Cost: ~\$137 – \$143 million
- Bed Count: 678

Combination B

- Site Option 1: Hill-Crane Site
- Site Option 2B: East End of Greek Mall (Configuration 2)
- Cost: ~\$137 – \$143 million
- Bed Count: 678

Combination C

- Site Option 1: Hill-Crane Site
- Site Option 3: Spanning East Greek Mall and West of 15th Street
- Cost: ~\$136 - \$142 million
- Bed Count: 675

Approach 2

Site Option 1: Hill-Crane Site

Basic Configuration and Description

Construct up to 354 beds in a series of three buildings on the site where the Hill-Crane complex now stands, with two opposing L-shaped buildings and a U-shaped building in the middle, surrounded by landscaped courtyards and pedestrian spaces. One wing of the western L-shaped building includes residential college beds and supporting spaces. All remaining spaces in the project are devoted to suite-style housing. A new pedestrian streetscape would run east to west through the residential area to the north of the proposed development.

Bed Counts

The project includes 354 beds in total, in the following mix:

- Suites (278 beds)
 - 244 four-person suite beds
 - 34 single / RA beds
- Residential College (76 beds)
 - 72 two or four-bed suite beds
 - 4 single / RA beds

Square Footage and Estimated Cost

- Total square footage: 190,730 GSF
- Estimated Project Cost: \$71 to \$74 million

Approach 2

Site Option 2: Greek Mall Sites

Approach 2

Site Option 2A: East End of Greek Mall (Configuration 1)

Basic Configuration and Description

Construct up to 324 beds in a series of two opposing U-shaped buildings on the east end of the Greek Mall.

Bed Counts

The project includes 324 beds in total, in the following mix:

- Suites (324 beds)
 - 256 four-person suite beds
 - 68 single / RA beds

Square Footage and Estimated Cost

- Total square footage: 177,190 GSF
- Estimated Project Cost: \$66 to \$69 million

Approach 2

Site Option 2B: East End of Greek Mall (Configuration 2)

Basic Configuration and Description

Containing 324 beds, this project is the same as Option 2A, except that the U-shaped buildings on the east end of the Greek Mall face, rather than oppose each other, forming a significant quad between them.

Bed Counts

The project includes 324 beds in total, in the following mix:

- Suites (324 beds)
 - 256 four-person suite beds
 - 68 single / RA beds

Square Footage and Estimated Cost

- Total square footage: 177,190 GSF
- Estimated Project Cost: \$66 to \$69 million

Approach 2

Site Option 3: Spanning East Greek Mall and West of 15th Street

Basic Configuration and Description

Containing approximately 321 beds, Site Option 3 assumes that 15th Street is closed to vehicular traffic and becomes a pedestrian walkway. In this option, housing is placed at the western and eastern ends of the Greek Mall. The U-shaped building at the eastern end includes suite-style housing; the modified U-shaped building at the western end (across the former 15th Street, near the Union) would house a residential college.

Bed Counts

The project includes 321 beds in total, in the following mix:

- Suites (138 beds)
 - 96 four-person suite beds
 - 42 single / RA beds
- Residential College (183 beds)
 - 172 two or four-bed suite beds
 - 11 single / RA beds

Square Footage and Estimated Cost

- Total square footage: 174,460 GSF
- Estimated Project Cost: \$65 to \$68 million

**Approach 1: All Development at Hill-Crane Site and Adjacent Parking Lot
Site Plan**



Approach 1: All Development at Hill-Crane Site and Adjacent Parking Lot First Floor Plan



Approach 1: All Development at Hill-Crane Site and Adjacent Parking Lot Second and Third Floor Plans



Approach 1: All Development at Hill-Crane Site and Adjacent Parking Lot **Fourth Floor Plan**



Approach 2: Site Option 1 – Hill-Crane Site
Site Plan



Approach 2: Site Option 1 – Hill-Crane Site
First Floor Plan

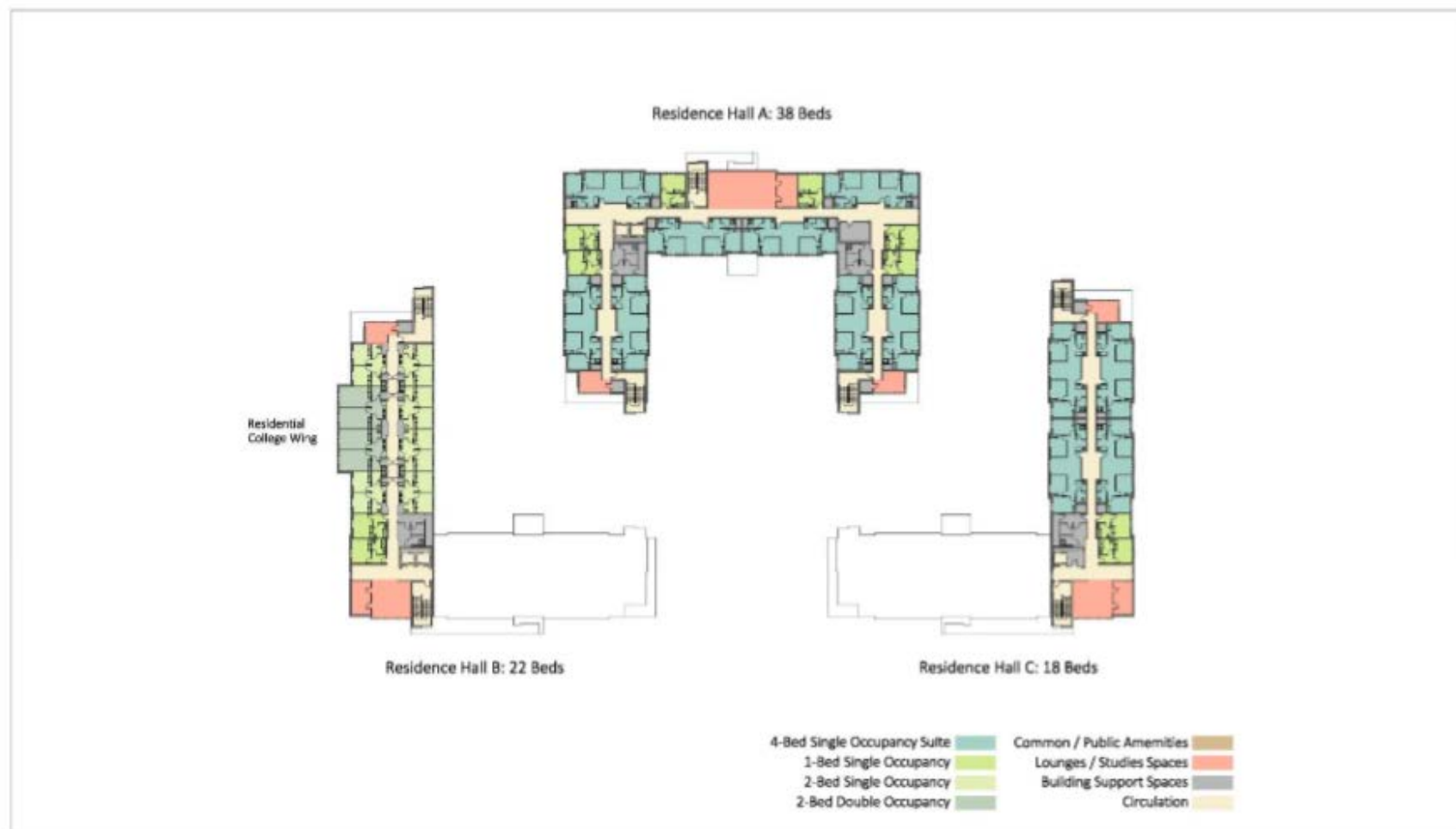


Approach 2: Site Option 1 – Hill-Crane Site Second and Third Floor Plans



Approach 2: Site Option 1 – Hill-Crane Site

Fourth Floor Plan



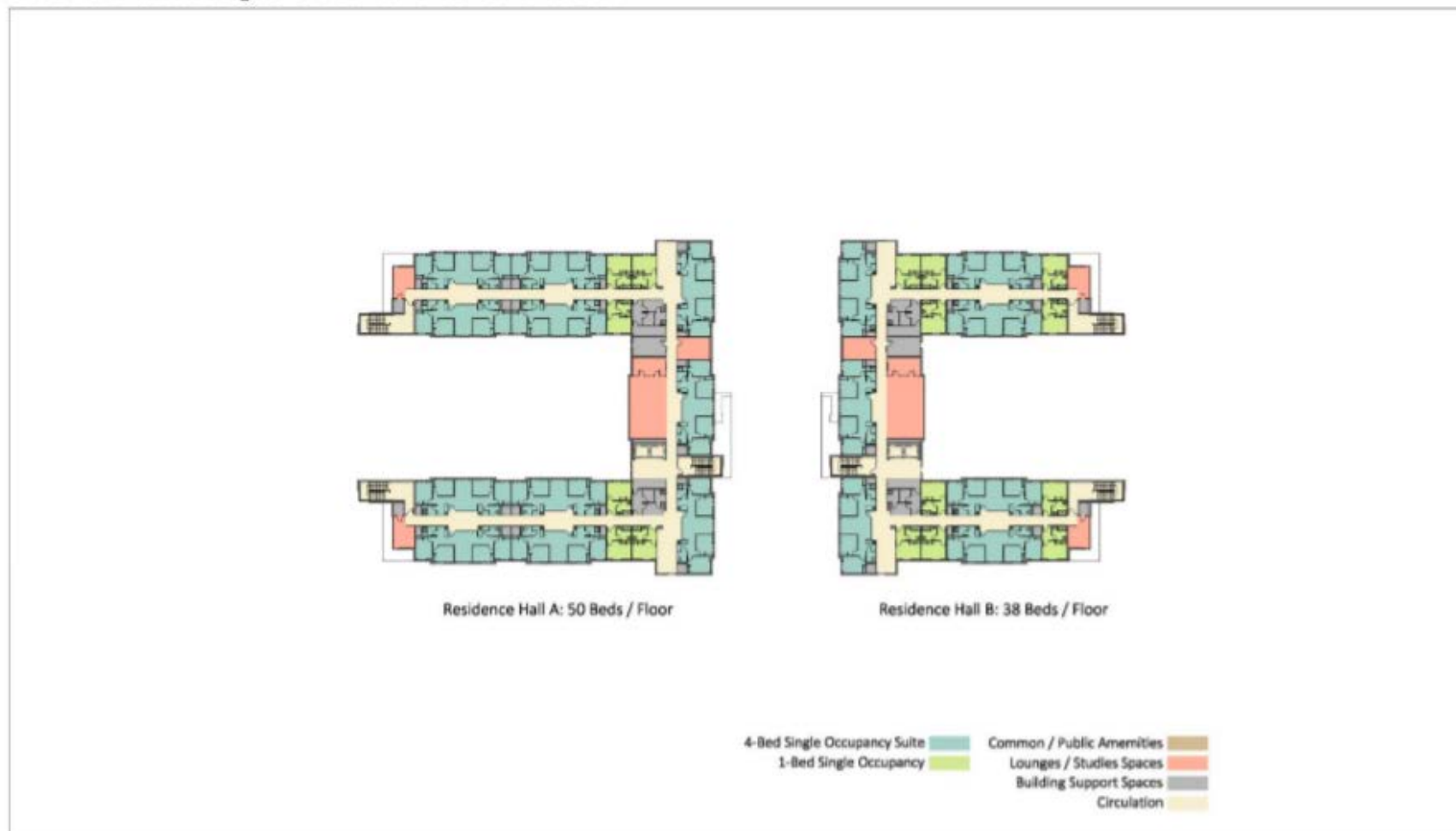
Approach 2: Site Option 2A – East End of Greek Mall (Configuration 1)
Site Plan



Approach 2: Site Option 2A – East End of Greek Mall (Configuration 1)
First Floor Plan



Approach 2: Site Option 2A – East End of Greek Mall (Configuration 1)
Second Through Fourth Floor Plans



Approach 2: Site Option 2B – East End of Greek Mall (Configuration 2)
Site Plan



Approach 2: Site Option 2B – East End of Greek Mall (Configuration 2)
First Floor



Approach 2: Site Option 2B – East End of Greek Mall (Configuration 2)
Second Through Fourth Floor Plans



Approach 2: Site Option 3 – Spanning East Greek Mall & West of 15th Street
Site Plan



Approach 2: Site Option 3 – Spanning East Greek Mall & West of 15th Street
First Floor Plan



Residence Hall A: Residential College 18 Beds



Residence Hall B: 24 Beds

- | | |
|------------------------------|---------------------------|
| 4-Bed Single Occupancy Suite | Common / Public Amenities |
| 1-Bed Single Occupancy | Lounges / Studies Spaces |
| 2-Bed Single Occupancy | Building Support Spaces |
| 2-Bed Double Occupancy | Circulation |
| 2-Bedroom Apartment | |

Approach 2: Site Option 3 – Spanning East Greek Mall & West of 15th Street Second Through Fourth Floor Plans



Residence Hall A: Residential College 55 Beds / Floor



Residence Hall B: 38 Beds / Floor

- | | |
|------------------------------|---------------------------|
| 4-Bed Single Occupancy Suite | Common / Public Amenities |
| 1-Bed Single Occupancy | Lounges / Studies Spaces |
| 2-Bed Single Occupancy | Building Support Spaces |
| 2-Bed Double Occupancy | Circulation |

Recommendation 2.2

Enhance the streetscape from the current residential areas around the Washakie Halls and the Hill-Crane area through the Greek Quads and up to 15th Street.

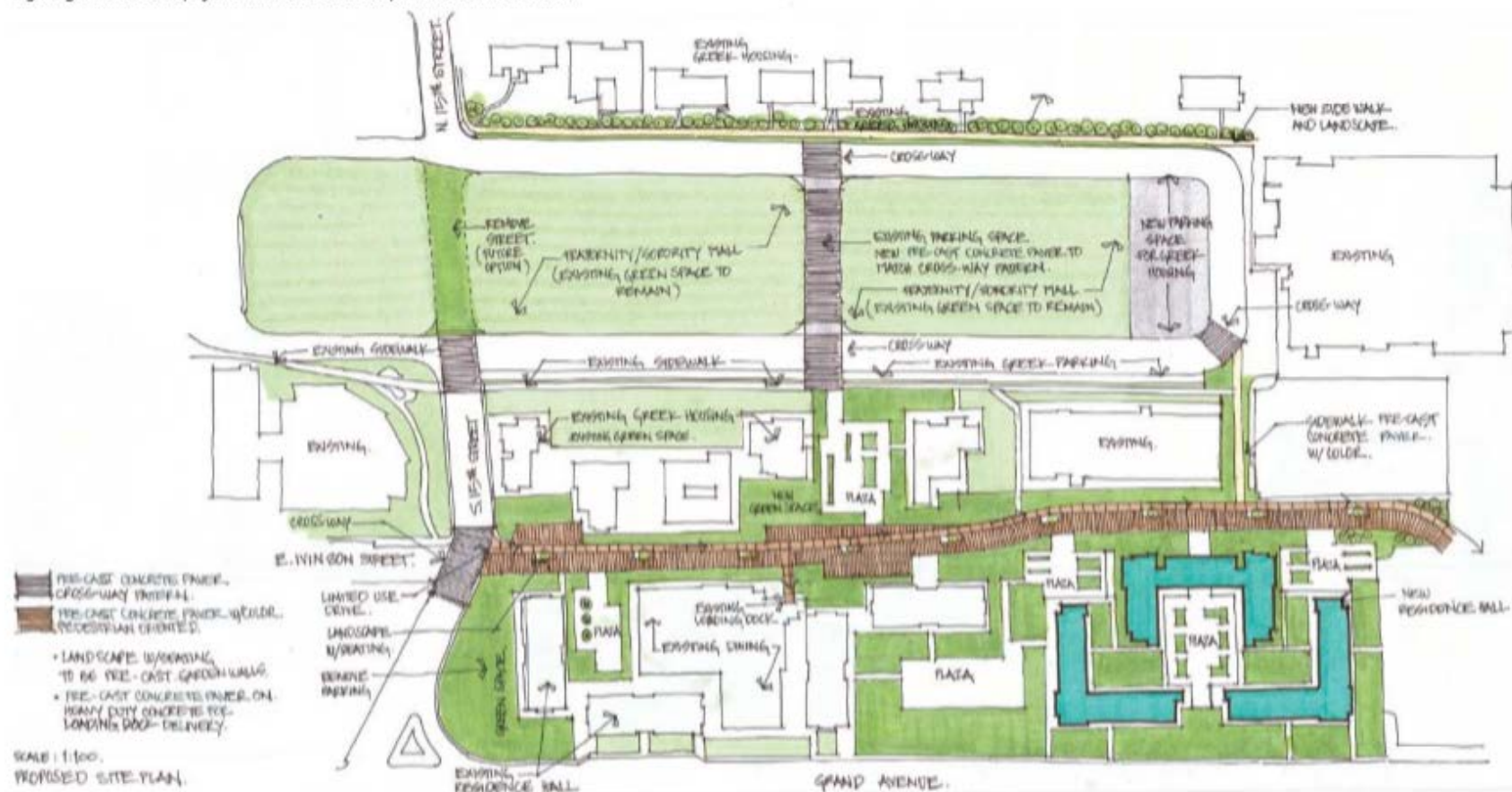
The area east of 15th Street along King Row in the residential area of campus is marked by roads, parking areas, spaces for loading docks, etc., and lacks a pedestrian character. Bounded by the Greek Mall to the north, the area also lacks clear and easy connections to the Greek area. With renovated and potentially new housing to be built in this area, as well as the long-term possibility of closing 15th Street to vehicular traffic, the following changes are recommended to enhance the streetscape and create a more welcoming pedestrian experience that includes places for pedestrian congregation.

- Transform King Row into a pedestrian mall and provide additional green spaces and streetscape east of 15th Street around the Washakie Halls (if desired, the pedestrian mall can be made to accommodate two-way bicycle traffic).
- Relocate off-street and on-street parking to other areas on campus.
- Provide additional streetscape, sidewalks, and trees around Fraternity and Sorority areas of the Greek Mall.
- Provide some off-street parking to replace relocated parking around Washakie Halls and the Greek houses.
- Assuming 15th Street is closed, provide new green spaces in the areas around the street closure to help knit together the east and west sides of campus currently bisected by 15th Street, easing the connections between these two parts of campus, and reducing the psychological distance between residential and academic areas of the University.

Total project costs for these changes are estimated in the range of \$12 million – approximately \$9 million in the Washakie area, \$3 million in the Greek area, and about \$300k in the 15th Street area. The site plan in *Figure 36* below offers a potential conceptual roadmap for changes that might be contemplated, including:

- Removal of roadway and parking on King Row and replacement with concrete pavers that create a pedestrian walkway but still support limited vehicular traffic for access to the Washakie Center loading dock. Walkway is to be interspersed with plantings and seating areas as well.
- Addition of pedestrian plazas / green spaces / courtyards in targeted spots throughout the residential area, including between and among the Washakie Halls, and as part of proposed new housing projects.
- Pedestrian cross-ways running north / south to connect the fraternity and sorority areas of Greek Row.
- New sidewalks fronting both Fraternity and Sorority areas of the Greek Mall.
- Removal of off-street parking behind the Greek housing along King Row, and replacement with a modest new surface parking area at the east edge of the Mall.
- Assuming 15th Street is closed, addition of concrete pavers to create pedestrian crossways running north and south along the former street.

Figure 36. Site Concept for Enhanced Streetscape in Residential Sector



3 Renovate and Modernize Washakie Halls

The Washakie Halls are traditional residence halls, with each floor of each wing forming a community of about 24 students, and a common “fishbowl” between wings on a floor that serves as a central gathering spot for the two floor communities. This basic configuration works well for first-year housing because of the community-style living that it supports. However, to reposition these buildings to meet the needs and expectations of 21st century first-year students, a number of changes are recommended for the buildings. These changes are outlined in this section (see below).

Recommendation 3.1

Renovate each residential wing to create modern bathroom configurations with “disaggregated functions” and to add common space for the wing.

Existing Conditions

Currently, each wing of a Washakie hall has a set of traditional community-style bathrooms – each bathroom having a sink, toilets, and shower facilities. Student issues with the bathrooms include a lack of adequate counter space around the sink, lack of privacy in the showering areas, and generally unappealing conditions in bathrooms that have not yet been renovated. In the current configuration, the halls outside the bathrooms are narrow and have brick walls, creating a somewhat claustrophobic feeling. Spaces dedicated to linens, storage and other uses also take up space on the floor.

