

**THE UNIVERSITY OF WYOMING**

**BOARD OF TRUSTEES' REPORT**

**March 25-26, 2020**

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**  
**March 25-27, 2020**

*Note: Only topics that have support materials provided in advance of the meeting are contained within this report. Topics that will be discussed with only a verbal report do not have information included.*

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**BUSINESS MEETING**

Roll Call

Approval of Board of Trustees Meeting Minutes (Public Session & Executive Session)

- March 4, 2020, Board of Trustees “Special Meeting”
- February 27, 2020, Board of Trustees “Special Meeting”
- February 25, 2020, Board of Trustees “Special Meeting”
- February 19, 2020, Board of Trustees Conference Call Meeting
- February 12-13, 2020, Board of Trustees “Special Meeting”

Annual Election of Officers

Reports

- ASUW
- Staff Senate
- Faculty Senate

Public Testimony

*[Scheduled for Thursday, March 26, from 11:00-11:30 a.m.]*

Committee of the Whole

Regular Business

Board Committee Reports *[Scheduled for Thursday, March 26, 12:15 p.m.]*

**Trustee Committees**

*[Note: Committees of the Board will provide reports during the regular work sessions and will not have a formal report to provide during the Business Meeting. Liaisons to Other Boards will provide a written report in advance of the regular Business Meeting.]*

Proposed Items for Action:

- I. Approval of Agreements, Contracts, and Procurements – Evans
- II. Contracts and Grants – Jewell/Synakowski .....25
- III. Personnel – Appointment of Academic/Non Academic Employees – Miller/Theobald

Information Only Items: *[no action, discussion or work session]*

- o Contracts and Procurement Report (per UW Regulation 7-2) – Evans .....26
- o Capital Construction Report –McKinley/Mai.....28
- o Foundation Monthly Giving Report – Blalock

New Business

Date of Next Meeting: April 15, 2020 (conference call)

Adjourn Meeting

**AGENDA ITEM TITLE: Trustees Education Initiative, Reutzel**

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

EXECUTIVE SUMMARY:

Since the Trustees Education Initiative (TEI) was created in November 2014 it has been the practice of the TEI Leadership to provide the full UW Board of Trustees with an annual progress report. This progress report is for the 2019 calendar year. This year's *Trustees Education Initiative Progress Report* will take the form of showing and providing linked access [ <http://www.uwyo.edu/tei/> ] to a new Trustees Education Initiative (TEI) video six-minute video produced by Hoptocopter in Denver, CO titled, *UW Trustees Education Initiative: What will it take to produce the national's highest quality educators?* This video was created for the express purpose of informing a wide variety of audiences about the goals and work of the TEI. A ten-minute power point slide presentation of key accomplishments in 2019 will be presented following the viewing of the video. A PDF copy of the *2019 Annual Report to the Daniels Fund* and a PDF copy of the report, "What will it take?" will also be provided.

We recommend that the *Trustees Education Initiative 2019 Progress Report* be received and approved by the UW Board of Trustees.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

This is an update of *Trustees Education Initiative 2018 Progress Report* as was provided during the March 2019 meeting of the Board of Trustees.

WHY THIS ITEM IS BEFORE THE BOARD:

Since the Trustees Education Initiative (TEI) was created in November 2014 it has been the practice of the TEI Leadership to provide the full UW Board of Trustees with an annual progress report.

ACTION REQUIRED AT THIS BOARD MEETING:

Receive and approve the *Trustees Education Initiative 2019 Progress Report*

PROPOSED MOTION:

I move to receive and approve the *Trustees Education Initiative 2019 Progress Report*.

PRESIDENT'S RECOMMENDATION:

The President recommends approval of the *Trustees Education Initiative 2019 Progress Report*

**AGENDA ITEM TITLE: Governance Structure of the University of Wyoming,  
Brown/Theobald/Evans**

SESSION TYPE:

Work Session

Education Session

Information Item

Other:

[Committee of the Whole – Items for Approval]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

APPLIES TO STRATEGIC PLAN:

Yes (select below):

Driving Excellence

Inspiring Students

Impacting Communities

High-Performing University

No [Regular Business]

EXECUTIVE SUMMARY:

Vice President and General Counsel Tara Evans will provide a summary of the governance structure of the University of Wyoming, including constitutional, statutory, and regulatory provisions related to the Board of Trustees' authority as a body corporate. This discussion will set the stage for further discussion in May related to shared governance by board members, the president, and faculty members.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

To discuss the overview of the governance structure of the University of Wyoming, including the roles, powers, responsibilities, and duties of the Trustees, the President, and the faculty.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

**AGENDA ITEM TITLE: WWAMI and WYDENT Student Requests for Modifications to Contract Repayment Provisions, Jones**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

**EXECUTIVE SUMMARY:**

Pursuant to their contracts with the University of Wyoming, WWAMI and WYDENT students who enter into full-time practice within the state of Wyoming for a period of three years receive loan repayment forgiveness. WWAMI and WYDENT alumni may also request a modification to their contract regarding loan repayment forgiveness for part-time professional practice or for other professional pursuits deemed by this Board as the equivalent of practice in the state of Wyoming. Currently, these requests are first reviewed by the WWAMI/WYDENT Review Committee, the Office of Academic Affairs, and the Office of the President; the President then presents a recommendation to this Board for a final decision on the specific appeal.

Since this Board receives a number of WWAMI and WYDENT appeals annually, a suggested approach to streamline those requests that involve part-time practice within the state of Wyoming or requests for consideration by the WWAMI or WYDENT student to have telehealth practice count towards loan repayment is to have the Board make standing motions to address those situations and allow administration to respond to those students based on the Board’s standing motion. Any requests that fall outside of these categories would continue to be brought to the Board for consideration on a case-by-case basis.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

This Board has considered several WWAMI/WYDENT appeals within the last 12 months.

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

Any request from a WWAMI/WYDENT alumnus to modify the terms of a repayment contract with the University and for loan forgiveness must be approved by the Board of Trustees.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval or disapproval of a standing motions for WWAMI/WYDENT appeals that involve two situations: part-time practice serving Wyoming residents or providing telemedicine services from a medical/dental office that is located outside the state of Wyoming.

**PROPOSED MOTIONS:**

- (1) “I move to make a standing motion to delegate to Administration the ability to determine in all cases of WYDENT or WWAMMI appeals that a request to reduce loan payment based on telehealth or practice that is not physically located in the state of Wyoming those appeals will not be granted.”

- (2) “I move to make a standing motion to delegate to Administration the ability to determine in all cases of WYDENT or WWAMI appeals that request to reduce loan repayment based on practice in the state of Wyoming of 50% or greater that loan repayment forgiveness will be granted based on the exact percentage of practice physically located in the state of Wyoming within the three year period of loan repayment.”

**PRESIDENT’S RECOMMENDATION:**

**AGENDA ITEM TITLE: Teachers of American Indian Children graduate certificate transfer to the College of Arts & Sciences, Sullivan/Ahern**

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

*Attachments are provided with the narrative.*

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

EXECUTIVE SUMMARY:

The College of Education and the College of Arts and Sciences propose to move the academic home of the Teachers of American Indian Children (TAIC) graduate certificate program from the former to the latter. In 2017 the faculty line of the program coordinator for the TAIC program (Dr. Angela Jaime) was moved from the college of Education to the School of Culture, Gender and Social Justice (SCGSJ), College of Arts & Sciences. Given the program coordinator's move to A&S combined with the crucial role SCGSJ plays in teaching the curriculum of the TAIC, the colleges' deans have jointly proposed that the TAIC program be moved to A&S. The move to house the TAIC in the SCGSJ will allow the program to grow and continue to service the students and greater Wyoming education community.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The proposal to move this graduate certificate program was submitted to the Board Academic Affairs and Student Affairs Committee (AASA) in October 2019 and received a positive recommendation.