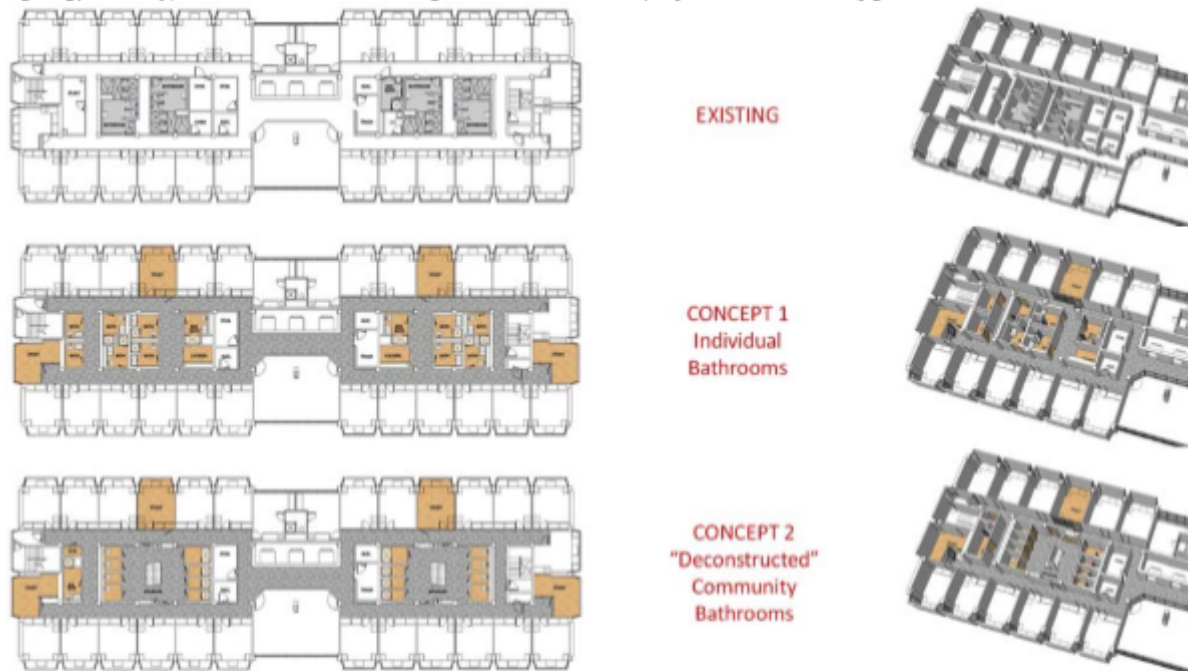
The recommendation is to renovate and reconfigure bathroom areas on each floor to create modern bathroom facilities with “disaggregated” functions as described below, and to add a common space on each wing that can be used as an informal lounge, additional study area, or any other purpose that residents on the wing determine.

Concepts 1 and 2

Concepts 1 and 2 provide two different options for reconfiguring bathroom functions, each with the goal of providing more and better space devoted to bathrooms, as well as to open each wing as much as possible to make them feel more “airy” and less claustrophobic. Each plan also adds some common space associated with the bathrooms (e.g., communal student storage lockers and associated seating) to create opportunities for students to connect with each other outside of their rooms but on their wings, and retains other space outside the bathrooms that may be used for storage / custodial purposes. Each wing also includes a new “Commons Room,” the use of which can be defined by each wing community. At present, the only community space on each floor is the fishbowl, which is very popular, but which sits between the two wings, lessening the likelihood of informal encounters among students living on the wing. Details of each concept are outlined below.

Figure 37 presents existing conditions, as well as proposals for Concept 1 and Concept 2. Each concept shows a floor plan and an axonometric drawing.

Figure 37. Prototypical Washakie Hall – Existing Conditions and Concepts for Bathroom Reconfigurations and Commons Room

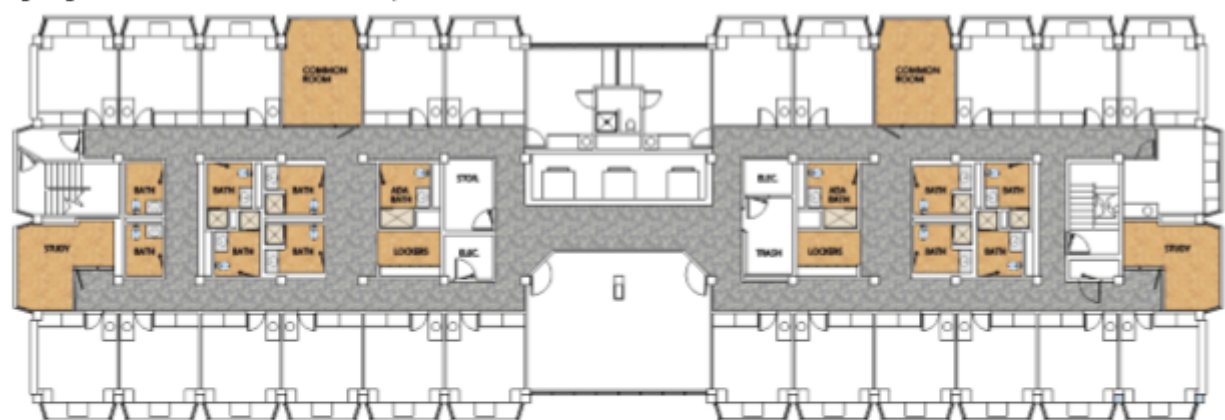


Concept 1: Individual Bathrooms

In this concept (Figure 38), all bathrooms are for individual use – i.e., one person goes in and locks the door for complete privacy. Bathroom facilities on each wing include four individual full bathrooms (sink, toilet and shower), an ADA full bathroom, and on one wing, two half baths (toilet and sink). Each wing also has an open area with lockers and seating where students can congregate as they wait to use various facilities.

Unlike current conditions, there are also two open halls connecting the two sides of each wing; this eliminates the “racetrack” situation which makes it difficult to interact with students from the other side of the hall, and encourages more cross-hall communication. Brown areas in the drawing below show the bathroom’s lockers and study spaces; grey areas show the circulation space on the hall.

Figure 38. Washakie Hall Bathroom Concept 1

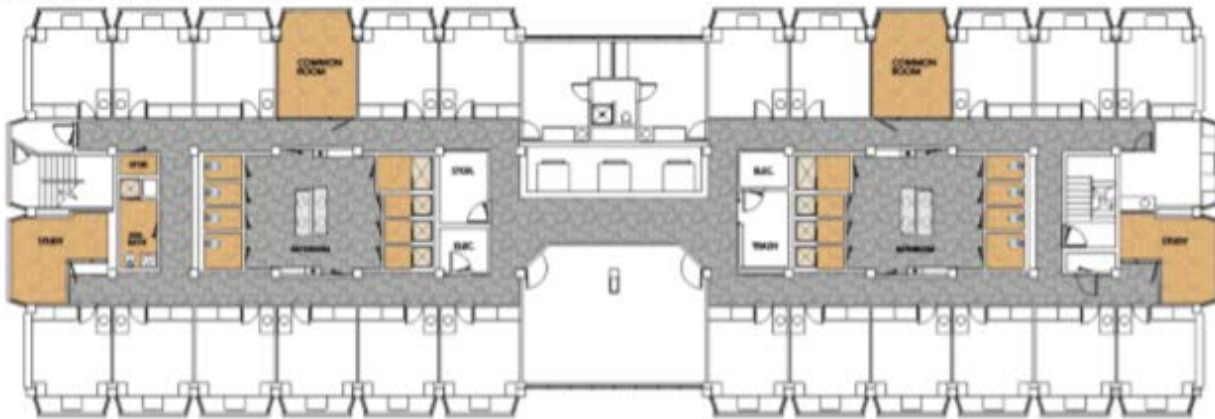


Concept 2: "Deconstructed Community Bathrooms"

This concept (*Figure 39*) goes further in "rethinking" the community bathroom by deconstructing various functions (as described under Issue 2 in *Section 3*). Each bathroom includes (1) a **grooming area** – with sinks, counters and mirrors in an open space that also has storage lockers and potential seating for students as they wait to use specific facilities; (2) a **bathing area** – with a series of individual showers and changing rooms, each behind a lockable door, so that students can enter, change and shower in complete privacy; and (3) a **toileting area**, also fully lockable and totally private.

Separating each function allows for more efficient use of space than a fully-equipped private bathroom, where a student showering also makes the sink and toilet unavailable. Depending on materials used as well as fire and other codes (which would need to be explored), there is also the possibility of creating a much more open feel in the center of each wing, either through reduction in amount of space given over to walls and doors, or at least the use of glass or other transparent / translucent materials.

Figure 39. Washakie Hall Bathroom Concept 2



Recommendation 3.2

Reconfigure first floors to add common spaces and move staff apartments to the second floor to make way for first floor renovations.

All the Washakie buildings lack adequate community space to support the significant amount and range of programming that universities typically provide to build strong first-year communities. These programs include floor and hall meetings, programs to support the transition to college, skill-building programs, etc. Equally important are providing dedicated spaces for formal co-curricular / extra-curricular activities and informal spaces for hanging out.

1.2.1 Reconfigure First Floors

Renovate and reconfigure the first floors in each of the Washakie Halls to create a mix of formal and informal program and common / community spaces to support the first-year residential experience. Although the building footprints are compact, by moving the first-floor staff apartment to the second floor, there is adequate space for a substantial reconfiguration that can create a set of common spaces in each building geared toward the first-year residential experience. The intention is to make the first floor the community hub of the building. Spaces that might be added include:

- Living room
- Game room
- TV room
- Maker / collaboration space
- Community kitchen and lounge
- Etc.

Figure 40 illustrates how the first floor in White Hall might be reconfigured to add a range of community spaces. Given the similar footprint of the other Washakie Halls, this serves as a prototype for the other first floors as well.

Figure 40. Reconfiguration of White Hall Lobby to Provide a Range of Community Spaces



Figure 41 shows a variety of images that can give a sense of what reconfigured first floor spaces might be created to support the freshman experience.

Figure 41. Precedent Images of Possible First Floor Community Spaces



1.2.2 Move Staff Apartment to the Second Floor

Reconfigure the two suite rooms behind the elevators on the second floor, along with one double room, to create a Residential Life staff apartment, with a living room, kitchen / dining area, bedroom and bath. *Figure 42* illustrates changes to the second floor to provide space to move the staff apartment to that level.

Figure 42. Conversion of Suite-Style Rooms on Second Floor into Residential Life Staff Apartment



Figure 43 shows a detailed floor plan of the proposed new staff apartment.

Figure 43. Proposed Staff Apartment Layout



Recommendation 3.3

Make exterior improvements – re-clad the buildings and replace windows – to modernize the look of the halls and to make them more attractive residential environments.

1.3.1 Re-clad the buildings

The existing exterior surface of the Washakie halls is a series of exposed aggregate precast panels running vertically through the entire height of the building. Windows are tucked in-between the panels facing on an inward angle to the perimeter of the buildings. The existing exterior gives the buildings a dated, uninspired presence on campus. Additionally, the windows are small and provide compromised views to the outside.

The recommendation is to re-clad the buildings to freshen their appearance and make them more compatible with the campus aesthetics. Stone, brick and other materials harmonious to the campus would be the predominant expression.

1.3.2 Replace the windows to let in more light.

In student focus groups and surveys, the presence of good natural light is always one of the most important things that makes a residential space feel welcoming and homey. The existing windows in the Washakie Halls have internal blinds that block light into the student room, making the already-dark brick interiors even darker. Further, the windows are placed such that students can see into other rooms, which compromises views of exterior spaces; creates issues of privacy; and further reduces the ability to bring natural light into the residential living area.

If the University opts to re-clad the Washakie Halls, it also creates the opportunity to install new windows without internal blinds, and to reposition windows to create better views and let in more natural light. This would offer student a much more pleasant living and study environment within their units. *Figure 44* shows White Hall with the current exterior and an example sketch of what a new exterior face might look like with a different facing and window configuration.

Figure 44. White Hall – Existing Façade and Possible Re-Cladding Concept



Impacts

Bed Counts

As *Figure 45* shows, the impact on the bed count if all proposed program changes are made is a net loss of approximately 175 beds.

Figure 45. Bed Loss from Modernization and Program Changes in Washakie Halls

Building	Total		
	Existing Beds	Beds Lost	Remaining Beds
White	583	(52)	531
McIntyre	583	(52)	531
Downey	378	(36)	342
Orr	371	(36)	335
Total	1,915	(176)	1,739

Note: Chart includes all beds per original design capacity, including revenue and non-revenue beds, RA beds, etc.

Demand and “mapping and gap” analyses in *Section 5.3, Figure 26* show that the University has a current surplus of 400+ traditional beds for first-year students based on current (2016) enrollments and demand. By 2022, the surplus is eliminated through (1) enrollment growth and associated increased demand, and (2) beds lost for program changes as shown in *Figure 44*. This results in demand and supply for first-year housing being essentially in balance (net decrease of 2 beds) as was shown in *Section 5.3, Figure 27*.

Of course, bed losses can be ameliorated, if necessary, by foregoing conversion of some or all bed spaces on floor wings to provide the proposed common rooms. Further or alternatively, other options for housing freshmen will exist if the University opts to create a residential college that includes a freshman population. Finally, freshmen may be housed in the new suite-style housing for a time if necessary. (See *Implementation Strategies – 2 New Housing* above.)

Project Costs

Program changes to the Washakie Halls’ first floor lobbies will entail a cost of ~\$3.4 million per hall, for a total of ~\$13.4 million for all the halls. Changes to the floor bathrooms in Washakie ranges in cost from ~\$3.7 million to \$5.8 million, for a total of ~\$19.2 million for all the halls. All program changes (both lobby and bathroom renovations) range in cost from \$7.1 million to \$9.2 million per building (\$32.7 million total).

4 Renovate Apartments, Greek Housing, and Washakie Center

Recommendation 4.1

Renovate University-owned apartment complexes (Deficiencies: ~\$20 million; Modernization: ~\$6.2 million; Total: ~\$26.2 million), University-owned Greek housing (~\$2.3 million), and the Washakie Center (~\$3.2 million) as needed and when funding is available. These projects can be undertaken at any time, independent of any other activities proposed in the previous recommendations and / or phases previously outlined.

Section 3 Financial Requirements and Phasing

Total Costs of Proposed Projects

Figure 46 summarizes costs associated with all projects outlined in the Master Plan, which total about \$245 million. As appropriate, the chart includes breakdowns by type of renovation investment – i.e., to address deficiencies, modernization and / or program changes – as well as demolition and new construction.

Figure 46. Cost of Renovation / New Construction by Area and Type

Building / Area	Deficiencies	Modernization	Program Changes	Demolition	New Construction	Total
All Housing	\$ 325,000	\$ -	\$ -	\$ -	\$ -	\$ 325,000
Washakie Halls	\$ 1,790,000	\$ 49,052,000	\$ 32,690,000	\$ -	\$ -	\$ 83,532,000
Crane-Hill Complex	\$ -	\$ -	\$ -	\$ 2,000,000	\$ -	\$ 2,000,000
Apartments	\$ 6,191,000	\$ 20,030,000	\$ -	\$ -	\$ -	\$ 26,221,000
Greeks	\$ 46,000	\$ 2,212,000	\$ -	\$ -	\$ -	\$ 2,258,000
New Project	\$ -	\$ -	\$ -	\$ -	\$ 116,000,000	\$ 116,000,000
Streetscape	\$ -	\$ -	\$ 12,104,000	\$ -	\$ -	\$ 12,104,000
Washakie Center	\$ 3,212,000	\$ 7,000	\$ -	\$ -	\$ -	\$ 3,219,000
Total	\$ 8,027,000	\$ 71,294,000	\$ 44,794,000	\$ 2,000,000	\$ 116,000,000	\$ 245,659,000

The University has indicated that while different financing approaches may be considered, including a public-private partnership ("P3"), there has been discussion that the State of Wyoming may provide debt financing at very favorable interest rates (e.g., 1.5%). If this is the case, then short of a straight equity infusion (e.g., a state appropriation or an outside donor), the State-backed low-cost financing option should be the most advantageous funding mechanism for Master Plan projects. While there is a current trend to look toward P3 deals to fund student housing projects, these deals typically make use of equity financing that require long-term arrangements and relatively high rates of return (i.e., cost of capital of 6% or more, plus associated management and development fees). From a financing standpoint, this approach would be far costlier to fund housing investments than if low-interest loans are available from the State of Wyoming.

Figure 47 below shows debt service costs associated with each project under a variety of "low-cost" financing scenarios that may result from State-backed financing. The chart illustrates impact on debt of two amortization terms – 20 years and 30 years – as well as three different low-interest rates – 1.0%, 1.5%, and 2.0%.

Figure 47. Project Costs and Annual Debt Service Costs by Area (in Millions)

		Crane-Hill Demolition + New Project	Streetscape	Washakie Halls	Apartments	Greeks	Washakie Center
Total Project Cost		Demolition \$2.04 New Construction \$116.00 <hr/> Total \$118.04	\$12.1	\$83.53	\$26.22	\$2.26	\$3.22
Debt Service Scenarios							
	Interest						
Years	Rate						
30	1.0%	\$4,574,000	\$469,000	\$3,237,000	\$1,016,000	\$87,000	\$125,000
30	1.5%	\$4,915,000	\$504,000	\$3,478,000	\$1,092,000	\$94,000	\$134,000
30	2.0%	\$5,270,000	\$540,000	\$3,730,000	\$1,171,000	\$101,000	\$144,000
20	1.0%	\$6,541,000	\$671,000	\$4,629,000	\$1,453,000	\$125,000	\$178,000
20	1.5%	\$6,875,000	\$705,000	\$4,865,000	\$1,527,000	\$131,000	\$187,000
20	2.0%	\$7,219,000	\$740,000	\$5,108,000	\$1,604,000	\$138,000	\$197,000

Financing and Phasing Approaches

The Housing Master Plan calls for (1) demolition of both Crane and Hill Halls to make way for construction of new housing; (2) construction of new suite-style housing on and around the Hill-Crane site; (3) renovation of the Washakie Halls and the University-owned apartment complexes; (4) site upgrades along King Row; (5) renovation of Greek housing; and (6) renovation of Washakie Center. Housing Master Plan recommendations are broken out into three separate phases to ensure consistency of bed counts and to ease the impact of funding a multitude of projects. Outlined below is the phasing of the projects, as well as the necessary funding requirements.

Phasing

Phase I

Demolish both Crane and Hill Halls and construct new suite-style / residential college housing on the Crane-Hill site / adjacent parking lot (or elsewhere, if deemed appropriate by University leadership). (See Section 2.

Implementation Strategies: Approaches, Options, and Conceptual Plans for New Housing for more details.) New construction will bring up to 600 new beds online, which in the short-term will provide swing space to allow the University to take individual Washakie residence halls off-line for renovation, in sequence (during Phases II and III). Once renovations are complete, the new construction will add housing capacity to accommodate projected growing enrollments. This phase of the Master Plan will take place over the course of two years, from 2018 to 2020. Timeline: as soon as possible. Estimated cost (current dollars): \$118 million total.

Phase II

Renovate two Washakie Halls (Orr and McIntyre), in sequence, to create 21st century housing appropriate for first year students. Each would be off-line for approximately two years. Timeline: 2020 to 2024. Estimated cost: ~\$21 million per building; ~\$42 million total.

Phase III

Improve streetscape in the area around the Washakie Halls and the former site of Crane-Hill, now home to new housing. Renovate the final two Washakie Halls (e.g. White and Downey Halls) in sequence, starting with White. Prior to deciding to renovate Downey, assess enrollment projections, demand for housing, and the University's financial situation, etc. If Downey is needed, then renovate; if not, demolish. Timeline: 2024 to 2028. Estimated costs: ~\$12.1 million for streetscape improvements; \$21 million per Washakie Hall; ~\$54.1 million total.

Independent of Phasing

The University-owned apartment complexes need renovation (Deficiencies: ~\$20 million; Modernization: ~\$6.2 million; Total: ~\$26.2 million), as does University-owned Greek housing (~\$2.3 million) and Washakie Center (~\$3.2 million). These projects can be undertaken at any time, independent of any other activities proposed in the three phases. Estimated cost: ~\$31.7 million total.

Funding

Phase I

- **Crane and Hill Hall Demolition:** ~\$2.0 million
- **New Suite-Style Construction:** ~\$116.0 million

Total: ~\$118.0M

Phase II

- **Orr Hall:** ~\$16.6 million
- **McIntyre Hall:** ~\$23.7 million

Total: ~\$40.3M

Phase III

- **White Hall:** ~\$25 million
- **Downey Hall Renovation:** ~\$18.3 million; **Demolition:** ~\$1 million
- **Streetscape Improvements:** ~\$12.1 million
- **Total:** Downey Hall Demolition: ~\$38.1 million; Downey Hall Renovation: \$55.4 million.

Total: up to ~\$55.4 million

Independent of Phasing

- **Apartments Renovation:** ~\$26.2 million
- **Greek Housing Renovation:** ~\$2.3 million
- **Washakie Center Renovation:** ~\$3.2 million
- **Total:** ~\$31.7 million

Total: ~\$31.7 million

Total

Assuming demolition of Downey Hall, the total funding requirement for all Housing Master Plan renovation and new construction is ~\$228.1 million over the next decade. Assuming Downey Hall is renovated and not demolished, total funding requirements come to ~\$245.4 million over the next decade.

Total: up to ~\$245.4M

Debt Service Schedule

Figure 48 shows a debt service schedule for one approach to financing and phasing new debt, and includes existing housing system debt as well. The approach assumes a 30-year term at a 1.5% interest rate for all new projects. The phasing strategy is as follows:

- **Project 1:** Demolish Hill-Crane and build new suite-style housing project on Hill-Crane site / adjacent parking lot.
- **Project 2:** Renovate Washakie Halls. Given the extensive changes to each building, this project will likely have to be sub-divided into four individual projects to be undertaken in sequence.
- **Project 3:** Add proposed streetscape improvements as the latter two Washakie Halls are renovated.
- **Other Projects:** Apartment, Greek housing and Washakie Center renovations, which can be addressed in stages over time, as funding is available. Smaller projects can also be handled over summers rather than taking a building out of service over an academic year. Here, apartment renovations are undertaken very quickly, Washakie Center is undertaken around FY23, and Greek renovations wait until FY25.

Under this phasing scenario, annual debt service increases from current ~\$1 million to about \$14.4 million by FY28 (factoring in 3% inflation).

Figure 48. Potential Debt Service Schedule and Phasing

	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29
(30 Year Term; 1.5% Interest Rate; Construction Costs Inflated by 3% Annually to Start Date of Debt Service)												
1 Existing Debt	\$ 918,000	\$ 952,000	\$ 1,047,000	\$ 1,074,000	\$ 1,105,000	\$ 1,511,000	\$ 1,541,000	\$ 1,555,000	\$ 1,908,000	\$ 2,952,000	\$ 2,991,000	\$ 2,984,000
2 New Debt												
• Crane-Hill Demolition + New Housing			\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419
• Apartments			\$ 1,155,503	\$ 1,195,052	\$ 1,228,045	\$ 1,265,705	\$ 1,303,680	\$ 1,342,790	\$ 1,342,790	\$ 1,342,790	\$ 1,342,790	\$ 1,342,790
• Washakie Halls, Part 1					\$ 1,957,525	\$ 1,957,525	\$ 1,957,525	\$ 1,957,525	\$ 1,957,525	\$ 1,957,525	\$ 1,957,525	\$ 1,957,525
• Washakie Center						\$ 150,551	\$ 150,551	\$ 150,551	\$ 150,551	\$ 150,551	\$ 150,551	\$ 150,551
• Washakie Halls, Part 2						\$ 2,076,529	\$ 2,076,529	\$ 2,076,529	\$ 2,076,529	\$ 2,076,529	\$ 2,076,529	\$ 2,076,529
• Streetscape						\$ 550,553	\$ 550,553	\$ 550,553	\$ 550,553	\$ 550,553	\$ 550,553	\$ 550,553
• Greeks							\$ 115,616	\$ 115,616	\$ 115,616	\$ 115,616	\$ 115,616	\$ 115,616
3 Total	\$ 918,000	\$ 952,000	\$ 7,419,721	\$ 7,481,470	\$ 9,505,590	\$ 10,099,317	\$ 14,094,371	\$ 14,244,097	\$ 14,317,097	\$ 14,390,097	\$ 14,399,097	\$ 14,392,097

Expanding the Range of Housing Rental Price Points

By introducing new housing and renovating existing housing, the Master Plan creates a wider range of unit types and unit conditions than currently exist. If all projects of the Master Plan are undertaken, the diversity of the University's housing offerings will increase – in the range of unit types, age and condition, etc. *Figure 49* shows a comprehensive list of unit types that will exist if all Master Plan projects are undertaken. Increased diversity allows the University to consider introducing more variety in the pricing structure of housing – e.g., including some lower-cost options for students who may be more price sensitive – as well as a broader range of price points that can help to fund the cost of renovations and new construction.

While the exact range and price differentials will be determined by the University at some future point, *Figure 49* gives an idea of the range and diversity of unit types on a scale from “economy” to “premium.”

Figure 49. Potential Rent Classification by Unit Type and Condition

Unit Type (Building Type / No of Bedrooms / Occupancy)	Names of Halls	Condition	Potential Classification Based On Condition
Apartment, 1 Bedroom	■ Landmark Village	Existing Conditions	Economy
	■ Spanish Walk	Existing Conditions	Economy
Apartment, 2 Bedroom	■ Landmark Village	Existing Conditions	Economy
	■ River Village	Existing Conditions	Economy
Apartment, 3 Bedroom	■ River Village	Existing Conditions	Economy
Traditional Residence Hall Single Occupancy	■ Washakie Halls	Renovated	Standard
Traditional Residence Hall Double Occupancy	■ Washakie Halls	Renovated	Standard
Modified Residence Hall Single Occupancy	■ Washakie Halls	Renovated	Standard
Woodframe Single Occupancy	■ Honors House	Renovated	Standard
Woodframe Double Occupancy	■ Honors House	Renovated	Standard
Apartment, 3 Bedroom	■ Bison Run Village	New(er) Construction	Premium
Apartment, 4 Bedroom	■ Bison Run Village	New(er) Construction	Premium
Suite-Style Single Occupancy	■ Washakie Halls	New Construction	Premium
Suite-Style Double Occupancy	■ Washakie Halls	New Construction	Premium

AGENDA ITEM TITLE:

Wildlife Migration Initiative, Dr. Matthew Kauffman, Department of Zoology & Physiology
and Wyoming Cooperative Unit

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The board will hear an update by Dr. Matt Kauffman, associate professor in Zoology and Physiology. Kauffman will describe the work of the Wyoming Migration Initiative, which is advancing research and discovery of Wyoming's big game migrations and developing innovative new ways to educate the public about their importance in Wyoming.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE BOARD:

For information

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION

N/A

PRESIDENT'S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: Spring Preliminary Enrollment Report, Moore

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Preliminary numbers (Not official until Spring 18 census date – February 9th)

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

This information is reported each semester.

WHY THIS ITEM IS BEFORE THE BOARD:

To keep the Board up to date on enrollments for spring 2018. Numbers are based off data pulled January 2nd and reflect enrollment numbers as of that date.

A one page report is being compiled and will be presented January 18, 2018

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION

N/A

PRESIDENT'S RECOMMENDATION:

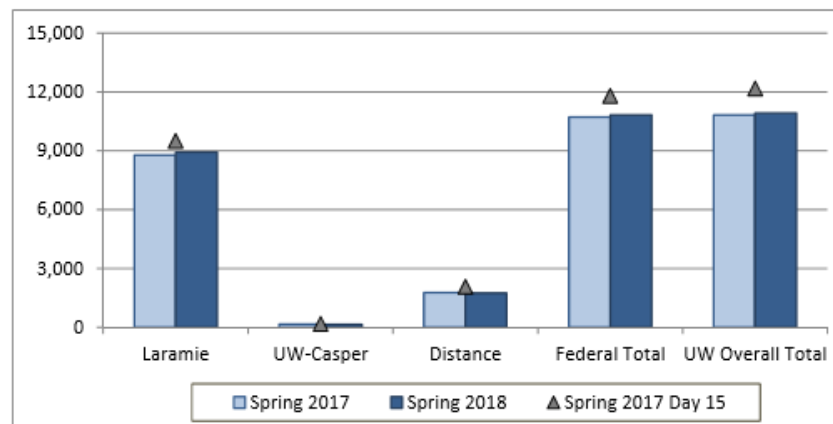
N/A

Spring Comparisons Preliminary Student Headcounts

STUDENT SITE	Spring 2017 Jan. 2, 2017 Monday	Spring 2018 Jan. 1, 2018 Monday	2017-2018 Difference	Percent Difference	Spring 2017 Day 15 Headcount	Spring 2018 Prelim. Compared to Spring 2017 Day 15
Laramie	8,781	8,926	145	1.7%	9,515	-589
UW-Casper	165	159	-6	-3.6%	190	-31
Distance	1,773	1,747	-26	-1.5%	2,090	-343
Federal Total	10,719	10,832	113	1.1%	11,795	-963
Prof. Development Total	109	86	-23	-21.1%	382	-296
UW Overall Total	10,828	10,918	90	0.8%	12,177	-1,259

NOTE: The campus site for student headcounts is calculated based on a priority system when students are concurrently taking classes at various sites. Laramie & any other site, the student is counted at Laramie. UW-Casper & Distance, the student is counted at UW-Casper. Distance site students are solely taking distance courses.

OIA:SDW



AGENDA ITEM TITLE: TEI Governing Board Recommended Proposals, Rebecca Watts

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The University of Wyoming Trustees Education Initiative (TEI) was created to elevate the College of Education to the status of a preeminent college in professional educator preparation. Appointed by the President of the University of Wyoming Board of Trustees, the TEI Governing Board reviews innovation recommendations for forwarding to the Board of Trustees for final action. If approved by the Board of Trustees innovation proposals are implemented by the College of Education and its partners.

On January 3, 2018, the TEI Governing Board voted unanimously to recommend TEI Proposal 2017-11, a proposed Wyoming Coaching Laboratory (WY-COLA) to the Board of Trustees for approval. WY-COLA is an innovative year-long intensive professional development experience that would begin in the summer of 2018 for pre-service teachers, in-service teacher leaders, aspiring instructional coaches, and instructional coaches

Developed by the TEI Educator Professional Growth Team, WY-COLA's aims are to improve teaching at all levels in Wyoming schools, to strengthen the partnership between UW and Wyoming schools, and to develop a model program for continued partnership and professional growth. These goals are in keeping with the University of Wyoming mission statement, which outlines a commitment to outreach and service that extends our human talent to serve the people in our state. WY-COLA's goals afford the following opportunities:

1. Enhance Pre-Service Candidates' Vision of Teaching
 - o Focusing on pre-service teacher candidate growth, WY-COLA will provide an intensive course on working in small groups with elementary age students who have struggled in mathematics. The pre-service teacher candidate will gain experiences in diagnosing elementary student need and then planning educational experiences to target identified areas of need. In addition, pre-service teachers will be afforded the opportunity to engage with and observe in-service practicing teachers as they grapple with defining the core practices of teaching. Please see table below outlining the differences in field experiences between the Wyoming Teacher Education Program majors and WY-COLA preservice teachers.
2. Promote Equity by Improving Teaching in Wyoming
 - o Studying the core practices as teachers, coaches and researchers unpack and explore their complex practice will be a step towards making equitable access to quality instruction a reality for all Wyoming students. Sustained study of quality teaching will provide a forum to name and define practices that promote student learning.

3. Improve Instructional Coaching
 - Defining the core practices of improving teacher instructional skills in order to ensure that all instructional facilitators and instructional coaches have the training necessary to make a positive impact on teacher and student learning. There are multiple lists of the “core practices” for coaching.
4. Strengthen the Wyoming School-University Partnership
 - WY-COLA implements a collaborative effort between the University of Wyoming and all of Wyoming’s school districts in an effort to improve the education of teachers who teach teachers.
5. Support and Develop Preservice/Early Career Teachers and Mentor Teachers
 - Drawing from the established literature on job-embedded professional development, WYCOLA proposes the Affiliate Coach role. These Affiliate Coaches will benefit school districts and strengthen the development of UW partnerships. Particular emphasis will be placed on supporting early career and pre-service teachers through the inclusion of mentor teachers and Affiliate Coaches in WY-COLA.

The proposed funding support for Proposal 2017-11 is as follows:

- 2017-2018: Daniels Fund grant be used to fund 100 percent of \$248,100.00
- 2018-2019: Daniels Fund grant be used to fund 100 percent of \$519,967.00

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

WHY THIS ITEM IS BEFORE THE BOARD: The Board of Trustees holds the authority to approve innovations proposed through the University of Wyoming Trustees Education Initiative for implementation by the College of Education and its partners.

ACTION REQUIRED AT THIS BOARD MEETING: Board approval or disapproval of the recommended innovation.

PROPOSED MOTION I move to approve Trustees Education Initiative Proposal 2017-11 for implementation by the College of Education from March 2018 through June 2019, with \$768,067.00 in funding provided through the Daniels Fund Trustees Education Initiative grant to the University of Wyoming as well as other grant sources to be garnered. **PRESIDENT’S RECOMMENDATION:** The President recommends approval.



Executive Director Proposed Innovation Review Form

Proposed Innovation Number: 2017-11 Wyoming Coaching Laboratory

Assurance of Relevant Review

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

Funding Request

Funding Request by Academic Year:

\$248,100.00 2017-2018 Total Request

Recommended Source and %: Daniels Fund Grant - 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$519,967.00 2018-2019 Total Request

Recommended Source and %: Daniels Fund Grant - 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

_____ 2019-2020 Total Request

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Executive Director Funding Request Comments:

It is recommended that the two pilot years for this innovation be funded with resources from the Daniels Fund grant to the Trustees Education Initiative. It will be imperative to seek additional funding support to sustain the program after the pilot years.

Summary and Comments

The development of the Wyoming Coaching Laboratory will elevate the pre-eminence of the UW College of Education by elevating the ongoing professional development of Wyoming educators.

Further, this model has significant potential to be implemented as the critical professional induction and mentoring phase of the approved TEI UW E-4 model.



Research Work Group Proposed Innovation Form

Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming

Initiative Research Work Group Name

Educator Professional Growth

Submitted by Kate Muir Welsh and the WY-COLA Team (Amy Spiker- UWYO School of Teacher Education, Kate Kniss and Ariane Eicke-Albany County School District #1,

Contact Email kmuir@uwyo.edu

Contact Phone 307-766-2013

Submission Date 9-15-17

Research Work Group Member Names- Educator Professional Growth

Mark Bowers

David Holbert

Keren Meister-Emerich

Keather Pieratoni

Kathy Vetter

Kate Welsh

Proposed Innovation (Title/Brief Description)



Wyoming Coaching Laboratory (WY-COLA). The WY-COLA is an innovative and new year-long intensive professional development experience that would begin in the summer of 2018 for pre-service teachers, in-service teacher leaders, aspiring instructional coaches, and instructional coaches. In this experience participants will observe teaching for the purpose of extending this observation into the study of both teaching and coaching.

Detailed description of how this practice would be *innovative*:

WY-COLA's INNOVATION

In this section we discuss the proposed, but not yet enacted, WY-COLA three-part triangle of innovation (1) enriching pre-service teacher education, (2) developing school-university partnerships, and (3) elevating the craft of practicing professionals.

Enriching Pre-Service Teacher Education: The integration of pre-service teachers into the WY-COLA experience will afford them a space to establish, observe, and develop their teaching practice through interaction with growth-oriented teachers. The opportunity to observe a skilled but developing teacher will confront and undermine the prevailing philosophy that teaching is an inherent trait by making visible that even for the most skilled practitioners, the work of improving practice is ongoing and intellectually challenging. They will also be afforded focused coursework and additional practicum hours through direct work with planning and instruction for elementary age students. WY-COLA will use innovative practices to enrich and expand the current WTEP field experiences. (For detailed descriptions please see Table XXX) The opportunities for pre-service teachers will extend to supporting mentor teachers. Pre-service and mentor teachers will not only be invited to participate in the WYCOLA summer training, but mentor teachers will have the opportunity in year 2 to become Affiliate Coaches¹ who will provide ongoing support and training to mentor teachers, pre-service teachers, and early career teachers in their local school district.

Developing School-University Partnerships: The WY-COLA will present a forum for University faculty, practicing teachers, and pre-service teachers to collectively study, name, and develop teaching practice. The project will expand the definition of partnerships beyond relationships between players (teachers, parent, students, faculty) directly involved in the project, to a more expansive definition of partnerships in which a rich network between individuals and organizations is continually expanding and evolving. To ensure that the project involves stakeholders from across the state, The WY-COLA experience will be offered in varying locations throughout the state, on a rotational basis, with the first session being offered in Laramie, WY in

¹ Affiliate Coaches are school district employees whose positions are supplemented through WYCOLA in-order to allow the coaches release time to provide ongoing and embedded support to early career, preservice, and mentor teachers. These Coaches will be identified through nomination by their local district and an application and selection process conducted by the University of Wyoming College of Education, School of Teacher Education. (For more information regarding the Affiliate Coach, please see Appendix A.)

2018, then moving to other locations in future years. Solicitation of potential in-service and pre-service participants will be widespread, and will include communications that extend to all school districts in Wyoming and potentially beyond.

Elevating the Craft of Practicing Professionals: WY- COLA is an innovative program that seeks to simultaneously establish a professional development model for established and emerging instructional coaches and determine the core competencies of instructional coaching. This initiative will do this through a public classroom that will allow coaches to parallel core practices of classroom teaching with those of coaching, while also creating a space in which coaches can practice and hone their craft in real time.

Proposed Innovation Narrative:

[Please note we moved this narrative section to the front of the proposal for ease of reading.]

We propose to create the Wyoming Coaching Laboratory (WY-COLA) program. The WY-COLA is an intensive professional development experience for pre-service candidates, teacher leaders, aspiring coaches, and coaches. In this experience participants will observe teaching for the purpose of extending this observation into the study of both teaching and coaching. Year 1 of the program (2017-18) will be in Laramie and Year 2 will be in Laramie and Powell/Riverton. [The shifting role of Instructional Facilitators in the state of Wyoming may present a challenge in recruiting professional development participants. We plan to develop the program to appeal to both practicing instructional facilitators as well as other education professionals interested in developing their capacity to facilitate teacher learning and growth, but it will take a well-executed and extensive advertisement program in order to communicate that the program is not only for acting instructional coaches.]

WY-COLA's aims are to improve teaching at all levels through improved instructional coaching in Wyoming schools, to strengthen the partnership between UW and Wyoming schools, and to develop a model program for continued partnership and professional growth. These goals are in keeping with the current needs and goals of the University of Wyoming and the College of Education. This proposal details a plan to serve numerous entities in our state and to build strong and lasting partnerships. The University of Wyoming's mission statement outlines a commitment to outreach and service that extends our human talent to serve the people in our state. The Wyoming Coaching Laboratory (WY-COLA) will provide an effective means for providing outreach and service to Wyoming's schools and teachers. WY-COLA will provide an innovative model for providing outreach and professional development in Wyoming schools through work with effective teaching and coaching.

The UW College of Education currently seeks to pursue new levels of outreach and excellence as it works toward establishing a preeminent program. This pursuit will be supported well by WY-COLA. Reaching out to Wyoming and its schools remains a focus for the College of Education and professional development for in-service teachers is a major need. The WY-COLA project outlined presents an effective way to meet this need and to provide mutual benefits for all involved. This work will involve UW faculty actively examining effective teaching and coaching and this will surely carry over into university classrooms and further professional development interactions with Wyoming's in-service teachers.

The College of Education faces the challenge of revitalizing our perception statewide and re-engaging Wyoming schools through professional development. WY-COLA addresses the challenges we face by providing a positive partnership between UW and a local school district that will reach out to the entire state while continuing to provide quality experiences for pre-service teachers.

WY-COLA will make the practice of coaching and teaching visible and open to study and research. The Elementary Mathematics Laboratory (EML) in the Teaching Works program at the University of Michigan

Please email completed form to TEI Executive Director upon completion.

(<http://www.teachingworks.org/training/LaboratoryClasses>) provides an example of how this work is being undertaken for the benefit of classroom teachers and researchers. By providing a laboratory classroom in which participants observe teaching and participate in formal professional development grounded in the EML classroom, a venue is created for unpacking and exploring the complex work of teaching. The development of WY-COLA would focus on maintaining the core tenants of the EML: making teaching public, providing opportunities for educators to name practice, and to explore core aspects of the work of teaching (D. Ball, personal communication, 2015).

WY-COLA will be a year-long experience. The year will start with a two-week summer institute. (See below for a schedule of a WY-COLA two-week summer institute typical day.). During the academic year, we propose (and budgeted for) visiting institute participants in their regions at Community Colleges throughout the state. At these academic year meetings, we will reflect on the year's learnings and plan for the following year's events.

WY-COLA Two Week Summer Institute Typical Day

[Year 1: 2017-18 June 18-29, 2018 Laramie / Year 2: 2018-19 Powell or Riverton]

Time	UW Pre-service Teacher Candidates	Elementary Students (3 rd -5 th Grade) Summer School	Coaches and Teachers WY-COLA Institute
Morning	Lesson Pre-Brief Lesson Observation Lesson De-brief	Mathematics Lesson	Lesson Pre-Brief Lesson Observation Lesson De-brief
	Lunch	Lunch	Lunch
Afternoon	Tutoring sessions with 3 rd -5 th grade students.	Tutoring session and enrichment activity e.g. Art Museum, Geology Museum, Athletics, etc.	Formal Professional Development based on morning observation

The goal of the Wyoming Coaching Laboratory (WY-COLA) is to improve two aspects of teacher learning: (1) developing coaching practice for the benefit of in-service teaching, and (2) providing coursework for the benefit of pre-service teaching. Coaching has the power to improve instructional practice and teacher quality (Knight & Cornett, 2009). Teacher quality is a strong determinant of differences in student learning and has been shown to be more important than any other factor, but access to skillful teachers is largely a matter of chance; students of color or students from low socioeconomic backgrounds are twice as likely to be assigned ineffective teachers. This has profound implications, especially considering that the effects of teacher quality on students appear to be additive and cumulative (Darling-Hammond, 2000). WY-COLA's goals afford the following opportunities and illuminate a series of questions for ongoing research.