WHY THIS ITEM IS BEFORE THE BOARD:

As an academic program reorganization, changing the academic home of a degree or certificate falls under UW Regulation 2-13 (Academic Program Reorganization, Consolidation, Reduction and Discontinuance). The proposal has followed the process given in 2-13 and now only requires Trustees' approval in order to enact.

ACTION REQUIRED AT THIS BOARD MEETING:

Approval of the proposal to transfer the academic home of the Teachers of American Indian Children graduate certificate program from the College of Education to the College of Arts & Sciences.

PROPOSED MOTION:

I move to authorize administration to transfer the academic home of the Teachers of American Indian Children graduate certificate from the College of Education to the School of Culture, Gender and Social Justice in the College of Arts & Sciences.

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

**AGENDA ITEM TITLE: Construction Delivery Method, Mai**

**SESSION TYPE:**

- Work Session  
 Education Session  
 Information Item  
 Other:

[Committee of the Whole – Items for Approval]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):  
 Driving Excellence  
 Inspiring Students  
 Impacting Communities  
 High-Performing University  
 No [Regular Business]

**EXECUTIVE SUMMARY:**

Pursuant to UW Regulation 6-9(III)(F), Administration is recommending that the Board approve the following delivery method for each project:

- i. Construction Manager-at-Risk (CMAR) as the construction delivery method for:
  - a. Ivinson Parking Garage
  - b. Fleet and Transit Relocation
  - c. Wyoming Hall Deconstruction
  - d. Student Housing
  - e. Wyoming Hall Utilities Relocation
- ii. Design-Bid-Build (hard bid) as the delivery method for:
  - a. College of Business – Student Success Center

Administration is recommending CMAR for the first series of projects due to complexities, required coordination, potential for project phasing and the need for preconstruction services. Preconstruction services consist of early project estimating and assistance with value management – ensuring the greatest value to the University. Administration is also recommending design-bid-build for the project listed in roman numerate two, due to limited exposure to risk associated with the project size, scope and budget.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

September 2019 – Board authorized Administration to deconstruct Wyoming Hall

September 2019 – Board authorized Administration to begin construction of new student housing.

September 2019 – Board authorized Administration to begin construction of a parking structure on Ivinson Street

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

Pursuant to UW Regulation 6-9(III)(F), the Board of Trustees shall approve the construction delivery method for **projects** over \$500,000.00.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval for the construction delivery method associated with the projects listed above.

**PROPOSED MOTION:**

I move to authorize Administration to utilize the construction delivery methods as outlined above for each specific project.

**PRESIDENT’S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: Design Consultant Selection for Ivinson Parking Garage, Mai**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

**EXECUTIVE SUMMARY:**

Administration is moving forward with planning efforts for the Ivinson Street Parking Garage project.

Administration publicly advertised a request for qualifications/proposals (RFQ/ RFP) for design services for which six (6) responses were received. Three firms were shortlisted and interviewed: ByArchitectural Means in consultation with Anderson Mason Dale, GSG Architecture in consultation with Page and GLHN Architects and Engineers. Administration is recommending ByArchitectural Means of Cheyenne, Wyoming in consultation with Anderson Mason Dale (AMD) Architects of Denver, Colorado based on; qualifications of the firm, proposed consultant team, fee, capabilities with projects of similar scope and the team deemed to bring the highest value to the University. Upon Board of Trustees approval, Administration will enter into contract with ByArchitectural Means of Cheyenne, Wyoming in consultation with Anderson Mason Dale (AMD) Architects of Denver, Colorado.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

September 2019 – Board authorized the construction of a multi-story parking garage on the Ivinson parking lot site.

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

Pursuant to UW Regulation 6-9(III)(A), the Board of Trustees shall approve consultant selection for projects over \$500,000.00.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval to enter into contract with ByArchitectural Means in consultation with AMD Architects.

**PROPOSED MOTION:**

I move to allow Administration to enter into contract with ByArchitectural Means in consultation with AMD Architects for a not-to-exceed amount of \$926,400.00.

**PRESIDENT’S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: Consultant Amendment for College of Law, Mai**

**SESSION TYPE:**

- Work Session  
 Education Session  
 Information Item  
 Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):  
 Driving Excellence  
 Inspiring Students  
 Impacting Communities  
 High-Performing University  
 No [Regular Business]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

**EXECUTIVE SUMMARY:**

ByArchitectural Means, the consultant designing the College of Law – expansion and renovation, has requested additional service fees for the following:

1. Expanding the building addition and renovation scope. This includes enlarging the addition by nearly 7000 square feet and substantial renovations to the existing space.
2. Enlarging the overall construction budget from \$7,200,000.00 to \$17,280,000.00.

ByArchitectural Means provided a proposal for the additional services request which will increase their contract amount by \$110,640.00 for work performed during Exterior Design Advisory Committee (EDAC) process last July - August.

This adjustment will be made within ByArchitectural Means' current contract amount. In the event the project moves forward, at a later date, with the design approved by the Board, Administration will return to the Board for an overall increase to ByArchitectural Means' contract value.

Administration recommends approval of this additional services fee request.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

January 2019 – Board subcommittee required administration to re-advertise the request for qualifications/request for proposal.

March 2019 – Board approved ByArchitectural Means as the design consultant for the Law School Expansion and Renovation.

July 2019 – Board approved the exterior design of the Law School Expansion and Renovation.

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

Pursuant to UW regulation 6-9, all contracts associated with design consultants require Board approval.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval for Administration to execute a contract amendment with ByArchitectural Means.

**PROPOSED MOTION:**

I move to allow administration to execute a contract amendment with ByArchitectural Means in the amount of \$110,640.00.

**PRESIDENT'S RECOMMENDATION:**

President recommends approval.

**AGENDA ITEM TITLE: Design Contract Amendment for Added Services for Science Initiative Hot Water/Chilled Water Extension, Mai**

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

- Attachments are provided with the narrative – see Supplemental Materials Report.

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

EXECUTIVE SUMMARY:

Pursuant to UW Regulation 6-9(III)(G), Administration is requesting Board approval of a contract amendment to the Science Initiative design agreement with GSG Architecture. The amendment captures additional civil design for hot and chilled water main extensions to accommodate future building tie-in from the West Campus Satellite Energy Plant, currently under construction. The amendment is for \$5,800.00.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

January 2016 – Board of Trustees approved GSG Architecture as the designer for the SI project.  
March 2017- The Exterior Design Advisory Committee was established.  
November 2017 – Board of Trustees approved the exterior design of the SI Building  
January 2018 – Board of Trustees approved Design-Bid-Build as the Construction Delivery Method for the SI Building and the final exterior design of the greenhouses.  
June 2018 – Board of Trustees approved the contract for the SI Site Clearing bid package.  
September 2018 – Board of Trustees approved revising the entry into the Science Initiative and changing the delivery method to CMAR.  
December 2018 – Board of Trustees approved a change order for the site clearing contractor.  
October 2019 – Board of Trustees approved the Guaranteed Maximum Price

WHY THIS ITEM IS BEFORE THE BOARD:

Pursuant to UW Regulation 6-9(III)(G), the Board of Trustees shall approve contract documents and expenditures of contingency funds.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval for the design contract amendment with GSG.