OPPORTUNITY 1- Enhance Pre-service candidates vision of teaching: Focusing on pre-service teacher candidate growth, WY-COLA will provide an intensive course on working in small groups with elementary age students who have struggled in mathematics. The pre-service teacher candidate will gain experiences in diagnosing elementary student need and then planning educational experiences to target identified areas of

need. In addition, pre-service teachers will be afforded the opportunity to engage with and observe in-service practicing teachers as they grapple with defining the core practices of teaching. Please see table below outlining the differences in field experiences between the Wyoming Teacher Education Program majors and WY-COLA preservice teachers. [Research Question: What is the impact of WY-COLA participation on preservice teachers' perspectives on teaching?]

Table 1 Wyoming Teacher Education Program with WY-COLA enhancement

Current Program	Wy-COLA Pre-service Teacher Participants
Field Experiences/Residency	
EDST 3000- 30 hours classroom practicum experience with one mentor teacher- Observation and teaching one or two lessons	Wy-COLA participation will allow for additional contact hours with students in a mentored tutoring setting. Participants will work daily with students and will plan collaboratively with peers- allows for additional experiences beyond 30 hours.
Math seminar courses (EDEL 1410/2410) 1 hour courses designed to supplement content math courses- practical application of theory	Wy-COLA participants will enroll in a course to replace one or more seminar courses. This course will be designed to present content instruction and best practices in teaching and will have practical application in the tutoring setting. Wy-COLA participants will be able to see these teaching practices in action and to discuss the act of teaching with teachers who have a wide range of experiences.
EDEL 4309, 4409, 4509 Methods semester for Elementary Education- approximately 15 days in classroom observing and working with small groups of students prior to residency semester Methods courses for Secondary Education- Content courses with one full day in residency classroom prior to residency semester	Wy-COLA participants will have additional hours working with students and collaboratively planning with peers prior to methods and residency. They will interact with practicing teachers and deeply reflect upon high leverage learning practices that will apply to their methods and residency experiences.

OPPORTUNITY 2- Promote equity by improving teaching: Studying the core practices of teaching and establishing a venue that allows teachers, coaches and researchers to unpack and explore their complex practice will be a step towards making equitable access to quality instruction a reality for *all* Wyoming students. Sustained and ongoing observation and study of quality teaching will provide a forum to name and define practices that promote student learning. [Research Question: What teaching practices emerge or are reinforced through observation of the summer school lessons?]

OPPORTUNITY 3 – Improve instructional coaching: Defining the core practices of improving teacher instructional skills in order to ensure that all instructional facilitators and instructional coaches have the training necessary to make a positive impact on teacher and student learning. There are multiple lists of the “core practices” for coaching. Many scholars define a set of dispositions or skills necessary for coaching (Aguilar, 2013; Killion, Harrison, Byran, & Clifton, 2012; Kise, 2006; Knight, 2007; West & Cameron, 2013). These are, however, all reflections of the particular models of coaching that the authors promote and do little to establish consensus around the critical work of coaching that should be practiced by teachers of teachers. The need to come to an agreement about the core set of coaching practices necessary to improve teacher practice is much like the argument made by Ball and Forzani around the need to calibrate practice for teachers (2009). [Research question: What are the impacts of participating in WY-COLA on participants’ ability to define core practices of coaching?]

OPPORTUNITY 4 –Strengthen the partnership: WY-COLA implements a collaborative effort between the University of Wyoming and all of Wyoming’s school districts in an effort to improve the education of teachers who teach teachers. The National Association for Professional Development Schools calls for strong partnerships that establish symbiotic relationships in which university faculty and practicing classroom teachers “operate in boundary-spanning ways” (Parkinson & Muir Welsh, 2009) to develop school-based teacher educators while also preparing teacher candidates to be quality teachers (National Association for Professional Development Schools, 2015). [Research question: What are WY-COLA’s impacts on participants’ perceptions of partnerships between Wyoming school districts and UW’s CoEd?]

OPPORTUNITY 5 – Support and development of preservice/early career teachers and mentor teachers: Drawing from the established literature on job-embedded professional development, WY-COLA proposes the Affiliate Coach role. These Affiliate Coaches will benefit school districts and strengthen the development of UW partnerships. Particular emphasis will be placed on supporting early career and pre-service teachers through the inclusion of mentor teachers and Affiliate Coaches in WY-COLA. The Affiliate Coach will have the opportunity to provide job-embedded and sustained professional development (Loucks-Horsley, et. al, 2003) to mentor teachers and early career teachers, which would not be possible without a coach who is accessible daily and familiar with the school and local education environment. Supporting preservice and early career teachers is challenging work that involves learning skills other than those that most classroom teachers possess (Moir & Gless, 2001). It is critical, therefore, that we create a system for supporting the development of these skills for the mentors or preservice/early career teachers. Affiliate coaches will provide training and support of mentors empowering them to maximize their effectiveness. [Research question: What are the Affiliate Coaches’ impacts on perceptions of partnerships between Wyoming school districts and UW’s CoEd?]

Alignment to Key Performance Indicator(s)²

(Check all that apply.)

- ☒ **Statewide perceptions of the University of Wyoming College of Education**
- ☐ **Enrollment of Wyoming residents in University of Wyoming College of Education**
- ☒ **Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners**
- ☐ **Executed, active clinical partnership agreements with Wyoming School Districts**

² List complete as of June 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

- ☐ **Employment of University of Wyoming graduates in Wyoming schools**
- ☐ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- ☐ **State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

NEW KEY PERFORMANCE INDICATORS We suggest that WY-COLA's innovative nature illuminates the opportunity to expand the existing list of Trustees' Education Initiative indicators to include:

- ☒ **Expanding practicum and field experiences for School of Teacher Education preservice teachers**
- ☒ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standards 1 Content and Pedagogical Knowledge Component 1.1 Candidate Knowledge, Skills, and Dispositions and 2 Clinical Partnerships and Practice Components 2.1 Partnerships for Clinical Preparation and 2.3 Clinical Experiences
- ☒ **Advanced learning opportunities for graduate and post-graduate learners** (possibly UW Curriculum & Instruction graduate students and/or Wyoming in-service teachers)

Documentation of Need

- ☒ **Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:**
 1. **Formal discussions between WY-COLA staff with Instructional Facilitators at various sites around the state of Wyoming reveal inconsistent expectations of Instructional Facilitators and a need to clearly identify the definition and roles of productive instructional coaching.**
 2. **There is currently no systematic instructional coaching or teacher leadership training offered in the state of Wyoming, with the exception of various workshops provided by Gear Up. There is also no certificate or degree program offered at the University of Wyoming or any Wyoming community college for instructional coaching.**
 3. **CAEP Standard 1.1 calls for "[pre-service] candidates to demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility."**
 4. **CAEP Standard 2.1 calls for university and clinical partnerships where "partners co-construct mutually beneficial P-12 school and community arrangements...for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. [The partnerships]... ensure that theory and practice are linked; [and] maintain coherence across clinical and academic components of preparation; ..." (For complete standard statements, visit <http://caepnet.org/standards>)**

Summary of documentation of need:

The needs documented above present motivation for the WY-COLA project in the following ways:

Conversations with Instructional Facilitators (IFs) around Wyoming made it clear that IF roles vary according to grade level and school and district contexts. There did not appear to be a central job

Please email completed form to TEI Executive Director upon completion.

Version 3.0: June 13, 2017

description as the descriptions offered were mainly a detailing of tasks and roles IFs maintained in classrooms and schools. Often coaching roles described tended to blend with administrative roles. Along with coaching teachers in classrooms, they held responsibilities for data collection and analysis to inform instruction, assisting administrators with reporting, organizing team meetings to plan instruction based upon data, and building strong relationships between faculty and administration.

Instructional Facilitators discussed concern with their lack of time in classrooms engaging in coaching roles, though the definition of coaching was difficult for them to clearly articulate. They shared descriptions of aspects of their roles carried out on a daily basis but did not articulate a central definition. It was evident that all IFs at the sites we visited did not share a fully understood definition of coaching. Several IFs expressed the desire for more time to discuss, plan, and collaborate with other IFs, support in content area teaching and integration, and a better understanding of coaching roles.

Some needs for our focus are evident. There is a need for a centralized definition instructional coaching and the respective roles. WY-COLA's work can create this central definition in a partnership with Wyoming teachers, schools, and university personnel by recognizing coaching as a significant role of instructional facilitators and identifying and examining the core competencies thereof. In addition, a need for clear communication of central agreed upon goals for a project is imperative to our work going forward. With clear definitions, goals, and communication we believe we can create a true collaborative partnership that will mutually benefit pre-service teachers, in-service teachers, and administrators at all levels. Most importantly, we believe this will benefit K-12 students in our state.

The WY-COLA project will offer much-needed training specifically for Instructional Facilitators around the work of coaching, unpacking the core competencies of a productive instructional coach. IFs will learn the components of the practices and hone their skills using real-time instruction in a laboratory environment. Potentially, WY-COLA could be a continuing professional development instructional coaching certificate program.

By taking part in the WY-COLA project, preservice teachers will have opportunities to discuss content and learn high leverage instructional practices with other preservice and experienced teachers. The observation of real-time instruction followed by discussion of best practice and planning of enrichment and tutoring experiences for the elementary students will provide an immediate link between theory and practice. The additional practicum hours afforded to preservice teachers are an opportunity to make the ties between their academic and clinical learning coherent.

Evidence Supporting Proposed Innovation: Literature Review

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

Literature Citations:

1. Aguilar, E. (2013). Art of coaching: Effective strategies for school transformation. Retrieved from <http://www.eblib.com>

2. Darling-Hammond, L. (2000) Teacher quality and student achievement: A review of state policy evidence. Education Policy Analysis Archives 8(1). Retrieved from <http://epaa.asu.edu/epaa/v8n1/>
3. Fletcher, S. J. (2012). Coaching: An overview. SAGE Handbook of Mentoring and Coaching in Education (pp. 24-40). London: SAGE Publications Ltd.
4. Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). Coaching matters. Oxford, OH: Learning Forward.
5. Kise, J.A. (2006). Differentiated coaching: A framework for helping teachers change. Thousand Oaks, CA: Corwin Press.
6. Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: National Staff Development Council.
7. Loucks-Horsley, S., Love, N., Siles, K. E., Mundry, S., & Hewson, P. W. (Eds) (2003). Designing professional development for teachers of science and mathematics. Thousand Oaks, CA: Corwin Press, Inc.
8. Moir, E., & Gless, J. (2001). Quality Induction: An Investment in Teachers. Teacher Education Quarterly, 28 (1), 109-114.
9. Parkinson, D., & Muir Welsh, K. (2009, Spring). Is authentic, cross-cultural collaboration possible between universities and public schools within a Professional Development School model? School University Partnerships, 3(1), 14-27.
10. West, L., & Cameron, A. (2013). Agents of change: How content coaching transforms teaching and learning. Portsmouth, NH: Heinemann.
11. Preservice Teacher field experiences: (Conderman et al., 2013a; Dorel et al., 2016; Flores, 2015; Hoffman et al., 2016; Massey & Lewis, 2011; McDonald et al., 2011).

Summary of Literature Review:

The greatest predictor of student success, is teacher quality (Darling-Hammond, 2002). For this reason, it is imperative that we do all that we can to continually work to continually improve the skills of the teachers in every classroom. Coaching is one of the most effective ways to improve teacher quality, yet the field of instructional coaching is under-researched (Fletcher, 2012). When teachers receive professional development support from instructional coaches, the implementation rate of newly learned instructional practices increases from 10% to 90% compared to traditional forms of professional development (Knight, 2007). As Wyoming reallocates money once reserved for instructional facilitators, it will be imperative that we learn to maximize teacher learning. Maximizing the effectiveness of coaching provides this opportunity.

The study of public teaching opens opportunities to study coaching as well as multiple research foci beyond the realm of coaching. It requires us to focus on the enactment of teaching to study instruction and to think carefully about the practices critical to improving student learning (www.teachingworks.org) in order to determine the core practices of coaching. It promotes partnerships at many levels including at the school level between coachee and coach, at the district

level between professional development providers and coaches, and finally between school districts and higher education institutions through collaborative work with coaches and university researchers.

In order to capitalize on the opportunities presented by the study of instructional coaching, the following research questions emerge:

In what ways does naming the core practices of instructional coaching impact the work of coaches?

- o What are the core practices of instructional coaching?
- o How can coaches learn about the core practices of instructional coaching?

Our literature review focuses on what is known about instructional coaching and its importance in teacher quality and student learning, what is not known about instructional coaching (shaping the research questions above), and the need for and importance of determining the core practices of coaching.

In addition to instructional coaching literature, we highlight that there is strong support in the literature for the idea that more field experiences are better for pre-service teacher candidates (Conderman et al., 2013a; Dorel et al., 2016; Flores, 2015; Hoffman et al., 2016; Massey & Lewis, 2011; McDonald et al., 2011).

Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

(Check all that apply.) Since this proposal details an innovative program with work pre-service teachers and in-service educators' categories do not really apply. We reviewed the following programs

1. WestEd Professional Development Program: <https://www.wested.org/program/teacher-professional-development-program/>
2. National Math and Science Foundation Professional Development: <http://www.nms.org/Our-Approach/Laying-the-Foundation.aspx>
3. Ohio Resident Educator Program - <http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program>
4. Leading Educators: <http://www.leadingeducators.org/aboutus/>
5. Elementary Mathematics Laboratory, a program of the University of Michigan's Teaching Works Program: <http://www.teachingworks.org/support-resources/laboratory-classes>
6. TEI Research Work Group Educator Professional Growth review of existing US coaching programs

Summary of Evaluation of Other Programs:

While there are effective programs for teacher professional growth in other states and at other institutions, very few focus on both in-service and pre-service teachers. In addition, few focus on the complexity of teaching and instructional coaching. WY-COLA helps to fill this gap.

Contextual Constraint Analysis

- ☒ **Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other**

There are multiple, but not insurmountable contextual constraints associated with this project. First, in order to best serve the multiple stakeholder groups involved in this project (practicing teachers, pre-service teachers, and elementary students, it will be important to secure long-term funding early in the project. This will allow us to maximize efficiency by purchasing core resources such as classroom manipulatives, resource texts, and the like only once. It will also allow us to establish a program that can be equitably accessible to communities across Wyoming. Without funding for multiple years we will be unable to rotate the professional development site, thus serving fewer of Wyoming's school aged students.

The shifting role of Instructional Facilitators in the state of Wyoming may present a challenge in recruiting professional development participants. We plan to develop the program to appeal to both practicing instructional facilitators as well as other professionals interested in developing their capacity to facilitate teacher learning and growth, but it will take a well-executed and extensive advertisement program in order to communicate that the program is not only for acting instructional coaches.

Finally, changes in requirements and allocations of federal funding over time, will make it difficult to rely on funding sources that have been historically allocated for professional development programs to support practicing teachers such as Title I and Title II.

Risk Assessment

- ☒ **Please list all identified potential risks to College of Education Candidates:**
None
- ☒ **Please list all identified potential risks to the UW College of Education:**
None
- ☒ **Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**
None
- ☒ **Please list all identified potential risks to the UW Trustees Education Initiative:**
There is a risk that the public perception of the program will be that it is Laramie-centric. However, the program will be rotating to sites beyond Laramie after year 1. In addition, follow-up sessions will be offered at Community College sites throughout the state.
- ☒ **Please list all identified potential risks to other stakeholders:**
None

Funding Request to Support Pilot Innovation Implementation

\$248,100

2017-2018 Total Request

Subtotal Amount: \$75,232 **Purpose:** WY-COLA staff support

Subtotal Amount: \$128,970 **Purpose:** Professional Development Teacher support

Subtotal Amount: \$44,200 **Purpose:** Program Equipment, Materials, & Supplies

\$519,967

2018-2019 Total Request

Subtotal Amount: \$179,190 **Purpose:** WY-COLA staff support

Subtotal Amount: \$296,720 **Purpose:** Professional Development Teacher support

Subtotal Amount: \$44,058 **Purpose:** Student support and program supplies

Budget Narrative to Support Funding Request:

\$768,369 is the total request for 2 years to develop WY-COLA an innovative professional development program. Year 1 will be in Laramie in Albany County School District#1 (ACSD1) and Year 2 will be in Laramie (ACSD1) and either in Powell, WY or Riverton, WY. In this narrative, we will describe the three major budget categories listed above and their associated costs.

Category 1: WY-COLA staff support (Y1 request \$75,232/ Y2 request \$179,190) includes summer salary and benefits for WY-COLA staff, stipends for Community College faculty, graduate assistantship for program support, office associate support, 100 hours of an hourly helper, and staff travel to academic year meetings at community colleges to work with community college faculty and local WY-COLA professional development participants.

Category 2: Professional Development Teacher support (Y1 request \$128,970 20-25 teachers/ Y2 request \$196,720 40 teachers-20 @ each professional development site- Laramie and Powell or Riverton plus \$100,000 for 10 Affiliate Coaches) includes stipends for participating teachers (\$2,500), travel costs to Laramie and Powell or Riverton, meal costs for breakfasts and snacks for participating teachers and elementary age students, and technology (cube camera) for participating teachers to record their teaching. It will also provide those participating teachers \$1,000 stipend to take additional professional development courses.

Category 3: Student support and program supplies (Y1 request \$44,200/ Y2 request \$44,058) This category includes expenses for documenting the professional development (video recordings and video storage of the sessions for future educational and research use), technology for WY-COLA staff when visiting teachers in their classrooms, educational supplies for the WY-COLA teaching room, tuition and fees for pre-service teachers for the WY-COLA course³, and graduate student tuition and fees.

³ Due to the innovative nature of the pre-service work we are asking to fund the tuition and fees for the pre-service participants in order to ensure that there are no barriers to their participation.

Appendix A: Affiliate Coach Description⁴

Affiliate Coaches will build bridges between UW and their home school districts by directly supporting early career teachers (1st-3rd year of teaching) and mentors. This work will indirectly benefit UW pre-service teachers through increased mentor capacity. These Coaches will be identified through nomination by their local district and an application and selection process conducted by the University of Wyoming College of Education, School of Teacher Education. School districts will be compensated \$10,000 to allow for release time.

The Affiliate Coaches include responsibilities such as:

- Enable and support collaborative relationships between mentors and preservice/early career teachers.
- Design and facilitate professional development for mentor teachers in order to empower them to work successfully with pre-service teachers.
- Engage early career and mentor teachers in coaching cycles.
- Support mentors in engaging preservice teachers in coaching cycles.
- Aid in the transition from pre-service work to early career teaching.
- Strengthen the UW and community partnerships by increasing the people who share a vision of effective preservice/early career teachers support.
- Build and maintain systems of communication between pre-service/early career teachers and mentors, school district administrators, WY-COLA staff, and UW's School of Teacher Education.
- Participate in on-going professional learning.

⁴ Affiliate Coaches are neither replacements for existing UW facilitators nor School District based instructional coaches.



Wyoming Coaching Laboratory (WY-COLA)

TRUSTEES' EDUCATION INITIATIVE
PROPOSAL 2017-11

WY-COLA: WHAT & WHO

2

▶ WHAT?

- ▶ *an innovative and new year-long intensive professional development program*

▶ WHO?