PROPOSED MOTION:

“I move to authorize Administration to execute the design contract amendment with GSG Architecture in the amount of \$5,800.00.

PRESIDENT’S RECOMMENDATION:

The President recommends approval.

**AGENDA ITEM TITLE: Design Contract Amendment for Added Services for the Science Initiative Greenhouse, Mai**

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

- Attachments are provided with the narrative – see Supplemental Materials Report.*

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

EXECUTIVE SUMMARY:

Pursuant to UW Regulation 6-9(III)(G), Administration is requesting Board approval of a contract amendment to the Science Initiative design agreement with GSG Architecture. The amendment captures redesign of the research greenhouses to accommodate structural requirements required by the state fire marshal's code interpretation. The amendment is for \$40,665.00.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

January 2016 – Board of Trustees approved GSG Architecture as the designer for the SI project.  
March 2017- The Exterior Design Advisory Committee was established.  
November 2017 – Board of Trustees approved the exterior design of the SI Building  
January 2018 – Board of Trustees approved Design-Bid-Build as the Construction Delivery Method for the SI Building and the final exterior design of the greenhouses.  
June 2018 – Board of Trustees approved the contract for the SI Site Clearing bid package.  
September 2018 – Board of Trustees approved revising the entry into the Science Initiative and changing the delivery method to CMAR.  
December 2018 – Board of Trustees approved a change order for the site clearing contractor.  
October 2019 – Board of Trustees approved the Guaranteed Maximum Price

WHY THIS ITEM IS BEFORE THE BOARD:

Pursuant to UW Regulation 6-9(III)(G), the Board of Trustees shall approve contract documents and expenditures of contingency funds.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval for the design contract amendment with GSG.

PROPOSED MOTION:

“I move to authorize Administration to execute the design contract amendment with GSG Architecture in the amount of \$40,665.00.”

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

**AGENDA ITEM TITLE: Wyoming Small Business Development Center Office Lease with Campbell County Economic Development Corporation dba Energy Capital Economic Development Corporation, Mai**

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Item for Approval]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

EXECUTIVE SUMMARY:

This agenda item is to request approval to enter a lease for the Wyoming Small Business Development Center (WSBDC) Office at 345 Sinclair Street, Gillette, Wyoming (see attached map).

Since 2010, WSBDC has leased office space from Campbell County Development Corporation (CCDC) doing business as Energy Capital Economic Development Corporation. The current lease is nearing the expiration date and both parties would like to enter a new lease for a three (3) year term.

The term of the lease will begin April 1, 2020 and end March 31, 2023. Rent for the 2,713 sq. ft. of office space for the first year of the three (3) year term is proposed at \$10,932.00 per year or \$4.03 per sq. ft. The rent will increase to \$11,587.92 per year or \$4.27 per sq. ft. for the final two years of the term. The University can terminate the lease upon thirty (30) days' advance written notice.

At the direction of the Facilities Contracting Committee, the administration has finalized the lease agreement to continue the lease for a three (3) year term. The Lease Agreement has been signed by the Lessor and is ready for the University's signature.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

Per UW Regulation 7-2, the Board of Trustees reserves authority to approve and/or sign contracts for "Other matters involving real property, including but not limited to the lease of real property; easements; water rights and development; oil, gas and mineral leases; and federal or state government leases, permits, or licenses for longer than one year or more than \$50,000".

The administration requests that the Facilities Contracting Committee recommend, to the full Board, approval to execute the lease agreement for a three (3) year term with Energy Capital Economic Development Corporation, 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 recommend approval for administration to execute the lease agreement for a three (3) year term with Energy Capital Economic Development Corporation.

**PRESIDENT'S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: Signage for Jacoby Ridge Trail for the City of Laramie, Mai**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Item for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

**EXECUTIVE SUMMARY:**

This agenda item is to request approval of signage proposed by the City of Laramie for the Jacoby Ridge Rural Trail located east of Jacoby golf Course. The Jacoby Ridge Trail is a public, multi-use trail and shared parking area in collaboration with the City of Laramie. Trail improvements include informational kiosks, resting benches, and distance markers.

As stated in the easement agreement, improvements to the easement area shall be approved by the University in writing. The City has proposed signage for the kiosks that includes maps, geological signs, and environmental signs along the trail route (proposed signs attached).

At the direction of the Board of Trustees, Administration will approve the City’s proposed signage for installation along the trail.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

January 2018 – Board of Trustees approved 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.

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

Per UW Regulation 7-2, the Board of Trustees reserves authority to approve and/or sign contracts for “Other matters involving real property, including but not limited to the lease of real property; easements; water rights and development; oil, gas and mineral leases; and federal or state government leases, permits, or licenses for longer than one year or more than \$50,000”.

**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 recommend approval of the Jacoby Ridge Trail signage, as presented to the Board.

**PRESIDENT’S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: Union Starbucks Capital Construction Project, Chestnut**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

*Attachments are provided with the narrative—refer to Supplemental Materials Report.*

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

**EXECUTIVE SUMMARY:**

This document provides an overview of the proposed Starbucks Coffee facility to be located in the Wyoming Union. This 2020 project aims to deliver increased satisfaction to students, faculty and staff. This facility change has been reviewed with Neil Theobald, Bill Mai, and David Jewell. There is support for this project within the institution and it is recommended the Facility Committee and Board support the necessary Union renovation to build a Starbucks in the prior First Interstate Bank location not to exceed amount of \$950,000 to come from the Student Affairs Plant Fund.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

n/a

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

Per University Regulation 6-9, Capital Construction projects over \$500,000 require Board approval.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Requesting approval to pursue the necessary Union renovations to build a Starbucks.

**PROPOSED MOTION:**

I move to authorize administration to proceed with Union renovations to contract and build a Starbucks in the prior First Interstate Bank location not to exceed amount of \$950,000 to come from the Student Affairs Plant Fund.

**PRESIDENT'S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: Design Consultant Selection for Student Housing, Mai**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

**EXECUTIVE SUMMARY:**

In the Fall of 2019 and Spring of 2020, Administration worked with the consulting firms of; Plan One, alm2s, and Mackey Mitchell Architects on Level 2 planning for the Student Housing project.

The Level 2 planning effort included; space programming, conceptual site and utility design, conceptual floor plans and building massing accompanied by a preliminary cost estimate.

With Board authorization of the design consultant agreement, Administration will proceed with Level 3 planning and construction for Phase 1 of the Student Housing project. Phase 1 will consist of the construction of 1,000 beds of freshman housing, an 850-seat dining facility, associated landscaping and civil infrastructure improvements. The final amount will be provided prior to the Board meeting.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

July 18, 2019 – Board authorized Administration to negotiate and contract with the consulting firms; Plan One, alm2s and Mackey Mitchell Architects, as the design consultant for the project.

September, 2019 - Board authorized construction of an appropriate number of buildings in the northeast corner of campus immediately west of 15th street.

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

Pursuant to UW Regulation 6-9(III)(A), the Board of Trustees shall approve consultant selection for projects over \$500,000.00.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval to execute an agreement for Level 3 services with the design consultant team of; Plan One, alm2s and Mackey Mitchell Architects.

**PROPOSED MOTION:**

I move to allow Administration to execute an agreement with the design consultant team of; Plan One, alm2s and Mackey Mitchell Architects for Level 3 design and construction administration services in the amount of (\$XXX.XX) for Phase 1 of the Student Housing project.

**PRESIDENT’S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: Process for determining Design Consultant Fees, Mai**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

**EXECUTIVE SUMMARY:**

Historically Administration had presented design consultants to the Board’s Facilities Contracting Committee, who made a recommendation to the full Board for approval. After approved Administration would enter into contract negotiations with the approved firm.

In an effort to provide more transparency to the Board of Trustees, Administration is recommending a standardized process for establishing design consultant fees and will provide a negotiated contract amount for approval by the full Board.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

None

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

Board approval of the process for determining Design Consultant fees.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval for Administration to include the process for determining Design Consultant Fees as an Exhibit within UW Regulation 6-9.

**PROPOSED MOTION:**

I move to allow administration to standardize the process for establishing design consultant fees and to include the process as an Exhibit within UW Regulation 6-9.

**PRESIDENT’S RECOMMENDATION:**

President recommends approval.

**AGENDA ITEM TITLE: Approval of modifications to UW Regulation 11-7 (Wyoming Union), Brown/Evans**

SESSION TYPE:

- Work Session  
 Education Session  
 Information Item  
 Other:

[Committee of the Whole – Items for Approval]

*Attachments are provided with the narrative—refer to Supplemental Materials Report.*

APPLIES TO STRATEGIC PLAN:

Yes (select below):

- Driving Excellence  
 Inspiring Students  
 Impacting Communities  
 High-Performing University

No [Regular Business]

EXECUTIVE SUMMARY:

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 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 and Economic Development

**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)

The **Section 11 Student Affairs Regulations (11-1 through 11-8)** include such matters as student conduct, recognized student organizations, ASUW student government, Student Media Board, Wyoming Union, and incoming student requirements.

Administration is recommending the following changes to one of the student affairs regulations.

- **UW Regulation 11-7 (Wyoming Union):** Updated purpose and restructured the Wyoming Union Board into the Student Involvement and Leadership Committee. Housekeeping edits.

Per the routing process for UW Regulations, the proposed modifications to the regulations were provided to the Leadership Team, Deans and Directors, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor. ASUW provided feedback related to the composition of the Student Involvement and Leadership Committee.

The Trustees Regulation Committee will discuss this item at the March 2020 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 the Board approve modifications to UW Regulations.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval, modification, or disapproval of the recommended modifications to the Regulations.

**PROPOSED MOTION:** [Trustee Brown to provide motion.]

“I move to authorize modifications to UW Regulation 11-7, as presented to the Board.”

**PRESIDENT’S RECOMMENDATION:**

**AGENDA ITEM TITLE: Approval of Contracts and Grants Report, Synakowski**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

*Attachments are provided with the narrative – see Supplemental Materials Report..*

**EXECUTIVE SUMMARY:**

The Division of Research and Economic Development provides a list of all Contract 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 during the third quarter of FY20.

**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 5-2 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.

**AGENDA ITEM TITLE: Service Contract and Procurement Reports, Evans**

SESSION TYPE:

- Work Session  
 Education Session  
 Information Item  
 Other:  
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:

- Yes (select below):  
 Driving Excellence  
 Inspiring Students  
 Impacting Communities  
 High-Performing University  
 No [Regular Business]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

EXECUTIVE SUMMARY:

Per UW Regulation 7-2 (Signature Authority), unless otherwise limited by UW Regulation or reserved by the Board of Trustees, the President shall have authority to approve and/or sign University contracts, federal contracts, agreements, memorandums of understanding, and procurements that involve an external party, require consideration (paid or received) valued less than \$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 December 16, 2019 – February 15, 2020
- 2) Procurements valued at \$50,000 or above (one-time or in aggregate) from December 16, 2019 – February 15, 2020

Service contract workflow

Per Presidential Directive 3-2014-1 (Signature Authority), the President can delegate signature authority to University officers for service contracts valued less than \$500,000 (one-time or in aggregate) and for which the term is less than five years.

Procurement workflow

Cost Center Managers (business manager level or designee) approve all purchases, and are the final approvers for purchases of \$99,999 or less. Deans/Associate Vice Presidents are the final approvers for purchases between \$100,000 and \$249,999. Vice Presidents are the final approvers for purchases between \$250,000 and \$499,999. The President 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:

Standing information item at each in-person Board of Trustees meeting.

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

Per UW Regulation 7-2 (Signature Authority), at each regular meeting of the Board of Trustees (excluding conference calls), the President shall provide a written report to the Board of Trustees identifying each contract, federal contract, agreement, memorandum of understanding, or procurement valued at \$50,000 or above (one-time or in aggregate) signed by the President or designee under this provision.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A. Information Only.

**PROPOSED MOTION:**

N/A. Information Only.

**PRESIDENT'S RECOMMENDATION:**

N/A. Information Only.

**AGENDA ITEM TITLE: Capital Construction Report, Mai**

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

*Attachments are provided with the narrative – see Supplemental Materials Report.*

EXECUTIVE SUMMARY:

**BSL – 3 Update**

- Final commissioning report complete
- Punch list items within incinerator load room.

**Engineering Building**

- Project is 100% complete.
- Hot and Cold-water loops from the West Campus Satellite Energy Plant will be tied into the North West vault beginning 3/16/2020.

**WWAMI- Lab Renovation**

- Warranty items as identified in 11-month walk.
- Contractor has not provided as-built drawings and O&M manuals. Propose withholding retainage.
- Warranty period.

**Science Initiative**

- Guaranteed Maximum Price contract amendment was approved 10/16/2019.
- Construction activities commenced 10/17/2019.
- Deep foundations, grade beams, caps and high walls are complete.
- Plumbing and electrical underground are in progress.
- Interior concrete slab on grade is in progress.
- Steel erection.

**West Campus Satellite Energy Plant**

- Bid Package #1 was issued for foundation and utilities. The public bid opening was held 6/18/2019.
- Construction site is cleared and secured.
- Initial Guaranteed Maximum Price was prepared and approved at the August 2019 Board of Trustees Meeting.
- Construction activities commenced 9/16/2019.

- Bid Package #2 was issued, 100% construction documents. The public bid opening was held 10/4/2019.
- Final GMP was approved on 11/14/2019.
- Foundation high walls and tank foundation are complete.
- Underground plumbing and electrical are in progress.
- Interior slab on grade.
- Exterior backfill.
- Steel erection.

### **11<sup>th</sup> and 12<sup>th</sup>/Lewis Street Reconstruction**

- Design team selection.
- Begin Schematic Design.

### **UW Housing Phase I**

#### **Wyoming Hall Demolition**

- Deconstruction drawings complete
- Industrial hygienist finalizing work plan for abatement
- Complete abatement plan.
- Compile and issue bidding documents.
- Coordinate final deconstruction documents with the Wyoming Hall utilities project

#### **Wyoming Hall Utility Relocation**

- 75% Construction documents complete. Documents will be delivered for City review on March 9<sup>th</sup>.
- Geotechnical investigation underway.
- Site survey complete.
- City coordination. Work with Administration to develop funding negotiation and schedule strategy.
- Finalize construction documents and compile bidding documents.
- Complete geotechnical investigations.
- Coordinate final construction documents with the Wyoming Hall deconstruction project.