- ▶ *UW and Community College faculty & pre-service teachers*
- ▶ *WY in-service teacher leaders & mentors,*
- ▶ *WY aspiring instructional coaches and instructional coaches.*

WY-COLA: HOW? & WHEN

3

▶ YEAR ONE: 2018-2019

- ▶ Pre-service Teacher Candidate Course
- ▶ Summer Professional Development (Laramie)
- ▶ Follow-up sessions @ Community Colleges

▶ YEAR TWO: 2019-2020

- ▶ Pre-service Teacher Candidate Course
- ▶ Summer Professional Development (Laramie and Powell or Riverton)
- ▶ Affiliate Coaches development and support
- ▶ Follow-up sessions @ Community Colleges

WY-COLA: HOW? Summer PD Day

4

WHO?	UW Pre-service Teacher Candidates	Summer School Elementary Students (3rd-5th Grade)	Coaches and Teachers WY-COLA Institute
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WY-COLA: SUMMER PD DAY

5

Time	UW Pre-service Teacher Candidates	Elementary Students (3 rd -5 th Grade) Summer School	Coaches and Teachers WY-COLA Institute
Morning	Lesson Pre-Brief Lesson Observation Lesson De-brief	Mathematics Lesson	Lesson Pre-Brief Lesson Observation Lesson De-brief

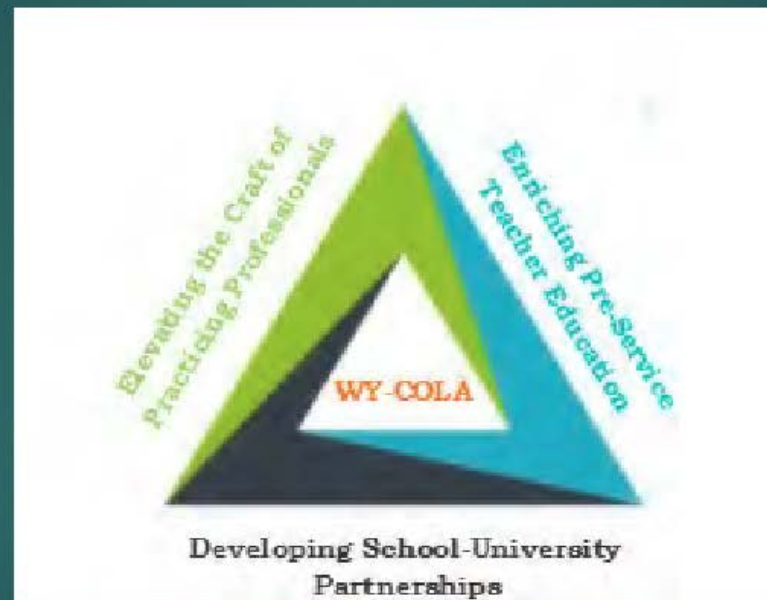
WY-COLA: SUMMER PD DAY

6

Time	UW Pre-service Teacher Candidates	Elementary Students (3 rd -5 th Grade) Summer School	Coaches and Teachers WY-COLA Institute
Afternoon	Tutoring sessions with 3 rd -5 th grade students.	Tutoring session and enrichment activity e.g. Art Museum, Geology Museum, Athletics, etc.	Formal Professional Development based on morning observation

WY-COLA INNOVATION

7



WY-COLA INNOVATION: Developing School-University Partnerships

8

- ▶ A forum for University faculty, practicing teachers, and pre-service teachers to collectively study, name, and develop teaching practice.
- ▶ To ensure that the project involves stakeholders from across the state, the WY-COLA experience will be offered in varying locations throughout the state
- ▶ Solicitation of potential in-service and pre-service participants will be widespread

WY-COLA INNOVATION: Enriching Pre-Service Teacher Education

9

- ▶ Afforded a space to establish, observe, and develop their teaching practice through interaction with other growth-oriented teachers
- ▶ Be able to observe a skilled teacher in practice
- ▶ Participate in focused coursework
- ▶ Gain additional practicum hours through direct work in planning and implementing small group lessons for elementary age students.

WY-COLA INNOVATION: Elevating the Craft of Practicing Professionals

10

- ▶ Establish a professional development model to determine the core competencies of instructional coaching.
- ▶ This initiative will do this through a public classroom.

OPPORTUNITY 1- Enhance Pre-service candidates' vision of teaching

- ▶ The pre-service teacher candidate will gain experiences in diagnosing elementary student need and then planning educational experiences to target identified areas of need.
- ▶ Research Question: *What is the impact of WY-COLA participation on preservice teachers' perspectives on teaching?*

OPPORTUNITY 2- Promote equity by improving teaching

12

- ▶ Studying the core practices of teaching and establishing a venue that allows teachers, coaches and researchers to unpack and explore their complex practice will be a step towards making equitable access to quality instruction a reality for *all* Wyoming students.
- ▶ Research Question: What teaching practices emerge or are reinforced through observation of the summer school lessons?

OPPORTUNITY 3 – Improve instructional coaching

13

- ▶ Defining the core practices of improving teacher instructional skills.
- ▶ Research question: *What are the impacts of participating in WY-COLA on participants' ability to define core practices of instructional coaching?*

OPPORTUNITY 4 –Strengthen the partnership

14

- ▶ WY-COLA implements a collaborative effort between the University of Wyoming and all of Wyoming's school districts in an effort to improve the education of teachers who teach teachers.
- ▶ Research question: *What are WY-COLA's impacts on participants' perceptions of partnerships between Wyoming school districts and UW's CoEd?*

OPPORTUNITY 5 – Support and development of preservice/early career teachers and mentor teachers

- ▶ WY-COLA Affiliate Coaches will have the opportunity to provide job-embedded and sustained professional development to mentor teachers and early career teachers.
- ▶ Research question: *What are the Affiliate Coaches' impacts on perceptions of partnerships between Wyoming school districts and UW's CoEd?*

Questions?

AGENDA ITEM TITLE: Faculty Athletic Representative Update, Alyson Hagy

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

UW's current Faculty Athletics Representative (FAR) Professor Alyson Hagy will update the Board about the current duties of the FAR and share student-athlete academic and graduation data.

Duties of the UW Faculty Athletics Representative:

1. Serve as the President's "eyes and ears in Athletics" as described by the best practices of FARA (Faculty Athletics Representatives Association) and the Board of the D1 FARs (Division 1 Faculty Athletics Representatives).
2. Serve as official liaison from the faculty to Athletics, and from Athletics to the faculty. This includes giving an annual report to the Faculty Senate about Athletics and meeting with the Senate and/or Senate Executive Council, ASUW and other campus governance groups when requested. More importantly, this includes consultations with many individual professors about many individual student-athletes.
3. Provide oversight for rules compliance, academic services, fiscal policy, equity/inclusion policies, and student-athlete well-being through the Athletics Planning Committee (APC) and extensive consultation with the Athletics Director and senior staff. (I currently attend weekly senior staff meetings in Athletics.)
4. Chair the Athletics Planning Committee as directed by the President and Trustees. This group of faculty, students, staff and ex officio members reviews reams of institutional data (including data related to Title IX) quarterly and provides advice to Athletics and the President regarding Athletics policy.
5. Examine and sign recertification status forms for each UW athlete each academic term. These forms track eligibility, Progress Toward Degree, declared majors, GPA, and more. (A skilled member of the Registrar's Office also signs every recertification form.)
6. Examine Probation/Suspension data regarding student-athletes each academic term.
7. Serve on the Joint Council of the Mountain West Conference as one of UW's official representatives to the conference. This involves discussion of all conference policies and, as a member of the MWC FARs, resolution of medical hardship waivers, discussion of pending NCAA legislation, resolution of intra-conference waivers, development of academic "best practices," etc.
8. Serve on NCAA cabinets and committees. (I was a member of the Awards/Benefits/Expenses/Financial Aid Cabinet for four years. I currently represent the Mountain West on the 1A FAR board of directors.)
9. Ensure student-athletes are treated the same as non-student-athletes by faculty and staff. This includes working with Academic Affairs to make sure colleges and

- departments follow written policies concerning missed class time, make-up exams, academic dishonesty, etc.
10. Serve as Hearing Officer (non-voting) for appeals of Denials of Transfer/Denials of Permission to Contact (per NCAA and university regulations). I assemble the hearing panels, prepare the student-athlete for the procedure, chair the hearings, and record the results.
 11. Consult with the President and her staff regarding Athletics-related policies.
 12. Proctor the annual NCAA recruiting exam for all coaches and recruiting-related staff. (I give the exam about 6 times a year.)
 13. Develop relationships with student-athletes via the Student-Athlete Advisory Committee (SAAC), the Mountain West SAAC, occasional travel with teams, visits to practices, attendance at games and competitions.
 14. Work with the Office of Academics Services to provide non-Athletics proctors for tests and exams. (This includes proctoring myself on a regular basis.)
 15. Provide student-athletes with an “outside” source of consultation and, sometimes, comfort.
 16. Nominate UW student-athletes for conference, regional, and national scholarships/awards.
 17. Conduct some exit interviews with graduating student-athletes. Examine the results of the annual all-student-athlete survey in order to improve Athletics policies and procedures for student-athletes.
 18. Examine Change of Status (COS) forms completed by student-athletes who choose to leave their teams.
 19. Read and sign “historical” forms for all incoming student-athletes—scholarship and walk on.
 20. Read and sign all Athletics scholarship forms. (A skilled Athletics staff member calculates the “countable” and “non-countable” aid.)
 21. Serve on hiring committees for coaches, Athletics staff, and academic coordinators. (The President traditionally serves on search committees for high profile coaches.)
 22. Vote on proposed NCAA legislation. (UW has a single vote. I place the votes, but UW’s positions are determined in consultation with coaches, staff members, the FAR, and—on occasion—the President.)
 23. Attend regional and national conferences sponsored by the NCAA. This includes rules seminars and annual meetings of 1A FAR, the Mountain West, FARA, etc.
 24. Attend UW athletic events whenever possible.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None

WHY THIS ITEM IS BEFORE THE BOARD:

President Nichols’s request

ACTION REQUIRED AT THIS BOARD MEETING:

None

PROPOSED MOTION

None

PRESIDENT'S RECOMMENDATION:

None

Measuring Student Athlete Success

GPA Info

Note: Does not include the most recent summer school grades - for example: 14-15 GPA does not include summer 2015 grades.

	All Students*	All S/A	Football	Men's Basketball	Women's Basketball	Volleyball	Soccer	Wrestling	Women's Swimming	Men's Swimming	Men's Golf	Women's Golf	Tennis	Men's Cross Country	Women's Cross Country	Men's Track	Women's Track
2016-2017	3.01*	3.08	2.62	2.91	3.5	3.53	3.51	2.94	3.24	3.21	3.43	3.62	3.38	3.15	3.29	2.99	3.23
	3.11**	3.13	2.72	2.91	3.5	3.5	3.54	2.98	3.32	3.26	3.48	3.47	3.2	3.25	3.3	2.94	3.25
2015-2016	3.01*	3.08	2.7	2.84	3.41	3.42	3.45	2.9	3.23	3.17	3.43	3.45	3.25	3.04	3.2	2.98	3.2
	3.10**	3.12	2.74	2.86	3.3	3.5	3.48	2.94	3.32	3.23	3.37	3.47	3.09	3.2	3.3	3.11	3.26
2014-2015	2.96*	2.995	2.51	2.85	3.33	3.5	3.26	2.93	3.34	3.26	3.41	3.54	2.99	3.02	3.38	2.97	3.15
	3.06**	3.05	2.75	2.84	3.19	3.45	3.31	2.93	3.13	3.23	3.27	3.43	3.11	3.19	3.56	3.11	3.25
2013-2014	2.95*	3	2.7	2.87	3	3.43	3.09	2.87	3.12	3.15	3.27	3.41	3.1	3.04	3.5	3.03	3.2
	3.06**	3.03	2.72	2.86	3.05	3.53	3.1	2.84	3.02	3.13	3.31	3.39	3.31	3.22	3.63	3.18	3.35
2012-2013	2.94*	2.95	2.58	2.81	2.95	3.49	3.06	2.84	2.8	3.11	3.16	3.08	3.36	3.45	3.32	3.25	3.21
	3.04**	3	2.62	2.66	3.14	3.55	3.04	2.85	2.89	3.08	3.16	3.18	3.23	3.49	3.34	3.25	3.26
2011-2012	2.91	3.04	2.58	2.51	3.01	3.61	2.98	2.74	3.03	2.95	3.35	3.02	3.11	3.33	3.19	3.07	3.15
2010-2011	2.89	2.88	2.51	2.19	3.06	3.34	2.93	2.81	3.1	3.04	3.29	3.08	3.38	3.24	3.2	2.96	3.21
2009-2010	3.02	2.9	2.54	2.45	3.26	3.42	3	2.63	3.18	3.02	3.16	3.12	3.09	3.36	3.27	2.89	3.19
2008-2009	2.99	2.9	2.61	2.33	3.11	3.28	3.04	2.59	3.29	3.1	3.07	3.21	3.16	3.22	3.3	2.98	3.15
2007-2008	3.05	3.02	2.75	2.45	3.27	3.3	3.22	2.56	3.24	3.09	2.82	3.48	3.3	3.03	3.21	2.66	2.95
2006-2007	3.03	3.02	2.71	2.41	3.22	3.32	3.18	2.59	3.18	3.05	2.95	3.39	3.23	3.12	3.15	2.86	3.18
2005-2006	2.94	2.96	2.622	2.029	3.249	3.5	3.042	2.62	3.345	2.8	2.91	3.42	3.4	2.92	3.18	2.56	3
2004-2005	3.02	2.84	2.63	2.23	3.28	3.24	3.05	2.34	2.94	2.97	2.96	3.1	2.95	2.95	3.05	2.65	3.02
2003-2004	2.95	2.86	2.56	2.17	3.26	3.39	2.89	2.49	3.08	2.94	2.56	3.09	3.33	3.06	3.38	2.89	3.24
2002-2003	2.94	2.86	2.45	2.53	3.38	3.16	3.14	2.51	3.01	2.83	2.97	3.49	3.19	3.41	3.33	2.85	3.17

GPA calculations for All-Students consists of Undergraduate, Full-time, Degree-Seeking students at the Laramie Campus

*Annual GPAs (not cum). GPAs were calculated using Quality Hours and Quality Points for respective year.All GPAs (All S/A and team) in the respective row are Annual GPAs

** Cum GPA. GPAs were calculated using total Quality Hours and Quality Points.All GPAs (All S/A and team) in the respective row are Cum GPAs

Measuring Student Athlete Success

UW APR Info

Note: NCAA members use APR (Academic Progress Rate) to measure the retention and eligibility rates of scholarship student-athletes. Each team has an APR; institutions also track overall APR. In 2017, UW earned its highest APR scores ever, both overall and for many teams. But the measurement is dynamic, and the departure or ineligibility of a small number of student-athletes can have a dramatic effect, especially on small teams. An APR of 980 is roughly equivalent to a team retention/eligibility rate of 98%.

	Football	Men's Basketball	Women's Basketball	Volleyball	Soccer	Wrestling	Women's Swimming	Men's Swimming	Men's Golf	Women's Golf	Tennis	Men's Cross Country	Women's Cross Country	Men's Track & Field	Women's Track & Field
2016-2017++++	964	955	987	980	972	955	987	987	1000	980	1000	971	977	957	991
2015-2016++++	960	946	982	980	971	963	991	978	1000	966	1000	983	971	966	978
2014-2015+++	960	951	971	980	976	965	983	972	1000	965	1000	972	975	969	973
2013-2014++	955	941	972	990	981	968	980	959	1000	964	985	977	983	969	971
2012-2013+	938	940	977	995	979	962	981	967	1000	986	976	969	970	970	973
2011-2012####	936	938	979	984	963	957	974	956	969	993	977	980	957	955	965
2010-2011###	933	905	985	957	963	941	980	963	951	986	977	978	940	938	957
2009-2010##	928	892	985	941	963	935	978	942	943	993	984	962	931	926	958
2008-2009#	939	884	981	928	965	937	972	927	927	1000	993	969	938	918	968
2007-2008****	927	864	977	918	976	927	980	942	939	992	984	940	942	932	966
2006-2007***	947	932	992	962	988	955	989	957	983	998	994	976	979	971	983
2005-2006**	954	927	988	963	992	961	990	986	983	997	992	988	978	981	983
2004-2005*	912	852	953	932	970	905	1000	1000	1000	967	969	900	909	987	929

^The NCAA modified the APR for the 2014-2015 academic year to consolidate outdoor and indoor track and field into one APR score.

++++ Based on 12-13, 13-14, 14-15 and 15-16 data.

+++ Based on 11-12, 12-13, 13-14, and 14-15 data.

++ Based on 10-11, 11-12, 12-13, and 13-14 data.

+ Based on 09-10, 10-11, 11-12, and 12-13 data.

Based on 08-09, 09-10, 10-11 and 11-12 data.

Based on 07-08, 08-09, 09-10 and 10-11 data.

Based on 06-07, 07-08, 08-09, and 09-10 data.

Based on 05-06, 06-07, 07-08, and 08-09 data.

Based on 04-05, 05-06, 06-07, and 07-08 data.

**** Based on 03-04, 04-05, 05-06, and 06-07 data.

*** Based on 03-04, 04-05, and 05-06 data. All figures have been adjusted for the "Squad Size Adjustment" due to the lack of 4 full years of data.

** Based on 03-04 and 04-05 data. All figures have been adjusted for the "Squad Size Adjustment" due to the lack of 4 full years of data.

AGENDA ITEM TITLE:

Northern Arapaho Business Council, James Trosper/Roy Brown/Lee Spoonhunter/Elma Brown

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

On December 1 a team from UW met with the Northern Arapaho Business Council and Sky People Higher Education staff to discuss awarding of Northern Arapaho Scholarships. The meeting was held at the request of the Northern Arapahoe over concerns about recent scholarship criteria. Of specific concern was that fact that scholarship awards had decreased and no longer were covering full cost of attendance for the recipients. The attached materials were provided at the meeting and were the basis of discussion.

Two outcomes resulted from the meeting. First, the agreement to revise the scholarship MOU providing guidance on awarding of the scholarship. The revision is underway at this time. Secondly, for this group to meet with the UW Trustees to discuss tuition charged to Northern Arapahoe students.

Northern Arapaho Business Council Chairman Roy Brown and Co-Chairman Lee Spoonhunter, Sky People Higher Education Program Director Elma Brown, and UW Native American Education Research and Cultural Center Director James Trosper will discuss considerations for financial aid for Northern Arapaho students attending the University of Wyoming.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE BOARD:

Request from the Northern Arapaho Business Council to present information to the Board of Trustees

ACTION REQUIRED AT THIS BOARD MEETING:

Discussion only

PROPOSED MOTION

N/A

PRESIDENT'S RECOMMENDATION:

N/A

Briefing Materials for a Meeting Between the

**NORTHERN ARAPAHO
BUSINESS COUNCIL
and
UNIVERSITY OF WYOMING**

**NORTHERN ARAPAHO
ENDOWMENT FUND
SCHOLARSHIPS**

Friday, December 1, 2017

Ethete, Wyoming

Contents

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Endowment History and Current Financial Information

The permanent endowment was created in September of 1987 through a generous gift commitment of \$500,000 from the Northern Arapaho Tribe, which was matched by the State of Wyoming. Over time, additional gifts were made to the endowment which total \$1,124,370 (inclusive of matching funds). The most recent market value for the endowment is \$2,237,300. For FY 2018 (ending June 30, 2018), the anticipated annual expendable earnings on the endowment total approximately \$89,400. Annual earnings are computed each year based upon approximately 4% of the market value of the endowment. This spending rate is determined by the UW Foundation board.

Endowment Agreement Terms and Conditions; Key Provisions

The University shall distribute the income from the Fund pursuant to the plan developed by a University committee to be known as the "Northern Arapaho Endowment Fund Committee."¹ Said Committee shall consist of five members: the Arapaho Business Council shall designate three members of the Northern Arapaho Tribe to serve on the Committee, and the President of the University shall designate two members to serve on the Committee. Initial appointments for representatives of the Northern Arapaho Tribe shall be for one term of three years, one term of two years, and one term of one year. Initial appointments for representatives of the University of Wyoming shall be for one term of three years and one term of two years. Thereafter, all new terms shall be for a period of three years. All terms shall begin on January 1 of a calendar year and end on December 31 of a calendar year.

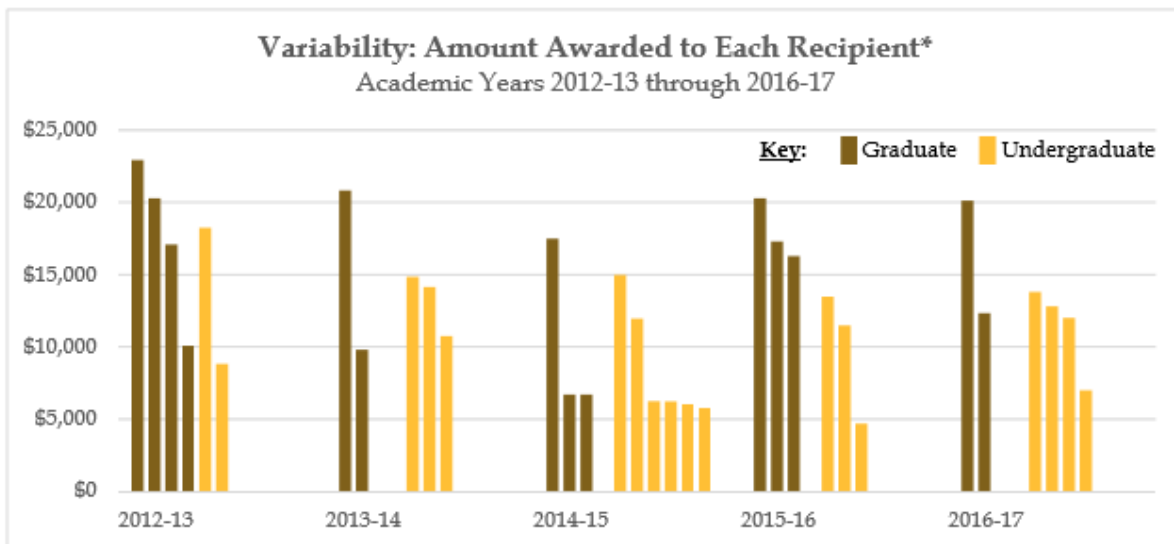
Income from the Fund shall be expended primarily to provide scholarships for undergraduate and graduate students of the University and may also be used to fund any of the distinguished professorships and departmental chairs which have the prior approval of both the University and the Committee. The Committee shall have broad discretion in determining how to best accomplish the general purpose of the Fund.

Student eligibility for scholarship support will be determined by the Northern Arapaho Tribe.

¹ See page 5 for a list of the committee's current membership.