#### **Ivinson Lot Parking Garage**

- Survey complete.
- Geotechnical report complete.
- Vacation of alleyway complete.
- Programming document 90% complete.
- Coordination with UW and franchise utilities for relocation underground.
- Complete programming document.
- Begin schematic design phase.
- Submit planning application to City for consolidation of platted lots into one parcel.

#### **Bus Garage/Fleet Relocation**

- Pricing for the renovation of the existing facility is complete.

- Design is underway for the new bus maintenance facility.
- Continue designing the new facility.
- Begin construction on the renovation.

### **Law School Addition**

- On hold until March.

### **Campus Master Plan**

- A draft of the report was received in December. The Executive Committee is currently reviewing the plan and working with the consultant to finalize.
- A presentation of the final draft is scheduled for the March BOT meeting.

### **AMK Ranch**

- Shutdown for the winter.
- Eight tasks need to be completed in Spring they include: Generator installation, Flushing Hydrant installation, Installation of TideFlex, Chlorination and filling tank, Asphalt paving, concrete collars at valve boxes, system start-up and site clean-up.

**THE UNIVERSITY OF WYOMING**

**BOARD OF TRUSTEES'  
SUPPLEMENTAL MATERIALS**

**March 25-26, 2020**

**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**  
**March 25-27, 2020**

*Note: Only topics that have support materials provided in advance of the meeting are contained within this report. Topics that will be discussed with only a verbal report do not have information included.*

**WORK SESSIONS**

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    o WYDENT/WWAMI Appeals – Part time employment and telemedicine - Jones  
    o Transfer of Academic home for the Teachers of American Indian Children Graduate Certificate - Ahern .....79  
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    o Construction Delivery Method for:  
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        o DBB – College of Business Student Success Center  
    o Design Consultant Agreement – Parking Garage  
    o Consultant Amendment- College of Law [placeholder]  
    o War Memorial West Stadium/ Natatorium Design Consultant Selection  
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    o Wyoming Small Business Development Center Office Lease with Campbell County Economic Development Corporation dba Energy Capital Economic Development Corporation .....83  
    o Signage for Jacoby Ridge Trail for the City of Laramie .....91  
    o Union Starbucks Capital Construction Project – Chestnut ..... 99  
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    o Process for determining Design Consultant Fees  
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    o UW Regulation 11-7 (Wyoming Union) .....102

**BUSINESS MEETING**

Roll Call

Approval of Board of Trustees Meeting Minutes (Public Session & Executive Session)

- March 4, 2020, Board of Trustees “Special Meeting”
- February 27, 2020, Board of Trustees “Special Meeting”
- February 25, 2020, Board of Trustees “Special Meeting”
- February 19, 2020, Board of Trustees Conference Call Meeting
- February 12-13, 2020, Board of Trustees “Special Meeting”

Annual Election of Officers

Reports

- ASUW
- Staff Senate
- Faculty Senate

Public Testimony

*[Scheduled for Thursday, March 26, from 11:00-11:30 a.m.]*

Committee of the Whole

Regular Business

Board Committee Reports *[Scheduled for Thursday, March 26, 12:15 p.m.]*

**Trustee Committees**

*[Note: Committees of the Board will provide reports during the regular work sessions and will not have a formal report to provide during the Business Meeting. Liaisons to Other Boards will provide a written report prior to the regular Business Meeting.]*

Proposed Items for Action:

- I. Approval of Agreements, Contracts, and Procurements – Evans
- II. Contracts and Grants – Jewell/Synakowski .....107
- III. Personnel – Appointment of Academic/Non Academic Employees – Miller/Theobald

Information Only Items: *[no action, discussion or work session]*

- o Contracts and Procurement Report (per UW Regulation 7-2) – Evans .....113
- o Capital Construction Report –McKinley/Mai.....118
- o Foundation Monthly Giving Report – Blalock

New Business

Date of Next Meeting: April 15, 2020 (conference call)

Adjourn Meeting

**AGENDA ITEM TITLE: Trustees Education Initiative, Reutzel**

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## **ACTUAL RESULTS 2019**

### **Trustees Education Initiative 2019 Annual Report Preamble**

The University of Wyoming Trustees Education Initiative (TEI) was launched in fall 2016 with the identification of then Executive Director, Dr. Rebecca Watts. After struggling to set a direction, TEI Innovation proposals were solicited through a “Request for Proposals (RFP)” process and were submitted to the TEI Governing Board for consideration and potential approval during fall semester 2017. Five innovations were approved during that period: 1) Mursion®, an avatar augmented reality teaching lab, 2) Ethical Educator, based on the National Association of State Directors of Teacher Education and Certification (NASDTEC) national Model Code of Ethics program, 3) WYCOLA, a lab for preparing instructional coaches to support High Leverage Practices developed by Teaching Works® at the University of Michigan, 4) WYECON, a network of Wyoming early childhood educators created to provide initial teacher licensure and professional development for practicing early childhood education professionals, and 5) CIS® a set of nationally selected and recognized common metrics for evaluating the efficacy of teacher preparation programs from the Deans For Impact organization.

After adopting five TEI innovations, the TEI leadership turned its attention to shoring up and improving existing UW College of Education programs with the guidance of Vice President and Co-Founder, Mat Frenz, from *Entangled Solutions*. The need to take the five approved TEI Innovations and embed them into a comprehensive, evidence-based model for preparing educators led to the development and approval of the now trademarked and legally registered UW-E4® educator preparation model in spring 2018. Since that time, pilots of the five TEI Innovations have been occurring to refine how these innovations can be integrated into and support the four phases of the UW-E4® model. Beginning in Spring 2019, these five TEI Innovations and the UW-E4® were moved into design and implementation phases with a firm launch of the UW-E4® Elementary Education program in Fall 2020.

What follows in this report is a description of the TEI work that has been accomplished during the 2019 calendar reporting year. This report is divided into 6 sections: 1) TEI program innovations and improvements, 2) governance and operations, 3) key partnerships, 4) public relations and marketing, 5) public accountability, and 6) budget and finance. Attachments to this report provide necessary additional documentation of the work reported.

### **Section One Trustees Education Initiative Program Innovations and Improvements**

#### **TEI Design Teams: Elementary and Special Education Program**

Nine TEI Design Teams were launched in spring semester 2019. These TEI Design Teams were given an overall charge to design implementation of all 4 phases of the UW-E4® educator

preparation model - 1) Exploration, 2) Experiential Learning, 3) Embedded Practice, and 4) Entry into the Profession. The four UW-E4<sup>®</sup> design teams were to coordinate their planning with the five approved TEI Innovation design teams - 1) Mursion<sup>®</sup>, 2) Ethical Educator, 3) WYCOLA, 4) WYECOM and 5) Common Indicator System<sup>®</sup> (CIS) metrics to integrate UW-E4<sup>®</sup> and the five TEI innovations into the Elementary Education and combined Elementary Education/Special Education teacher preparation programs by Fall 2020.

The nine TEI design teams were composed of UW faculty, K-12 faculty and administrators, WDE personnel, a State Senator, a sitting UW Trustee, parents, and others to assure broad representation of education stakeholders throughout Wyoming. The Daniels Fund Ethics Chair, Kent Noble, participated in and was a key consultant to the Ethical Educator design team. They worked together mainly via the Zoom distance conferencing platform. To assist the nine design teams, a TEI Implementation Team made up of university and school-based administration and teachers was organized to support and encourage the nine design team leaders and to ensure weekly updates of progress were shared with TEI leadership. Mr. Curtis Biggs, UW-E4<sup>®</sup> Director, supported and directed the four UW-E4<sup>®</sup> design teams. Dr. Ray Reutzel, TEI Executive Director, supported and directed the five TEI Innovation design teams.

In early March 2019, a coordinating meeting was held among the nine TEI design teams for the purposes of sharing out draft recommendations, coordinating and reducing unnecessary overlap among draft recommendations, and seeking assistance as needed from other design teams moving forward. Each TEI Design Team was provided several TEI reporting templates for reporting goals, activities, budgets and timelines as described and directed by the *Entangled Solutions Implementation Playbook*.

In April 2019, a second coordinating meeting of the nine TEI design teams was held with Chair David Bostrom attending. The purposes of this meeting were to share out the draft reports and recommendations and to receive feedback and reaction from Chair Bostrom, Dean Reutzel, and the other nine TEI Design Team Members. All nine Design Teams were to file final reports with TEI leadership team by mid-May 2019. All nine teams met this deadline. During the summer of 2019 these reports were reviewed, edited for clarity, organized for use and published at the TEI website to guide the next 3 years of TEI Implementation in the Elementary Education and combined Elementary Education/Special Education programs. These reports, including timelines, can be found at the following link on the TEI website:

<https://www.uwyo.edu/tei/design-and-implementation-teams/>

### **Program Improvements to Address State Teacher Shortages**

Wyoming, similar to other states, is now experiencing a teacher shortage. Sixty-eight classrooms in Wyoming began the 2019 school year without a licensed teacher. This shortage will likely deepen over time with 35-40% lower enrollments in teacher education programs nationally and 38% lower enrollments in UW's teacher education programs in the College of

Education. Combine this with 8% per year attrition in the ranks of current teachers, 40% of teachers in the first three years of practice who leave the profession, and an anticipated swell of 3 million more K-12 students entering the nation's schools over the next decade and the outlook for attracting and retaining highly qualified teachers appears rather dire.

The Trustees Education Initiative is taking a proactive approach to recruit, prepare, and retain more highly qualified teachers for the state of Wyoming. The state has made it known that more special education teachers are needed. Spring 2019, the UW Board of Trustees approved a new concurrent major K-12 Special Education/K-6 Elementary Education degree program at UW. Freshmen students were admitted into this recently approved program Fall 2019

For decades, the UW teacher education program only placed student teachers in nine Wyoming partner school districts and these placements were only made during the spring semester each year. In an effort to provide teacher candidates in UW's teacher preparation programs with a broader array of high quality student teaching options, student teaching is available now in 3, soon to be 4, different formats: 1) Fall semester (16 week), 2) spring semester (16 week), 3) international student teaching with the Consortium of Overseas Student Teaching (COST) (8 week U.S. placement and 8 week international placement), and 4) a year-long (32 week), partially paid internship. To make student teachers available to more Wyoming school districts, the Wyoming School University Partnership (WSUP) has agreed to require student teaching mentor teachers to complete several online training modules every other year to be allowed to mentor student teachers from the University of Wyoming. Schools districts must also be members of the WSUP to provide input about UW's teacher education program in order to receive student teachers and to meet national accreditation standards requiring collaboration between the College of Education at UW and the professional K-12 community. At present, student teachers will be placed in 20 Wyoming school districts in Fall and Spring 2020. Our first cohort of 12 UW teacher candidates completed international student teaching with COST in Spring 2019. A Memorandum of Understanding has been developed between the College of Education and Albany County School District #1 in Laramie to pilot a year-long, partially paid teaching internship in elementary education in Fall 2020. Students will student teach in the Fall and then graduate and become fully paid teachers in the Spring. This arrangement will also allow us to pilot aspects of the "Entering the Profession" induction support of our new graduates under the UW-E4® program in Spring 2021. Also, in an effort to use both time of faculty and fiscal resources more responsibly, 3 of 5 student teaching supervisory visits will be replaced with virtual visits using the Go React® system, an internet software program for viewing a student teaching observation, providing feedback for, and debriefing student teachers from a distance saving time and expenses associated with faculty travel.

As part of preparing the launch of the UW-E4® in elementary education in Fall 2020, the faculty of the elementary education program engaged in a year-long curriculum review process in which some courses were eliminated or combined and new courses were approved. Also, as part of this process, it was agreed that at least one section of elementary education courses would be offered via distance either synchronously or asynchronously Fall 2020. At present 22

courses are in the process of conversion from face-to-face delivery to asynchronous online delivery with the help of a consultant firm – *Imagine Online* for offering in Fall 2020. The College of Education, due to new distance tuition distribution policy, is committing and assuming responsibility for 60-100K annually to support the conversion of currently available face-to-face courses and modules in the teacher education programs to asynchronous online delivery and maintenance to support E2 Experiential Learning. This will take the responsibility for course conversions and development from the TEI budget and integrate it into the normal College of Education operating budget going forward.

Great teachers need support and leadership from expertly trained school principals and district superintendents to succeed in their important work of teaching young and adolescent students in schools. The University of Wyoming Trustees awarded \$350,000 of funding from Trustees reserves for engaging the *Entangled Solutions* consulting group in 2019 to perform a program sense-making and gap analysis and develop an implementation playbook for a transformed educational leadership program (See attached). In a spirit of partnership with TEI, the College of Education has committed \$100K from endowment funding (Ellbogen Dean's Excellence Funds) to support the work of the Educational Leadership Design Teams launched in Fall 2019.

The College of Education and TEI will partner once again with TEI to award a contract for \$250,000 to engage the *Entangled Solutions* consulting group in 2020 to perform a program sense-making and gap analysis and develop an implementation playbook for a transformed counselor education program – the final educator preparation program in the College to undergo a program sense-making and gap analysis and develop an implementation playbook.

The College of Education also switched national accrediting agencies from CAEP to AAQEP in 2019 as mandated by the Wyoming Professional Teaching Board (PTSB). AAQEP employs an accreditation process that values and recognizes teacher education programs for innovation and excellence rather than providing assurance of complying with minimum standards. Please see the following link to learn more about AAQEP as an accreditor for high quality teacher education programs: <https://aaqep.org>

### **Supporting a National Model: Five UW Teacher Education Program Innovations**

TEI adopted five major innovations in Spring 2018 through action of the TEI Governing Board and the UW Board of Trustees. These innovations were recommended to UW's College of Education for adoption and implementation as part to the College's educator preparation programs. Since adoption and recommendation, the College of Education has been working to adopt, adapt, integrate, and implement these five innovations into its teacher education preparation programs through a variety of pilot projects and other planning and training activities. A brief report of the progress made in 2019 on each of the five TEI program innovations: 1) Mursion®, 2) WYCOLA, 3) WYECON, 4) Ethical Educator, and 5) Common Indicator Systems® (CIS) follows.