Endowment Financials Overview

Initial Gift: <i>Permanent endowment created September 1987</i>	\$500,000
Additional Gift Deposits Over Time: <i>Including State Matching Funds</i>	\$1,124,370
Most Recent Market Value: <i>As of June 30, 2017</i>	\$2,237,300
Anticipated Expendable Endowment Earnings; Current Fiscal Year: <i>Fiscal Year 2018</i>	\$89,400
Total Payout from Endowment for Scholarships: <i>Historical through December 31, 2016</i>	\$1,788,171
Total Number of Scholarships Awarded: <i>Historical through 2016-17 Academic Year</i>	229 <i>over 28 years</i>



Undergraduate Annual Net Tuition and Fees for Full-Time Students

2012-13	2013-14	2014-15	2015-16	2016-17
\$4,278	\$4,404	\$4,645	\$4,898	\$5,056

Recent Questions and Matters of Concern Raised by Sky People Higher Education

- Was the initial set up for the endowment to fully fund students at 100% of their financial need?
- If so, when did it divert from this? Who had the authority to make this change?
- Endowment: We do know that the mission of the endowment was to fund and get students of the Wind River Reservation to attend the University of Wyoming. It is our understanding that the endowment was also put into place to fully fund these students at 100% while they attended UW. Research indicates that a primary reason students do not finish their degree or they return home is due to financial hardship.
- Issue: The number of students attending the University of Wyoming from the WRIR is growing and that is exciting. The issue we have is that the endowment no longer funds those students at a 100%, and they are looking for funding elsewhere which is putting them at risk of not completing their degree due to not finding the funding or having to work to provide for their families while in school.
It also created a hardship for the SPHE. Historically we did not fund students who received the endowment because there was no financial need. Now that there are more students receiving this funding that means each student gets less and so we at SPHE have to fund them. That takes away from students who are also competing for the same SPHE funds. We will receive a 12% decrease in funding for the 2018 fiscal year, so we can no longer afford to continue to fund these students.
- What can we do to change this or discuss how to address this concern?
 - Not fund as many students and still continue to fund everyone at 100%
 - Fund more students but not at a 100%, what kind of financial packages are they offered?
- What other sources or partnerships can we create to address this issue?
 - Would UW entertain the idea of providing a tuition or fee waiver for students of the WRIR, specifically students who are enrolled members of the Northern Arapaho and Eastern Shoshone Tribes?
 - How can this be done? The SPHE office will do the research of providing the data that shows the partnerships already created with other Institutions of Higher Learning where we do this. SPHE office will also provide the data of MOU's between tribes and their respective state Universities and present it at the next meeting.
- Data: Sky People Higher Education will fund over 120 students during the Fall of 2017. Out of those 120 students, approximately only 6 of those students will attend the University of Wyoming. The majority of our students attend Institutions of Higher Learning out of state. What can we do to make education affordable for our students so that they can stay close to home (which will curb leaving school due to homesickness) as well as get a quality education at the University of Wyoming?

Key Issues and Questions to Address for the Future Administration of the Endowment

1. **Use of funds** – Should the endowment be restricted to scholarships only (vs. potential use for professorships and chairs)?
2. **Eligibility** – Which students are eligible for this scholarship? For example, should tribal enrollment be verified as part of the award process? Is the scholarship intended for undergraduate and graduate students? Are freshmen or first year students able to qualify for the scholarship? Should students have a minimum credit hour requirement? Are non-residents able to receive the scholarship?
3. **Amount of scholarship awards** – Should the scholarship be awarded to fewer students with larger awards or should the scholarship be utilized to provide support for more students with smaller awards? Should the agreement define the amount of the award per student, i.e. tuition & fees at the in-state level? What are the other sources of support, aside from this scholarship, that need to be considered in making this decision?
4. **Role of the scholarship committee** – What is role of this committee? Do changes need to be made to the committee process such as term limits? Should the committee define the eligibility requirements and the selection process or should the endowment agreement define the terms and the selection process?
5. **Reinvestment of a portion of the annual income into the endowment corpus** – Should this practice continue in future years or should we rely upon the current UW Foundation guidelines?
6. **Annual reporting on the scholarship** – Is the current information being provided on an annual basis sufficient? Are the reports reaching the appropriate individuals? What additional information can be provided to improve communication between the Northern Arapaho Tribe and UW?
7. **Next steps** – Based upon the feedback received during the December 1st meeting, we propose drafting a new or restated endowment agreement that will incorporate the terms and conditions that were discussed. We would propose doing away with the policies and procedure document and rely instead upon the terms and conditions of the new/restated endowment agreement.

NORTHERN ARAPAHO ENDOWMENT FUND COMMITTEE

Tribal Representatives

Mr. Jordan Dresser

First Appointed:2012*

Reappointed:2013, 2016

Current Term Ends: 12/2018

P.O. Box 1055
33-1/2 North Fork Road
Fort Washakie, WY 82514

307-349-2798 (c)
jgdresser@gmail.com

Ms. Belle Ferris

First Appointed:2003

Reappointed: 2006,2009,
2012,2015

Current Term Ends: 12/2017

661 Highway 132
Ethete, WY 82520

307-438-6374 (c)
307-332-2499 (o)
belle.ferris@northernarapaho.com

Ms. June Shakespeare

First Appointed: 1998*

Reappointed: 1999, 2002, 2005,
2008, 2011, 2014, 2017

Current Term Ends: 12/2019

1213 17 Mile Road
Arapaho, WY 82510

307-851-4492 (c)
307-856-9474 (h)
Arap49er@yahoo.com

*First appointed to complete the final year of a prior appointment term.

University of Wyoming Representatives

Mrs. Debra Littlesun

First Appointed:2013

Reappointed: 2016

Current Term Ends: 12/2018

Dept. 3353
174 Knight Hall
1000 E. University Avenue
Laramie, WY 82071

307-766-2411 (o)
307-343-0169 (c)
dreed14@uwyo.edu

Dr. C. Caskey Russell

First Appointed: 2008

Reappointed: 2011, 2014, 2017

Current Term Ends: 12/2019

Dept. 3353
428 Hoyt Hall
1000 E. University Avenue
Laramie, WY 82071

307-766-6217 (o)
ccaskey@uwyo.edu

GIFT OF THE "NORTHERN ARAPAHO ENDOWMENT FUND"

WHEREAS the Northern Arapaho Tribe (hereinafter "the Donor") would like to establish a fund to advance education and learning at the University of Wyoming (hereinafter "the University") to be known as the Northern Arapaho Endowment Fund (hereinafter "the Fund"); and

WHEREAS the University's powers include the power to accept gifts for the use and benefit of the University and its students and to administer the gifts in accordance with the directions of the Donor, and

WHEREAS the University is willing to act as trustee and to administer the Fund,

NOW THEREFORE, the Donor transfers to the University the sum of five hundred thousand dollars (\$500,000.00), to be delivered in four installments of one hundred twenty-five thousand dollars (\$125,000.00) each in September of 1987; December of 1987; July of 1988 and December of 1988, to be invested and administered in the manner hereinafter set forth:

1. The Fund shall be held in perpetuity by the University as a separate and distinct account within the University endowment fund and shall be known as the "Northern Arapaho Endowment Fund." Monies of the Fund shall be invested in accordance with the University policy for investment of endowment funds, a copy of which is attached as Exhibit A.

2. The University shall submit the monies donated by the Donor, as each payment is received, to the State Auditor for matching under the Centennial Fund Match Program, Section 067D of Chapter 232 of the 1985 Session Laws of Wyoming, a copy of which is attached as Exhibit B, and Section 067D of Chapter 2 of the 1986 Session Laws of Wyoming, a copy of which is attached as Exhibit C. The University shall deposit the match money in the "Northern Arapaho Endowment Fund" account.

GIFT OF THE "NORTHERN ARAPAHO ENDOWMENT FUND"
Page Two

3. The University shall distribute the income from the Fund pursuant to the plan developed by a University committee to be known as the "Northern Arapaho Endowment Fund Committee." Said Committee shall consist of five members: the Arapaho Business Council shall designate three members of the Northern Arapaho Tribe to serve on the Committee, and the President of the University shall designate two members to serve on the Committee. Initial appointments for representatives of the Northern Arapaho Tribe shall be for one term of three years, one term of two years, and one term of one year. Initial appointments for representatives of the University of Wyoming shall be for one term of three years and one term of two years. Thereafter, all new terms shall be for a period of three years. All terms shall begin on January 1 of a calendar year and end on December 31 of a calendar year.

4. Income from the Fund shall be expended primarily to provide scholarships for undergraduate and graduate students of the University and may also be used to fund any of the distinguished professorships and departmental chairs which have the prior approval of both the University and the Committee. The Committee shall have broad discretion in determining how to best accomplish the general purpose of the Fund. Student eligibility for scholarship support will be determined by the Northern Arapaho Tribe.

5. All unencumbered income from the Fund may be reinvested into the corpus of the Fund by the University, as instructed in writing by the Committee; otherwise the unencumbered income will be held in the operating account.

6. The corpus of the Fund may be added to at any time.

7. The University shall report to the Donor semi-annually on the investment of and expenditures from the Fund. The Committee shall report to the Donor quarterly on the activities of the Committee.

GIFT OF THE "NORTHERN ARAPAHO ENDOWMENT FUND"
Page Three

IN WITNESS WHEREOF, the Donor has set its hand this 17TH day of
SEPTEMBER, 1987.

The Northern Arapaho Tribe

By:

Darryl C. Little
Chairman

The Northern Arapaho Tribe

By:

Darrell L. Brown, Jr.
Co-Chairman

ACCEPTANCE

The undersigned does hereby accept the aforesaid gift and agrees to
administer the same for the use and purposes and upon the terms and conditions
herein contained.

THE UNIVERSITY OF WYOMING

By:

Terry P. Lund
President

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

- 1. Parties.** This Memorandum of Understanding (hereinafter "MOU") is made and entered into by and between the University of Wyoming (hereinafter "University") and the Northern Arapaho Nation.
- 2. Purpose.** The Northern Arapaho Nation and the University find it to be in their mutual best interests to enter into this cooperative agreement to:
 - A.** Work together to identify and secure funding resources among federal agencies, the private sector, and foundations to support the implementation of research, education and training programs for Northern Arapaho students pursuing higher education through the University;
 - B.** Build a network of professional, academic, and research resources to assist Native American students, nations, educators, academics and professionals; and
 - C.** Identify and support academic success opportunities for Native American students and to assist these students in identifying financial aid opportunities.
- 3. Term and Termination.** This MOU shall commence upon October 1, 2017, and shall remain in full force and effect until September 30, 2022. Either party can terminate this MOU without cause, upon thirty (30) days prior written notice. Termination of this MOU shall not relieve a party from its obligations incurred prior to the termination date.
- 4. Responsibilities of the University of Wyoming:**
 - A.** The University will work cooperatively with the Northern Arapaho Nation to seek private, state, and federal funding to support the implementation and expansion of University-Northern Arapaho initiatives.
 - B.** The University will work cooperatively with the Northern Arapaho Nation, when appropriate and possible, to conduct scientific and technical research in areas of paramount importance to the Northern Arapaho. The University will designate the High Plains American Indian Research Institute (HPAIRI) as the first point of contact for new research ideas and inquiries from the Northern Arapaho Nation.
 - C.** The University will aid and assist the Northern Arapaho Nation in building and compiling an accessible body of scholarly materials relevant to tribal natural resources, energy, and other applied science and scholarship. This will include the University compiling outputs and outcomes from research conducted with, in, or about the Wind River Indian Reservation by University students, faculty, and academic staff, and making these available to the Northern Arapaho Nation, when allowable and feasible.

- D.** The University will make available, as appropriate, its regular summer and academic year of educational and research programs to Northern Arapaho students, educators, and tribal personnel.
- E.** In its efforts to provide comprehensive services and support to all Native American students attending the University, the University will continue to support the American Indian Studies program and its academic major and minor.
- F.** The University will establish a Native American Affairs Advisory Committee, comprised of University faculty, staff and alumni to advise the President on all matters pertaining to the recruiting, retaining, and graduation of Native American students attending the University. Furthermore, this committee may develop additional recommendations and proposals for approval by the President.
 - i.** The Advisory Committee will serve as the primary liaison between the University and the Northern Arapaho Nation.
 - ii.** The University will establish a Native American center on its campus in Laramie and the Advisory Committee will provide advice and counsel on the Center's operations and programming.
 - iii.** The Advisory Committee will work with the Northern Arapaho Nation to seek scholarships and financial aid for Arapaho Tribal members who attend the University. In addition, the Northern Arapaho Endowment Committee comprised of University and Northern Arapaho representatives will continue to offer funding opportunities for Northern Arapaho junior, senior, and graduate students. Northern Arapaho students will also be encouraged to apply for scholarships with the Office of Multicultural Affairs, the American Indian Studies Program, the Office of Student Financial Aid, and other colleges/schools, as applicable.
 - iv.** The Advisory Committee will work with the Northern Arapaho Nation, when appropriate and possible, to design and implement innovative education programs that accelerate the development of tribal members, including delivery of programs through distance education.
 - v.** The Advisory Committee will work to facilitate cooperative agreements between University colleges, schools, departments, and programs and the Northern Arapaho Nation.
 - vi.** The Advisory Committee will assist in identifying opportunities for Northern Arapaho educational initiatives especially those designed for the development of natural and human resources, with academic colleges, schools, departments and programs at the University.

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

5. Responsibilities of the Northern Arapaho Nation:

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

6. General Provisions

- A. Amendments.** Either party may request changes in this MOU. Any changes,

modifications, revisions or amendments to this MOU which are mutually agreed upon shall be incorporated by written instrument, executed and signed by all parties to this MOU.

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

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

- C. Assignment.** Without prior written consent of the other party, neither party may assign this MOU. This MOU shall inure to the benefit of, and be binding upon, permitted successors and assigns of the parties.
- D. Entirety of MOU.** This MOU represents the entire and integrated MOU between the parties and supersedes all prior negotiations, representations and MOUs, whether written or oral.
- E. Governmental Claims.** Any actions or claims against the University under this MOU must be in accordance with and are controlled by the Wyoming Governmental Claims Act, W.S. 1-39-101 et seq. (1977) as amended.
- F. Severability.** Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect.
- G. Sovereign Immunity.** Neither party waives its sovereign or governmental immunity by entering into this MOU, and fully retains all immunities and defenses provided by law with respect to any action based on or occurring as a result of this MOU.
- H. Third Party Beneficiary Rights.** The parties do not intend to create in any other

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

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

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

APPROVED BY:

University of Wyoming

Northern Arapaho Nation

 9-29-2017
Signature Date

 9-29-17
Signature Date

Laurie S. Nichols
President

Lee Spoonhunter
Co-chair, Northern Arapahoe Business
Council

AGENDA ITEM TITLE: Contracts and Grants, Synakowski/Yates

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The Division of Research and Economic Development provides a list of all Contracts and Grants awarded to the University of Wyoming. This report provided data on a monthly basis. Attached is a list of all research grants and contracts awarded in the month of November 2017.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

At each meeting the Board approves or disapproves the Contract and Grants Report.

WHY THIS ITEM IS BEFORE THE BOARD:

UW Regulation 4-2 requires that all research grants, contracts and gifts be accepted or rejected by the Board.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the Contract and Grants Report.

PROPOSED MOTION

I move to approve the Contract and Grants Report as presented to the Board.

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

November 2017

Sponsor	Amount	Principal Investigator (PI)	Co-PI	Dept	Description
American Psychological Foundation	\$1,000.00	Pepper, Carolyn M.		Psychology	Self-conscious Emotion and Self-criticism in Self-injury: A Daily Diary Investigation of Two Self-punishment Frameworks
Battelle Memorial Institute - Pacific Northwest Division	\$100,000.00	Liu, Xiaohong		Atmospheric Sciences	Wildfires and Regional Climate Variability, Mechanisms, Modeling and Prediction
Blue Cross Blue Shield of Wyoming	\$19,284.00	Leduc, Robert K.		WYSAC	On-line Member Portal Summary of Benefits and Coverage (SBC) Maintenance FY18
Bureau of Land Management/Department of the Interior	\$249,000.00	Beck, Jeffrey L.		Ecosystem Science & Management	Greater Sage-Grouse Winter Concentration Area Habitat Delineation
Bureau of Land Management/Department of the Interior	\$50,000.00	Norton, Jay B.		Ecosystem Science & Management	Evaluation of Microcapillary Barriers and Local-source Seeds for Improved Reestablishment of High Desert Plant Communities on Drastically Disturbed Rangelands
Centers for Disease Control and Prevention/DHHS	\$206,925.00	Jones, David		College of Health Sciences Dean's Office	Medicare Cost Report Payments for the Casper and Cheyenne Residency Programs to Encounter Rate of Services Provided on their Annual Clinic Costs Reports
Deep Creek Land & Livestock	\$7,500.00	Lake, Scott L		Animal Science	Effects of Multimin on Beef Cattle Conception Rate
ESal, LLC	\$65,177.00	Dewey, Janet Coker		Geology & Geophysics	Optimizing Wettability for Enhanced Oil Production
Foreign Agricultural Services/Department of Agriculture	\$40,000.00	Schumaker, Brant A.		Veterinary Science	Borlaug Fellowship Program 2018, Animal Health and Nutrition (Stella Atim)

November 2017

Jackson State University	\$290,968.00	Fan, Maohong		Petroleum Engineering	Collaborative Research and Education on Synergized Transformational Solar Chemical Looping and Photo-Ultrasonic Renewable Biomass Refinery - Year 2
LivingWorks Education Inc.	\$15,000.00	Pepper, Carolyn M.		Psychology	Suicide to Hope Pilot Study
Montana State University	\$487,864.00	Rashford, Benjamin		Agricultural & Applied Econ	Integrating Sustainable Social, Ecological and Technological Innovation for Achieving Global Climate Stabilization through Negative CO2 Emission Policies (NSF EPSCoR RII Track 2)
National Institutes of Health/DHHS	\$353,267.00	Fox, Jonathan H.		Veterinary Science	Environmental and Mutant Huntingtin-Mediated Upregulation of Indoleamine-2,3-dioxygenase in <u>Huntington's Disease Pathogenesis</u>
National Institutes of Health/DHHS	\$256,379.00	Gigley, Jason P.		Molecular Biology	Impact of Fc N-glycan Structure on HIV-specific Antibody Functions (Gigley) - Year 2
National Institutes of Health/DHHS	\$180,253.00	Jarvis, Donald L.		Molecular Biology	Impact of Fc N-glycan Structure on HIV-specific Antibody Functions - Jarvis Year 2
Office of Naval Research	\$80,000.00	Mavriplis, Dimitri J		Mechanical Engineering	High-Order Adaptive Overset Mesh Methodology for Dynamic Ship/Aircraft Interface Simulations Year 2 Funding
Pew Charitable Trusts	\$55,083.00	Kauffman, Matthew		Wyoming Cooperative Unit	Briefing Wyoming Stakeholders on the Red Desert to Hoback Deer Migration, Year 3

November 2017

Public Lands Endowment Trust	\$150,000.00	Maczko, Kristie Anne		Ecosystem Science & Management	Evaluating Non-fee Grazing Permit Costs in the Context of Social and Economic Characteristics of Public Land Ranchers
Sandia National Laboratories	\$85,663.00	Mavriplis, Dimitri J		Mechanical Engineering	Fast Multigrid Solvers for SPARC Hypersonic Flow Simulations
Society of Systematic Biologists	\$1,700.00	Rick, Jessica Anne		Botany	Linking Evolution and the Environment in Lake Tanganyika's Lates Species Radiation
University of Colorado, Boulder	\$12,950.00	Murphy, Shane Michael		Atmospheric Sciences	Coupled Mobile Measurements of Atmospheric Methane and BTEX in the Greater Wattenberg Area, Colorado
University of Washington, Seattle	\$69,875.00	Liu, Xiaohong		Atmospheric Sciences	Improving GCM Representation of Convective Cloud Microphysics by Using ARM Raman Lidar and Cloud Radar Observations
Various Sponsors	\$1,000.00	Cameron, Bruce A.		Family & Consumer Sciences	Departmental Research Support
Western Association of Fish and Wildlife Agencies	\$110,021.00	Kauffman, Matthew		Wyoming Cooperative Unit	Identifying and Prioritizing Mule Deer Migration Corridors and Winter Ranges Across Sagebrush Ecosystems of the Western U.S.
WY Association of Sheriffs and Chiefs of Police	\$3,753.00	Bade, Chad W.		University Police	Selective Traffic Enforcement: DUI and Speed Enforcement FY2018

November 2017

WY Dept of Health	\$13,864.00	Canen, Eric L		WYSAC	2018 Wyoming Prevention Needs Assessment (Lorenz)
WY Dept of Health	\$104,866.00	Canen, Eric L		WYSAC	Wyoming Prevention Needs Assessment 2018
WY Dept of Health	\$33,770.00	Canen, Eric L		WYSAC	2018 Wyoming Prevention Needs Assessment (Leduc)
WY Dept of Transportation	\$35,000.00	Kunkel, Paul W.		Transit & Parking Services	FY18 5339 Capital Grant for Transit and Parking Services (2 Non-ADA vehicles)
WY Dept of Transportation	\$135,735.00	Kunkel, Paul W.		Transit & Parking Services	FY18 5304 Planning Grant for 10-year Update to UW Master Transit and Parking Study
WY Dept of Transportation	\$328,966.00	Kunkel, Paul W.		Transit & Parking Services	FY18 5339 Capital Grant for Bus and Bus Facilities - Low Floor Bus
WY Dept of Transportation	\$886,666.00	Kunkel, Paul W.		Transit & Parking Services	FY2018 5311 Rural Public Transit Operating Funding

November 2017

WY Dept of Transportation	\$121,016.00	Hufford, Kristina Marie		Ecosystem Science & Management	Revegetation Success and Weed Resilience of Wyoming Right-of-Way Reclamation - Federal
WY State Geological Survey	\$30,000.00	Chamberlain, Kevin R.		Geology & Geophysics	U-Pb Dates in Support of State Mapping Projects on Four Quadrangles 2017-2018
Wyoming Arts Council	\$10,000.00	Graham, Andrea M.		American Studies & History	Folk Arts and Folklife Outreach at UW (Folklorist) - FY18
Wyoming Arts Council	\$11,286.00	Wilson, Margaret Ann		Theatre & Dance	Community Support Grant: UW Theatre and Dance Multiple Projects
Wyoming Game and Fish Department	\$45,000.00	Monteith, Kevin L.		Haub School of ENR	Effects of Coyotes and Coyote Control on Sympatric Ungulates
Wyoming Game and Fish Department	\$50,000.00	Monteith, Kevin L.		Haub School of ENR	Effects of Predation on Mule Deer in the Wyoming Range
Wyoming Governor's Council on Developmental Disabilities	\$30,000.00	Hardesty, Canyon Leigh		Wyo INstitute for Disabilities	Healthy Relationships: Friendships and Dating Program
Wyoming Wild Sheep Foundation	\$3,000.00	Monteith, Kevin L.		Haub School of ENR	Evaluating the Role of Harvest and the Environment on Weapon Size of Mountain Sheep

November 2017

Sponsored Programs

TOTAL 11/2017 \$ **4,731,831**

Total From 7/2017 \$ **3,003,450**

Total From 8/2017 \$ **4,723,097**

Total From 9/2017 \$ **7,496,627**

Total From 10/2017 \$ **5,139,523**

Total Year to Date \$ **19,955,005**

Sponsor	Amount	Principal Investigator (PI)	Co-PI	Dept	Description
US Department of Education (D-ED)	23,835,105	Bobbitt, Kathleen		Student Financial Aid (SFA)	Direct Student Loans 2017-18
US Department of Education (D-ED)	16,408,924	Bobbitt, Kathleen		Student Financial Aid (SFA)	Direct Student Loans 2017-18

Total Insitutional Awards

\$ **40,244,029**

Grand Total

\$60,199,034

AGENDA ITEM TITLE: Contracts and Procurement Report, Evans

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Per UW Regulation 3-1 (Signature Authority), unless otherwise limited by UW Regulation or reserved by the Board of Trustees, the President shall have authority to approve and/or sign University contracts, federal contracts, agreements, memorandums of understanding, and procurements that involve an external party, require consideration (paid or received) valued less than \$1,000,000 (one-time or in aggregate), and for which the term is less than five years. The President may delegate this authority to University Officers for such contracts, federal contracts, agreements, memorandums of understanding, and procurements that require consideration (paid or received) valued less than \$500,000 (one-time or in aggregate) and for which the term is less than five years.

As required by the Regulation, attached are the following reports:

- 1) Service Contracts (including contracts, federal contracts, agreements, and memorandums of understanding) valued at \$50,000 or above (one-time or in aggregate) from November 17 – December 15, 2017¹
- 2) Procurements valued at \$50,000 or above (one-time or in aggregate) from November 17 – December 15, 2017

Service contract workflow

Per Presidential Directive 3-2014-1 (Signature Authority), the following University officers have signature authority for service contracts valued less than \$500,000 (one-time or in aggregate) and for which the term is less than five years: the Provost and Vice President for Academic Affairs, the Vice President for Administration, the Vice President for Research and Economic Development, the Director of Intercollegiate Athletics, and the General Counsel. The Vice President for Administration has delegated his authority for purchases under \$20,000 to the Procurement Manager. The Vice President for Research and Economic Development has delegated his authority to the Associate Vice President for Research and Economic Development. [Note: Administration is working on refining this Presidential Directive in light of UW Regulation 3-1.]

Procurement workflow

Cost Center Managers (business manager level) approve all purchases, and are the final approvers for purchases of \$99,999 or less.

¹ Because the Regulation was approved on November 17, 2017, and due to the University's closure over the holidays, this report period will be shorter than normal. Typically, the report period will be the two months prior to the Board meeting (e.g., January 1-February 28, 2017, for the March Board meeting).

Deans/Associate Vice Presidents are included in the approval workflow if the purchase is \$100,000 or above. They are the final approvers for purchases between \$100,000 and \$249,999.

Vice Presidents are added to the approval workflow if the purchase is \$250,000 or above. They are the final approvers for purchases between \$250,000 and \$499,999.

The President is added to the approval workflow if the purchase is \$500,000 or above. She is the final approver for purchases between \$500,000 and \$999,999.

The Board of Trustees approves purchases of \$1,000,000 and above.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

Per UW Regulation 3-1 (Signature Authority), at each regular meeting of the Board of Trustees (excluding conference calls), the President shall provide a written report to the Board of Trustees identifying each contract, federal contract, agreement, memorandum of understanding, or procurement valued at \$50,000 or above (one-time or in aggregate) signed by the President or designee under this provision.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A. Information Only.

PROPOSED MOTION

N/A. Information Only.

PRESIDENT'S RECOMMENDATION:

N/A. Information Only.

UW Regulation 3-1 (Signature Authority) Contracts Board Report - November 17, 2017 - December 15, 2017

Contract Number	Contract Header Name	Contract Type	Department	Supplier	Signed Date	Agreed Amount	Signer Name	Signer Job Title
23001-MinesandAssociates-Oct2017	The University of Wyoming Services Agreement Addendum	Services Contract	Administration	Mines and Associates PC	11/20/17	\$152,880.00	William Mai	Vice President for Administration
13131ThermoElectronNorthAmericaDec2017	Quote #CPQ-00100418	Services Contract	College of Arts & Sciences	Thermo Electron North America LLC	12/14/17	\$199,856.76	William Mai	Vice President for Administration
13192Neurolabware112017	Neurolabware LLC	Services Contract	College of Arts & Sciences	Neurolabware LLC	12/1/17	\$539,500.00	Laurie Nichols	President
15001FahrenheitGroupNov2017		Services Contract	College of Education	Fahrenheit West LLC	12/3/17	\$55,000.00	William Mai	Vice President for Administration
17016DataDrivenNov2017	Contract Services - UW and Data Driven Enterprises	Services Contract	College of Health Sciences	Data Driven Enterprises	12/10/17	\$58,500.00	William Mai	Vice President for Administration
90202NewHorizonsDecember2017		Services Contract	Intercollegiate Athletics	New Horizons Travel	12/4/17	\$199,000.00	William Mai	Vice President for Administration
90101Y6FeedersNovember2017	Steer A Year Feed	Services Contract	Intercollegiate Athletics	Y6 Feeders	12/15/17	\$65,000.00	William Mai	Vice President for Administration
70010-JSealants-Dec2017	Amendment No. 3 to the Agreement for Services between the University of Wyoming and J-Sealants, LLC	Services Contract	Research & Economic Development	J-Sealants LLC	12/12/17	\$100,000.00	William Mai	Vice President for Administration
10501-PeterReineckAssociatesLtd-Nov2017	Amendment no. 2 to the Agreement for Services between UW and PRA	Services Contract	School of Energy Resources	Peter Reineck Associates Limited	12/4/17	\$112,000.00	William Mai	Vice President for Administration
19002-IEEE-Nov2017	Addendum No. 1 - Multi-Year Commitment	Services Contract	University Libraries	IEEE	12/4/17	\$419,595.00	William Mai	Vice President for Administration
19002-Elsevier_Nov2017	ELSEVIER SUBSCRIPTION AGREEMENT	Services Contract	University Libraries	Elsevier B V	12/10/17	\$332,387.00	William Mai	Vice President for Administration
26001Arcon,Inc.November2017WWAMIAnatomyLabRenovations	Agreement Between Owner and Contractor	Services Contract	University Operations	Arcon Inc	12/11/17	\$1,101,500.00	William Mai	Vice President for Administration*
26001RainierIndustriesNovember2017	Agreement Between Owner and Contractor	Services Contract	University Operations	Rainier Industries LTD	12/4/17	\$370,022.00	William Mai	Vice President for Administration
26001MechanicalSystems,IncNovember2017	Agreement Between Owner and Contractor	Services Contract	University Operations	Mechanical Systems Inc	11/27/17	\$1,079,129.00	William Mai	Vice President for Administration**
31081ArkAngelProductionsIncDecember2017	Trevor Noah Offer Letter	Services Contract	VP Student Affairs Office	Ark Angel Productions Inc	12/12/17	\$85,000.00	William Mai	Vice President for Administration
						\$4,869,369.76		

*Board of Trustees approved administration to sign November 15, 2017

**The original workflow was created prior to Board of Trustees approval of UW Regulation 3-1

UW Regulation 3-1 (Signature Authority) Procurement Board Report - November 17, 2017 - December 15, 2017

Creation Date	Supplier	Line number	Description	Quantity	Line Unit Price	Total Line Price	Total PO Amount	Department	Last Approver	Title of Approver
11/20/2017	University of Missouri	1	Sub Award 1003080A, Genetic and Maternal Influences on Progeny Rumen Microbiome and Feed Efficiency		220,189.00	220,189.00		Animal Science	Francis Galey	Dean, College of Ag & Nat Resources
	University of Missouri	2	Sub Award 1003080A, Genetic and Maternal Influences on Progeny Rumen Microbiome and Feed Efficiency		25,000.00	25,000.00	245,189.00	Animal Science	Francis Galey	Dean, College of Ag & Nat Resources
12/4/2017	EliteForm LLC	1	S/W cor 2 HAPC weight rooms and AA weight room	1	12,000.00	12,000.00		Athletics Business Office	Billy Sparks	Sr Assoc Ath Dir/Business Ops
	EliteForm LLC	2	H/W for 2 HAPC weight rooms and AA weight room	38	3,789.47	144,000.00		Athletics Business Office	Billy Sparks	Sr Assoc Ath Dir/Business Ops
	EliteForm LLC	3	Shipping and Installation	1	12,000.00	12,000.00	168,000.00	Athletics Business Office	Billy Sparks	Sr Assoc Ath Dir/Business Ops
11/27/2017	Dartmouth College	1	Sub Contract-1003260A Predicting Genotpic		25,000.00	25,000.00		Botany	Kate Miller	Provost & VicePres, Acad Affairs
	Dartmouth College	2	Sub Contract-1003260A Predicting Genotpic		575,893.00	575,893.00	600,893.00	Botany	Kate Miller	Provost & VicePres, Acad Affairs*
11/20/2017	University of California, Davis	1	Sub Contract-1003260A Predicting Genotpic				408,117.17	Botany	Kate Miller	Provost & VicePres, Acad Affairs
11/21/2017	Inter Technologies Corporation	1	65" TV	6	1,499.00	8,994.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	2	Wall Mount	6	225	1,350.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	3	4K HDMI HD base Extender	39	500	19,500.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	4	32" displays	10	399	3,990.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	5	Mounts * enclosure	10	137	1,370.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	6	Amplifier	12	379	4,548.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	7	Camera	22	1950	42,900.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	8	Port Expansion Module	11	155	1,705.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	9	HDMI Switchers	11	280	3,080.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	10	HDMI to USB Bridge	11	1,865.00	20,515.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	11	Rack Shelf Kit	11	72	792.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	12	walt Plate Deigital Media	11		3,850.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	13	Microphones	128	228	29,184.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	14	Junction Boxes	128	20	2,560.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	15	Acmeras with ink Bidge Kit	2	4,186	8,372.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	16	DSP with AEX Channel	16	1,760	28,160.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	17	1/2 rack mounting kit	2	42	84.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	18	8Channel Voice USP DSP	2	1,888	3,776.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	19	microphone array kit	3	372	1,116.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	20	Camera PTZ conf Camera	1	1,950	1,950.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	21	Mounting Shelf	1	44	44.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	22	Expansion Module	1	155	155.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	23	USB Capture HDMI plus	1	299	299.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	24	26C Transformer	4	130	520.00		College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
	Inter Technologies Corporation	25	Rack Shelf Kit	2	71	142.00	188,956.00	College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
11/20/2017	Inter Technologies Corporation	1	Installation of cameras and microphones in College of Business Classrooms				52,034.00	College of Business Deans Office	Karen Rhodine	Business Manager, Executive, Business Dean's Office
12/15/2017	Chicoine, David L	1	Payment on Services as Interim Dean of the College of Business for Fall 2017	1	108,250.00	108,250.00	108,250.00	College of Business Deans Office	Kate Miller	Provost & VicePres, Acad Affairs
12/4/2017	Little America Hotels & Resorts Inc	1	Hotel room for staffs during CJC Auction	4	139	556.00		CowBoy Joe Club	Rachael Hulet	Asst AD/Business Operations, Athl/Business Mgr Office
	Little America Hotels & Resorts Inc	2	Audio Visual charges		2,449.30	2,449.30		CowBoy Joe Club	Rachael Hulet	Asst AD/Business Operations, Athl/Business Mgr Office
	Little America Hotels & Resorts Inc	3	Room Rental-CJC Auction	1	3,419.70	3,419.70		CowBoy Joe Club	Rachael Hulet	Asst AD/Business Operations, Athl/Business Mgr Office
	Little America Hotels & Resorts Inc		Catering for CJC Auction	1	47,535.78	47,535.78	53,960.78	CowBoy Joe Club	Rachael Hulet	Asst AD/Business Operations, Athl/Business Mgr Office
11/20/2017	NWCCD Sheridan College	1	Payment for Dental Hygiene students Fall 2017				84,828.00	Distance Education	Sandy Roller	Business Manager, Executive, VP Academic Affairs' Office
12/11/2017	CDW Government, Inc.	1	HP Elitt Display E233 LED Monitor Full HD	50	146.00	7,300.00		Electrical and computer Engineering	Kelly Bergeron	Accountant, Engr & Applied Sci Dean's Ofc
	CDW Government, Inc.	2	BT0 HP Z240 I7 7700K 1 16 W10P workstation	25	1,811.15	45,278.75	52,578.75	Electrical and computer Engineering	Kelly Bergeron	Accountant, Engr & Applied Sci Dean's Ofc
12/6/2017	Thermo Electron North America LLC	1	Q Exactive HF-X Standards MS System	1	581,640.00	581,640.00		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	2	Hirshman Cable/SV65 BI FC	1	108.52	108.52		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	3	Nanospray Flex Ion Source Kit	1	13,780.04	13,780.04		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	4	SWRE D Mascot/Discover MKT Bundel	1	19,088.30	19,088.30		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	5	SW CD 2.90 & MF 7.0 SR# Visualization	1	12,205.60	12,205.60		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	6	Generation N2 1022SGL ROHS	1	15,367.84	15,367.84		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	7	UPS 5.2KVA PowerVar 22052-115R ROHS	1	7664.49	7,664.49		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	8	NANO FLOW VWD	1	63,066.63	63,066.63		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	9	Power Cord USA Version 125 V 3Xawg182.0M	1	0.03	0.03		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	10	HESI Probe 32g Metal Needle	1	10,565.59	10,565.59		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	11	Housing Ion Max 2	1	6,706.12	6,706.12		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	12	ACPI Probe ION Max Source	1	9,353.35	9,353.35		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	13	USA Boost Transformer 208/203v 3.75KVA	1	226.84	226.84		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	14	Flow Meter Biocomp Micro MCS-3x00	1	3,383.03	3,383.03		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	15	604.7902A NCS-3X00 Flow Meter Biocomp	1	3,402.51	3,402.51		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	16	Capillary 580 MCRN V Type	1	311.44	311.44		EPSCoR	Laurie Nichols	President

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	Thermo Electron North America LLC	17	MS Connection Kit	1	1,028.01	1,028.01		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	18	CAP LC Kit	1	2,557.89	2,557.89		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	19	Shipping	1	2,800.00	2,800.00		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	20	3 Days training onsite	1	7,714.00	7,714.00		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	21	Onsite Application support	1	3,600.00	3,600.00		EPSCoR	Laurie Nichols	President
	Thermo Electron North America LLC	22	Unity Extended Warranty	1	32,028.00	32,028.00	796,598.23	EPSCoR	Laurie Nichols	President
12/4/2017	Thermo Electron North America LLC	1	DELTA V Plus MS(Hi Pace, CNOS+HD)	1	139,229.14	139,229.14		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	2	2 EA Amplifier & Condensor pairs	1	1,624.42	1,624.42		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	3	Dual Inlet Modul MAT253(HiPace)	1	43,660.90	43,660.90		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	4	GASBENCH-II	1	46,737.54	46,737.54		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	5	Samples Tray For 96 Sample Vials	1	852	852.00		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	6	Dual Cold Trap	1	4,363.00	4,363.00		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	7	Denitrification Kit for GasBench II	1	7,298.00	7,298.00		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	8	Flash IRMS EA isolink CN	1	29,543.00	29,543.00		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	9	Ramped GC Oven	1	7,940.00	7,940.00		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	10	ConFlo IV Interface	1	13,752.00	13,752.00		EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
	Thermo Electron North America LLC	11	Shipping Handling IOMS	1	5,000.00	5,000.00	300,000.00	EPSCoR	Edmund Synakowski	VP Research & Economic Dev Ofc
11/20/2017	KSQ Design	1	RLDS: Agreement for Services for 10 years housing plan			267,630.00	267,630.00	Facilities Construction Mgt	William Mai	VP Administration's Office
11/30/2017	bd Global LLC	1	MBB Game Guarantee-Game Played			82,000.00	82,000.00	Mens Basketball	Rachael Hulet	Asst AD/Business Operations, Athl/Business Mgr Office
11/30/2017	Texas Southern University	1	Game Guarantee-Game Played 12/16/17			85,000.00	85,000.00	Mens Basketball	Rachael Hulet	Asst AD/Business Operations, Athl/Business Mgr Office
11/30/2017	University of Northern Colorado	1	Game Guarantee-Game Played 12/19/17			78,000.00	78,000.00	Mens Basketball	Rachael Hulet	Asst AD/Business Operations, Athl/Business Mgr Office
11/17/2017	University of New Hampshire	1	Subcontract UNH 1003287 a bowman, Bacterial Mechanisms for Establishing and Maintaining Cell Polarity			89,948.00	89,948.00	Molecular Biology	Cath Harris	Business Manager, Executive, Agric Admin Business Office
11/17/2017	Huron Consulting Services	1	October 2017 portion of Huron Contract for Enrollment Management study			100,367.32	100,367.32	Office of the President	Laurie Nichols	President
12/12/2017	National Western Stock Show	1	2018 Institutional Partnership	1	54,775.00	54,775.00	54,775.00	Office of the President	Daniel Maxey	Chief of Staff, President's Office
12/11/2017	Huron Consulting Services	1	November 2017 Portion of Huron Contract for Enrollment Management	1	89,812.94	89,812.94	89,812.94	Office of the President	Daniel Maxey	Chief of Staff, President's Office
12/11/2017	Universal Medical Systems	1	Service Support Agreement for CT System	1	125,000.00	125,000.00	125,000.00	Petroleum Engineering	Megan Barber	Dir, Business Operations, Engr & Applied Sci Dean's Ofc
12/12/2017	Storbeck Pimentel & Associates Inc	1	Invoice 1505001: Professional Fee Installment- Retainer, Engagement Support Installment- Retainer for search for New Dean of College of Business.	1	26,133	26,133.00		Provosts Office	Kathleen Hull	Pooled Position Limited Tempor, VP Academic Affairs' Office
	Storbeck Pimentel & Associates Inc	2	Invoice 1505001: Professional Fee Installment- Retainer, Engagement Support Installment- Retainer for search for New Dean of Health Science.	2	26,133.00	26,133.00	52,266.00	Provosts Office	Kathleen Hull	Pooled Position Limited Tempor, VP Academic Affairs' Office
12/5/2017	Brown Company	1	New Holland Tractor purchase				58,500.00	R & E center Laramie	Cath Harris	Business Manager, Executive, Agric Admin Business Office
12/14/2017	Colorado Alliance of Research Libraries	1	Subscription to E Journal American Chemical Society for 2018 for UW Library Collection	1	84,083.48	84,083.48	84,083.48	University Library Collection and Development	Laurie Mendick	Business Manager, Executive, University Libraries
12/13/2017	IEEE	1	Subscription of E journal package for UW library collection	1	135,750.00	135,750.00	135,750.00	University Library Collection and Development	Ivan Gaetz	Dean, University Libraries
12/8/2017	Interstate Products Inc	1	HBRF/Securall Chemical Storage Lockers	2	142,443.53	284,887.06	284,887.06	Utilities Management	William Mai	VP Administration's Office