- **Mursion®**

Mursion's® augmented reality, avatar-based technology is being used by leading national programs to prepare teachers for the challenges of teaching in today's classrooms. School systems are also using the technology to help classroom teachers and school leaders to hone their skills once on the job. For example, Mursion® is an innovative technology endorsed by *Relay Graduate School of Education's* Provost, Brent Maddin. In fact, Mursion® was lifted up as an exemplar innovation in teacher preparation at the *Relay 2017 Teacher Education Institute*. TEI is now embedding Mursion® experiences into the UW-E4® teacher preparation model in the elementary, special, early childhood, and leadership preparation programs to help classroom teachers and school leaders to hone their skills once on the job. Students find teaching in UW's Mursion® lab or using the Mursion® media cart in their classes an effective, but lower stress environment to practice teaching skills, concepts, and strategies than in real classrooms in real time because the simulations can be paused, students can receive feedback and coaching, and then re-engage in the simulation. For example, a recent use of Mursion® can be found at the following YouTube video link where secondary agricultural education majors were teaching avatar students shop tool use and safety procedures - <https://www.youtube.com/watch?v=umndAtWV77c>

- **Wyoming Coaching Lab (WYCOLA)**

Kate Muir Welsh and Kate Kniss teamed up to design WYCOLA, a year-round experience in preparing classroom coaches and K-12 teachers to develop keen observation and coaching skills to support new and established classroom teachers improve their teaching effectiveness. Each summer, a new cohort of Wyoming K-12 teachers is selected for the on-campus WYCOLA two-week kick-off training. In this week long face-to-face experience participants observe a master teacher working with K-6 students in a separate classroom. The co-directors of WYCOLA sit with the observers to identify High Leverage Practices (HLPs) being employed by the master teacher as he/she provides learning opportunities for the students in the classroom. High Leverage Teaching practices were developed at the University of Michigan's School of Education *Teaching Works®* Lab (See - <http://www.teachingworks.org/work-of-teaching/high-leverage-practices> ).

These participants learn how to coach teachers in observing, supporting, and using High Leverage teaching Practices throughout the following academic year in monthly follow-up seminars delivered state-wide using Zoom video conferencing technologies. For more on WYCOLA, please see - <http://www.uwyo.edu/tei/wyoming-coaching-laboratory/>

- **Wyoming Early Childhood Outreach Network (WYECON)**

The Wyoming Early Childhood Outreach Network (WYECON) began in earnest in Spring 2019. Dr. Nikki Baldwin, Director of WYECON, working with Becca Steinhoff, Executive Director of the Ellbogen Foundation, teamed up to develop the Wyoming Early Childhood Professional Learning Collaborative (See PDF attachment) framework drawing statewide support from Wyoming's workforce and family services, the Ellbogen Foundation, WYECON, ALIGN, Wyoming Kids First, Wyoming Quality Counts, Wyoming Statewide Training and Resource System, and Project ECHO at the University of Wyoming. This statewide collaborative initiated by WYECON's TEI Design Team has successfully secured additional funding from the sources listed above in excess of \$450K and has successfully hired nine regional early childhood education liaisons to provide much needed continuing education and professional development for established Wyoming early childhood education providers. This project is up and operating statewide in 2019!

Additionally, WYECON has supported the recent development of a proposal for and approval of a new interdisciplinary Early Childhood Education bachelor's degree (B.S.) program replacing three other early childhood endorsement and certificate programs currently offered at UW. In November 2019, the UW Board of Trustees advanced the Early Childhood Education degree proposal to the development and review stage for 2020-2021. Full approval is expected for this new degree program in 2021 with startup of the new program in fall 2021.

- **Ethical Educator**

The University of Wyoming's Ethical Educator program has been developed and be implemented in the Elementary Education UW-E4® program in Fall 2020. Based on the *Model Code of Ethics* of the National Association of State Directors of Teacher Education and Certification (NASDTEC), and modified to include ethical content recommended by the Daniels Fund Business Ethics Chair, Kent Noble, ethical training modules and presentations will be offered throughout students' progress in the UW-E4® teacher preparation model. These modules include case studies requiring teacher candidates to practice applied ethics in challenging educational scenarios. The program concludes with graduates signing an *Educator Oath of Ethics*.

Students will complete *ProEthica*® modules in an online professional development program designed to help educators balance caring for students with maintaining proper professional distance. By having teachers and school leaders think through ethical dilemmas and situations in advance, the *ProEthica*® program helps prepare them to make decisions that minimize risk and protect students.

UW's Ethical Educator program is a ground-breaking program in Wyoming and is currently being examined by *Wyoming's Professional Teaching Standard's Board* for

implementation in all teacher licensing statewide due to the increasing number and nature of ethical violations among Wyoming educators.

- **Common Indicator Systems® (CIS)**

The Deans for Impact Common Indicator Systems® (CIS) is a set of common metrics employed by a national consortium of university's to measure and evaluate effective programs and practices in teacher preparation (See - <https://deansforimpact.org/common-indicators-system-updated/> ). Carefully selected valid and reliable assessment tools examine beginning teacher characteristics that indicate later success in teaching, employer satisfaction, program completer feedback, and actual classroom observations of classroom teaching by teacher preparation program candidates and completers.

Annual reports are issued to each participating institution for their own program evaluation and improvement as well as issuing an annual report of all participating institutions aggregated data to examine teacher preparation program elements nationally that need attention to assure that teacher graduates are receiving the nation's highest quality teacher preparation.

Please see the first annual report on this consortium's data collection and results titled, *Learning Together Through Evidence: Insights from Year 1 of Deans for Impact's Common Indicators System Network* (See attachment). The UW-E4® began using two of the four CIS assessment tools in spring 2019 to collect completer and employer satisfaction data. In 2020, faculty and staff will be trained to use the CLASS teaching observation tool of the CIS metrics by *Teach Stone®* trainers. Baseline elementary education student teacher CLASS data will be gathered in spring 2020 and UW's data will be submitted and become a contributing member to the nationwide consortium of *Deans for Impact®* institutions using the CIS program metrics.

### **A National Model for Teacher Preparation Excellence: UW-E4®**

The University of Wyoming's groundbreaking, trademarked, and registered UW-E4® educator preparation model combines multiple innovations to prepare preeminent educators. It provides a national model for a student's professional teaching career journey from **E1 - career exploration**, broad-based **E2- experiential learning accessible online course modules**, and **E3- embedded practice** in Wyoming schools and other settings including augmented reality laboratory settings, to continuing support for teacher candidates after **E4-entry into the profession**.

- **UW-E4®-E1 – Exploring the Profession**

Three efforts are currently underway to recruit top-notch students in Wyoming high schools and community colleges to explore the teaching profession and self-select into the teaching profession and into the UW-E4<sup>®</sup> model teacher preparation program at UW. First, a new Education 1000 level introduction to teaching course is being developed to support the new Elementary Education program to be launched in fall 2020. This course is being developed for both face-to-face and asynchronous online delivery in collaboration with faculty from Wyoming community colleges. Second, a module-based, online curriculum is currently in development to be available to high schools and community colleges as part of UW's **Future Teachers Clubs** (FTCs) to be established in 30 locations throughout Wyoming. Third, the College of Education is using 70/30 outreach tuition split funds to employ a Coordinator of College Relations to stand up FTC's in Wyoming high schools and community colleges throughout the state as a primary means of identifying and recruiting potential teachers into the UW-E4<sup>®</sup> teacher preparation programs. As part of this effort, TEI will provide a stipend to FTC Advisors to encourage local educators to participate as advisors to students exploring the profession of teaching.