*The original workflow was created prior to Board of Trustees approval of UW Regulation 3-1

AGENDA ITEM TITLE: Information Only: Capital Construction Report, Mai

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Capital Construction

Progress Report as of December 29, 2017

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

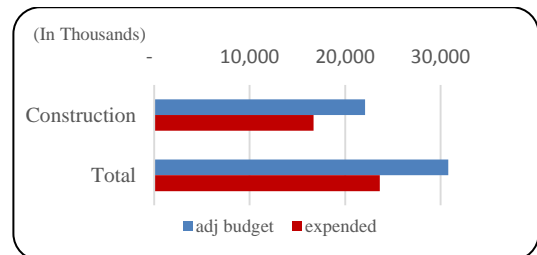
PROJECTS IN CONSTRUCTION

1. Arena Auditorium Renovation

Phase I

Contractor: Haselden Wyoming Constructors
Casper, WY

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



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

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

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

Phase II

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

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

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

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

Contract Price \$13,282,982

Contract Substantial Completion Date October 16, 2017

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

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	12,825	574	489	13,888	(8,379)	(5,509)	-
Contingency	1,138	167	(511)	794	-	-	794
Design	1,835	379	-	2,214	(2,013)	(152)	49
FF&E	760	(225)	6	541	(55)	(241)	245
Tech	300	(150)	-	150	-	(6)	144
Admin	292	(65)	16	243	(223)	(20)	-
Total	17,150	680	-	17,830	(10,670)	(5,928)	1,232

Statement of Contract Amount

Original contract		13,282,982
Change order #1	Drilled pier over run quantity	34,646
Change order #2	Changes to commissary foundation and statue base	11,418
Change order #3	Replacement of missing CMU bond beam above vestibule doors	1,149
Change order #4	Miscellaneous structural items: steel columns, modification to foundation pilaster	3,179
Change order #5	Changes to concession stands	4,545
Change order #6	Added dimming controls for concourse lights	4,556
Change order #7	Revised toilet partition specifications	(1,936)
Change order #8	Revised specification on temperature control system controller	4,962
Change order #9	Modifications to existing mechanical vent stacks	14,537
Change order #10	Added drywall soffit for mechanical diffusers at east entry vestibules	7,121
Change order #11	Revised sliding grille security to overhead coiling grille for new North & South concessions	23,732
Change order #12	Revised location of recessed light fixture Z at the Sailors gallery	3,657
Change order #13	Additional fire alarm work related to smoke exhaust fan dampers	9,972
Change order #14	Delete relocation of fire hydrant, credit to owner	(10,604)

Change order #15	Repairs to existing damaged waste piping at East Concourse as requested by UW Operations	47,942
Change order #16	Change concrete subcontractors	97,371
Change order #17	Revisions to new emergency generator electrical feed for sub-concourse telecom room D-20	2,069
Change order #18	Add stainless steel doors and entrance trim for the elevator	7,954
Change order #19	Add bar buckle sign supports	6,404
Change order #20	Wall tile upgrade for new concessions (more durable wall finish)	16,775
Change order #21	Revisions to interior panel signs, various modifications, addition of existing restroom signage	3,232
Change order #22	Revisions to roof flashings and roof parapet cap metal revision	(780)
Change order #23	Sod replacement	19,356
Change order #24	Polished concrete upgrades	170,688
Change order #25	Painting of existing truck tunnel	10,014
Change order #26	Walnut upgrade from veneer at entry addition	12,096
Change order #27	Mirror replacement at existing restrooms	11,601
Change order #28	Modifications to four concession counters for movable beer dispensing equipment	7,211
Change order #29	Addition of exterior signage	82,108
Adj Contract		13,887,957

Work Completed/In Progress:

- Completing punch list items.
- Commissioning.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

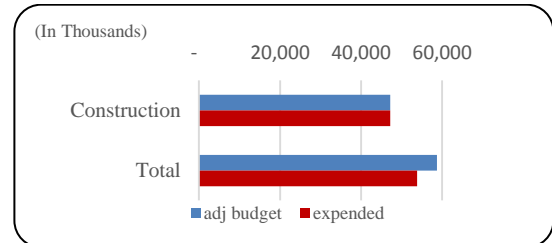
Work Planned for the Upcoming Month:

- Punch list.
- Commissioning.

2. High Bay Research Facility

Contractor: Haselden Wyoming Constructors
Casper, WY

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



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

Guaranteed Maximum Price \$42,925,724

Budget includes amounts restricted for equipment purchase only under Tech.

Contract Substantial Completion Date January 2017

Note: The amount of restricted donation funds has been moved out of Tech and represented as Restricted for Tech for clarification.

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

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	42,926	0	4,229	47,155	(47,155)	-	-
Contingency	3,125	5,084	(7,704)	505	-	-	505
Design	4,741		121	4,862	(4,654)	(19)	189
FF&E	1,288	-	32	1,320	(1,093)	(153)	74
Tech	644	-	80	724	(246)	(166)	312
Admin	876	-	3,242	4,118	(675)	(1,467)	1,976
Total	53,600	5,084	-	58,684	(53,823)	(1,805)	3,056

Statement of Contract Amount

Original contract		42,925,724
Change Order #1	Additional Concrete Work, Gas Meter, Manifold & Piping, Equipment Relocation	86,647
Change Order #2	Additional Costs for Extended Contract Date and Mechanical Systems Changes	4,952,341
Change Order #3	Door and Exterior Detail Changes, Bike Racks	10,563
Change Order #4	Radiation Shielding at South Walls	15,411
Change Order #5	Credits: Door Card Reader, Roof Davit	(11,559)
Change Order #6	Deleted Casework, Truck Turning Layout, Floor Radiation Shielding	(13,366)
Change Order #7	Heat Recovery, Fume Hoods, Electrical Changes	(76,674)
Change Order #8	Chiller Vibration Isolation, Epoxy Flooring, Add End Switches to Control Valves	7,791
Change Order #9	Vibration Isolation for Pumps, Vertical Wire Management Sleeve	9,226
Change Order #10	Isolation valves, Additional ceramic tile, Elimination of tempered at lead glazing, Credit for UW personnel related to a hit conduit within steam tunnel, Destat fan, Electrical panel	(563)
Change Order #11	Balancing dampers, Catwalk guard, fire hydrant extensions, VPS power	11,980
Change Order #12	Mechanical: Circulation pump sequence	5,132
Change Order #13	Return of remaining construction contingency and buyout	(712,316)
Change Order #14	Return of GMP savings	(55,254)
Adj Contract		47,155,083

Work Completed/In Progress:

- Completed 11-month warranty walk-through with contractor and architect.
- Projects and equipment purchases related to approved contingency spending in progress.

Issues Encountered with Proposed Resolution for Each:

- All warranty items have been documented and the contractor is continuing to resolve.
- Fumes from a poorly located plumbing waste vent were being pulled into the building fresh air intake. Vent has been temporarily extended and a plan for a permanent solution is ready to be implemented.

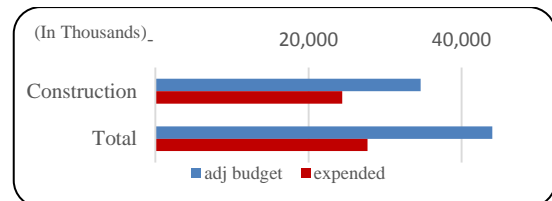
Work Planned for the Upcoming Month:

- Continue to monitor and resolve warranty items.
- Complete site design for oil storage modular units.

3. Mick and Susie McMurry High Altitude Performance Center

Contractor: GE Johnson Construction Wyoming
Jackson, WY

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



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

Guaranteed Maximum Price \$34,638,119

Contract Substantial Completion Date June 1, 2018

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	34,638	-	3	34,641	(24,386)	(10,255)	-
Contingency	1,363	-	(14)	1,349	-	-	1,349
Design	3,607	-		3,607	(2,706)	(271)	630
FF&E	1,961	-	-	1,961	(247)	(106)	1,608
Tech	1,015	-	-	1,015	(3)	(19)	993
Admin	1,416	19	11	1,446	(356)	(187)	903
Total	44,000	19	-	44,019	(27,698)	(10,838)	5,483

Statement of Contract Amount

Original contract		\$34,638,119
Change order #1	Add cement board in lieu of drywall - area S-2	8,389
Change order #2	Exploratory excavation to locate buried water lines	11,010
Change order #3	Pricing for ASI-100, civil plan updates	543
Change order #4	Increase grease interceptor size	4,547
Change order #5	Switch from aluminum to copper bussing at all panel boards & switchboards	7,293
Change order #6	Labor & material credit for elimination of manhole #3 due to resizing the grease interceptor	(8,659)
Change order #7	Provide power to floor box 6 at the squad room and training table	1,240
Change order #8	Prep, prime and paint exposed HSS columns in the recovery pool room with epoxy based paint	3,280
Change order #9	Remove and replace door, frame and hardware at opening L204	4,166
Change order #10	Sink discrepancies at both sports med exam rooms	6,220
Change order #11	Furnish and install 3 exit signs	1,341
Change order #12	Furnish and install fixtures and occupancy sensor	1,166

Change order #13	Parts and labor to provide power to SP-1, sump pump for new elevator	1,969
Change order #14	Parts and labor for elevator tube steel	7,225
Change order #15	Parts and labor for rubber flooring at landings on S7	3,630
Change order #16	Parts and labor credit for static control tile	(8,264)
Change order #17	Materials and labor for epoxy paint at all wet areas	8,741
Change order #18	Changes to the building envelope to satisfy UW standards & commissioning consultants suggestions; credit to switch from Plae and Mondo rubber flooring to Regupol	(125,200)
Change order #19	Eliminate the permeable pavers and have concrete hardscapes at all drive lanes – reflects costs to add all necessary storm water storage vessels, re-work storm water infrastructure and add concrete	27,761
Change order #20	Modify select fixtures to mitigate maintenance issues	12,017
Change order #21	Added costs for necessary parts and labor to install door holds and alarm infrastructure at the affected openings due to design team oversight	4,307
Change order #22	Design deficiency – includes all necessary materials and labor to fabricate a parapet cap that sheds water away from the building	2,555
Change order #23	Multiple lighting deficiencies and discrepancies in the lighting plan – includes all necessary additions and revisions	23,673
Change order #24	UW Athletics wanted to add power and data at (2) locations in the new weight room to accommodate bikes	4,104
Adj Contract		\$34,641,173

Work Completed/In Progress:

- Drywall finish complete at all new areas.
- Prime and paint complete at all new areas.
- Tile and finish flooring in progress at all new areas.
- Ceiling grid, final lighting, plumbing and electrical trim, and audio visual/information technology infrastructure and trim are being installed in the weight room and fueling station area, (area A complete).
- Selective demolition through the existing locker room and sports med area is complete.
- Punch list for area A is in progress.

Issues Encountered with Proposed Resolution for Each:

- No current issues.

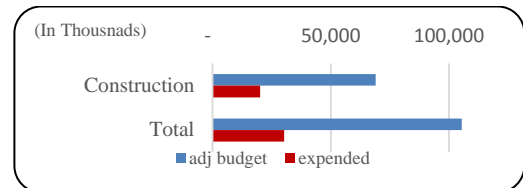
Work Planned for Following Month:

- Install all new equipment, graphics, and furniture for area A.
- Receive conditional certificate of occupancy for area A on the addition and move-in Athletics.
- Commence selective demolition for all remaining areas in the existing RAC building.
- Continue flooring and all final finishes throughout the addition.
- Fill, startup, and commission new recovery pools.
- Air Handler startup for units 3 and 4.

4. Engineering Education and Research Building (EERB)

Contractor: GE Johnson Construction Wyoming
Jackson, WY

Original Project Budget \$ 105,358,910 (a)



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

Guaranteed Maximum Price \$69,014,882

Contract Substantial Completion Date February 13, 2019

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

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	72,491	(3,476)	-	69,015	(20,076)	(48,939)	-
Contingency	8,205	-	-	8,205	-	-	8,205
Reserve	5,243	3,369	-	8,612	-	-	8,612
Design	7,943	(129)	-	7,814	(6,721)	(1,093)	-
FF&E	3,993	(75)	-	3,918	(1,864)	-	2,054
Tech	3,474	(75)	-	3,399	-	-	3,399
Admin	4,010	386	-	4,396	(1,640)	(778)	1,978
Total	105,359	-	-	105,359	(30,301)	(50,810)	24,248

Statement of Contract Amount

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

Work Completed/In Progress:

- Stairs one and three are complete.
- Stair four is in progress.
- Shotcrete shear cores are complete.
- West elevation stone veneer is underway.
- Exterior metal stud framing and sheathing are underway.
- Pilaster Concrete Masonry Units (CMUs) installation is 95% complete.
- Roofing is underway.
- Shotcrete shear cores 50% complete.
- Mechanical, electrical and plumbing (MEP) rough-ins are underway.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

Work Planned for the Upcoming Month:

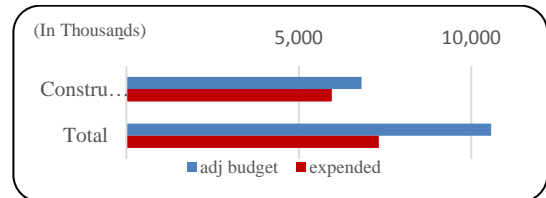
- Complete stairs four and two.

- East and penthouse roofing.
- MEP rough-in.
- Topping out interior partitions on levels one and two.

5. BSL3 – State Vet Lab

Contractor: Sampson Construction Co, Inc.

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



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

Contract Substantial Completion Date June 26, 2017

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	6,512		309	6,821	(5,952)	(869)	-
Specialized Equipment	253	2,200		2,453	(634)	(715)	1,104
Contingency	496		(433)	63			63
Design	766		113	879	(639)	(240)	-
Admin	345		11	356	(94)	(107)	155
Total	8,372	2,200	-	10,572	(7,319)	(1,931)	1,322

Statement of Contract Amount

Original contract		6,512,000
Change Order #1	Re-feed supply & exhaust air to corridor, storage & incinerator rooms	8,780
Change Order #2	Provide/install floor sink for new autoclaves	1,289
Change Order #3	Remove existing floor drain	699
Change Order #4	Repair stated existing problems (Wazee crane report)	5,067
Change Order #5	Delete 42 door guards	(4,620)
Change Order #6	Eliminate demo of existing Clayton steam boiler	(2,625)

Change Order #7	Eliminate installation of floor sink & cold water drop in cagewash	(888)
Change Order #8	Add new 2" floor drain for emergency shower/eyewash	1,503
Change Order #9	Add 10 new 3/4" valves for emergency shower/eyewash	2,486
Change Order #10	Change 1000 AMP breaker to free standing disconnect	(1,873)
Change Order #11	Add 6 new 3/4" isolation valves for emergency eyewashes	2,178
Change Order #12	Existing floor sink drain to be relocated to meet code, revise outlet size for combination waste & vent	614
Change Order #13	Add new floor drain in necropsy storage	2,725
Change Order #14	Add new stainless steel supply diffuser in necropsy; modify duct to avoid crane rail	3,724
Change Order #15	Remove excess concrete floor grout to structural concrete in necropsy room	6,000
Change Order #16	Delete perimeter drain around exterior entrance addition foundation	(199)
Change Order #17	Flash in mechanical curb to maintain water-tight integrity	906
Change Order #18	Relocate existing boiler feed water equipment, along with electrical relocation	7,340
Change Order #19	Revise exterior transformer	(1,552)
Change Order #20	Demo/replace CO2 lines & hangers/isolation valve for CO2 system; test when complete	7,132
Change Order #21	Demo/re-install secondary containment system	16,791
Change Order #22	Relocate existing piping into new walls	11,260
Change Order #23	Provide/install new data cabling	14,639
Change Order #24	Change specified LR25D model pass-thru refrigerator to a LR55D model	3,282
Change Order #25	Provide & install a weather-resistant fire alarm horn/strobe devise on north wall of necropsy, caulk accordingly	174
Change Order #26	Provide new floor sink, FS-1, with waste & vent lines	2,469
Change Order #27	Fabricate enclosures for existing blower equipment for exterior usage (manufacturer defect)	958
Change Order #28	Cut, remove, replace existing concrete slab; install new 3" floor sink w/ pipe & fittings to tie into existing 4" drain line	1,738
Change Order #29	Provide & install 2-3" swing check valves, new feed water pipe & fittings, hangers & supports; controls work to modify BFU control panel & reconfigure boiler controls	16,413

Change Order #30	Prep/re-surface floor with shock-crete and topcoat to build up floor slope	46,358
Change Order #31	Delete work in incinerator room 1138	(7,401)
Change Order #32	Fabricate (5) stainless steel enclosures for CO2 panels	1,581
Change Order #33	Credit 10% overhead and profit of prior owner approved change orders (#5,6,7,10,16,19) – per article 39 of specifications	(1,176)
Change Order #34	Delete re-install of autoclaves, owner will complete and credit 10% overhead and profit	(17,091)
Change Order #35	Add porcelain tile and epoxy paint finishes; delete FRP finishes	11,565
Change Order #36	Provide and install PT-2; credit resign tops and sinks	6,565
Change Order #37	Credit 3 door cylinders	(262)
Change Order #38	Install water lines for (3) purified water units, provide and install supports for additional lines	867
Change Order #39	Relocate steam and condensate lines; provide additional hangers and supports	3,941
Change Order #40	Provide power and lighting to roof top fan housing enclosure	1,081
Change Order #41	Reconfigure existing EDS waste lines and add two clean-outs	20,599
Change Order #42	Provide new circuit for (4) jacket heaters	731
Change Order #43	Tie onto existing dry pipe sprinkler system	1,279
Change Order #44	Supply and install cabinet back panels and bottoms	4,146
Change Order #45	Purchase single door sterilizer in lieu of renting temporary sterilizer	9,367
Change Order #46	Add VHP piping and ports to decon room 1122; install VHP lines utilizing 1-1/2" PVC pipe; provide & install isolation valves & quick connects	4,752
Change Order #47	Fabricate & install 10" stainless steel duct for exhaust air into decon room 1122; provide new 24"x12" stainless steel exhaust grill; provide & install new bubble tight damper; additional balancing	12,625
Change Order #48	Remove demolition of floor, cove base in corridor	(3,328)
Change Order #49	Provide compressed air to new cage wash equipment	1,124
Change Order #50	Remove and replace existing electrical conduit in Necropsy CMU walls	69,365
Change Order #51	Fix and repair 2 nd floor mechanical room door leak	821
Change Order #52	Install new light fixtures by autoclaves	1,675
Change Order #53	Replace eyewash fixtures with hoses; install stainless steel caps to infill existing counter tops	3,893
Change Order #54	Demolish concrete/asphalt; provide new curb and slab; add fencing and gates, including utilities for exterior temporary incinerator	27,509

Change Order #55	Remove and replace (25) HEPA filters and pre-filters	16,255
Change Order #56	Provide reimbursable cost for Rocky Mountain Power utility work paid by UW	(1,750)
Change Order #57	Run additional conduit from Panel UPS to BSL3 mezzanine for back-up power to Johnson Controls controllers	1,865
Change Order #58	Provide and install (6) door closure kits	590
Change Order #59	Extend substantial completion date	-
Change Order #60	Provide and install new door hardware for door 1151A	741
Change Order #61	Cut hole in floor and install a 2" floor drain in corridor C1140 to help with existing drainage	6,714
Change Order #62	Patch open drywall holes; firestop multiple openings; take down and replace existing electrical and security wiring and conduit not installed per code	18,380
Change Order #63	Re-coat and re-texture flooring in corridor C1140 & C1140A	2,259
Change Order #64	Supply and install three (3) additional egress buttons	1,413
Change Order #65	Fix multiple construction discrepancy items as detailed in log	56,657
Change Order #66	Credit back allowance not needed for installation	(108,583)
Change Order #67	Remove and re-install HEPA filter housing unit EE-12 to correct orientation for proper air flow; re-work hangers and supports as required for re-installation	1,996
Change Order #68	Provide and install additional shelving for DI water system equipment	543
Change Order #69	Provide & install (2) 32"x32" backdraft dampers for AHU-4 supply fans; fabricate & install duct flanges & galvanized sleeves for installation and support of backdraft dampers	5,206
Adj Contract		6,821,282

Work Completed/In Progress:

- Fabrication of the new incinerator is underway.
- Subcontracts and submittal process is underway for the incinerator addition.
- Commissioning activities associated with the rebuilt BSL-3 are ongoing.

Issues Encountered with Proposed Resolution for Each:

- Commissioning delays: Contractor has been put on notice to complete all commissioning activities by the end of the month. In the interim, liquidated damages started accruing January 2, 2018.

Work Planned for the Upcoming Month:
<ul style="list-style-type: none">• Commissioning activities.• Continue process for standard operating procedures (SOP's) for BSL3.