- **UW-E4<sup>®</sup>-E2 – Experiential Learning**

TEI and the College of Education have teamed up with Rick Hughes and *Imagine Online* to convert 36 elementary and special education courses from face-to-face formats to an asynchronous, online delivery format. *Imagine Online* provides professional services to assure that online courses developed are presented using the most up-to-date and high-end formats in the industry. These courses will be exciting and engaging learning opportunities for learners at UW and in the furthest reaches of Wyoming, the nation, and indeed the world, so that nontraditional students can become teachers while living and learning in their own communities. These 26 course conversions are scheduled for completion by Fall 2020.

- **UW-E4<sup>®</sup>-E3 – Embedded Practice**

The number and types of field experiences working with P-12 students has been dramatically expanded beginning with the freshman year and extending through every year of the UW-E4<sup>®</sup> educator preparation program. The new elementary and special education teacher preparation programs have worked hard to assure that students get a diverse array of experiences working in field settings from working with Avatars in the UW-E4<sup>®</sup> Mursion<sup>®</sup> lab to working in tutoring settings in UW's literacy research center and clinic; from working with small group instruction in the UW Laboratory School to student teaching in a semester, year-long, or overseas student teaching experience. Professors have worked to be sure that practicum and field experiences are carefully aligned with course content learning so as to provide quality guided practice experiences for UW teacher candidates to improve their teaching skills and strategies.

Mentor teachers selected to work with UW student teachers are required to complete and certify their knowledge of UW-E4<sup>®</sup>'s co-teaching model and other program expectations by completing five online training modules every other year to certify preparation. Students in the year-long student teaching experience must interview with the school-district providing the placement because selected students upon successful completion of student teaching will become district employees. Many of these improvements in student teaching placement and quality mentoring have been the collaborative work of the Wyoming School University Partnership (WSUP) in supporting and improving the quality of teacher candidates prepared by UW for teaching in Wyoming's schools.

▪ **UW-E4<sup>®</sup>-E4 – Entry into the Profession**

It is the ultimate aim of the UW-E4<sup>®</sup> program to support graduates in their first two years of practice in Wyoming classrooms through providing an Induction Mentor in each school district and access to a set of online modules and materials for these Induction Mentors to use to coach, support, and help new teachers adapt and adjust to the rigors of teaching in order to increase the chances that these new teachers will remain in the profession.

In spring 2021, in conjunction with the year-long student teaching pilot, aspects of the E4-Entry into the Profession induction program will be piloted and further developed. This pilot work in Entry into the Profession will be shared and linked with the ongoing teacher induction programs of the Wyoming School University Partner districts to develop a model that complements and works with Wyoming school districts.

## **Section 2**

### **Trustees Education Initiative Governance and Operations**

The **Trustees Education Initiative (TEI)**, an entity created by action of the University of Wyoming Board of Trustees in November 2014, is operated and regulated by a TEI Governing Board. Members of this board are duly elected annually as described in the *TEI Governing Board Operating Procedures*. The TEI Governing Board and TEI Executive Leadership makes an annual report of its activities to the full University of Wyoming Board of Trustees, usually in the March meeting. As necessary, other actions of the TEI Governing Board are required to be brought before the University of Wyoming Board of Trustees as outlined in the *TEI Governing Board Operating Procedures*.

#### **Annual Governing Board Elections**

The UW-TEI Governing Board is comprised of five University of Wyoming Trustees, the Wyoming State Superintendent of Public Instruction, a Wyoming School District

Superintendent, a Wyoming P-12 teacher, an at-large University of Wyoming Representative, the University of Wyoming Foundation President, the University of Wyoming President, the University of Wyoming College of Education Dean, and a University of Wyoming College of Education faculty member and student.

Elections for new UW-TEI Education Initiative Governing Board leadership was held and completed in November 2019. Three positions on the board were filled: 1) the P-12 Teacher (3 year term), 2) the at-large University of Wyoming Representative (3 year term), and 3) a College of Education student (1 year term). Newly elected officers will take their seats in March 2020. Results of the TEI Elections are reported to the University of Wyoming Board of Trustees annually, usually in the March meeting of the Board.

### **TEI Operating Procedures**

Minor changes to the *TEI Governing Board Operating Procedures* were proposed and approved in the January 2019 meeting of the University of Wyoming Board of Trustees. A copy of the revised and approved *TEI Governing Board Operating Procedures* can be found at the following link: <http://www.uwyo.edu/tei/governing-board/>

### **Trademarking and Registering the TEI Logo and UW-E4®**

At the request of former UW President, Laurie Nichols, the UW-E4® logo, TEI logo, and the UW-E4® student journey graphic have been successfully trademarked and registered for copyright and trademark protections as a nationally distinctive model. The University of Wyoming's Office of General Counsel, Mr. Shaun P. Ziegler, Attorney at Law, has collaborated with Ms. Pamela Hirschman with ***Sheridan Ross PC, Attorneys at Innovation*** in Denver, CO. to process successfully UW's application for U.S. Trademark/Service Mark for "TEI TRUSTEES EDUCATION INITIATIVE & Design" - File No. 4397-34. Our application to trademark and register the phrase "Trustees Education Initiative" was denied but the TEI Logo and UW-E4 phrase and logo were approved. We are continuing to seek approval for protection of the phrase, "TEI TRUSTEES EDUCATION INITIATIVE," with Sheridan Ross PC, Attorneys at Innovation.

### **TEI Project Staffing and Hiring**

A position description posting for a TEI Managing Director was approved and posted in December 2018. Working with **Summit Search Solutions, Inc.**, several viable candidates were identified for video and face-to-face interviews in February and March 2019. Successful candidate, Dr. Colby Gull, was hired in April 2018 and was on boarded in his new position with TEI in July 2019. The TEI Managing Director supports the roll out of new education programs - early childhood, and secondary teacher preparation programs, data collection and reporting of CIS® data to Deans for Impact®, and supervising the

implementation of TEI's five adopted innovations: 1) Mursion®, 2) Ethical Educator, 3) WYCOLA, 4) WYECON and 5) Common Indicator System® (CIS). Dr. Gull is an experienced K-12 Superintendent of Schools in both Wyoming and Idaho.

In January 2019, as part of the \$1.375M UW Trustees Special Projects Reserve funding approved by the UW Board of Trustees, a new *Coordinator of Clinical Experience Placement*, was hired in October 2019 to support statewide placement of student teaching candidates and other field experience practicums or internships for all programs in the College of Education. Three-year bridge funding provides a time for the College to move internal funds from economic efficiencies in supervision achieved through using a new distance, internet program called *Go React*®. Student teacher supervision, requiring 5 observations per semester, mileage for fleet car rental, lodging, and per diem meal expenses become very expensive in terms of money and faculty time. Students will now receive 2-3 face to face observations, but the other 2-3 student teaching observations will be conducted at a distance using the *Go React*® software program and an internet camera.

### **Section Three** **Trustees Education initiative Key Partnerships**

TEI maintains active partnerships throughout the state of Wyoming. TEI has collaborated with the Wyoming School University Partnership (WSUP), the Wyoming Community College Commission, the Wyoming Superintendents Association, and the Wyoming Business Alliance during 2019 calendar year.

The Wyoming School University Partnership (WSUP – See link: <http://www.uwyo.edu/wsup/> ) membership expanded its membership allowing the University of Wyoming College of Education to place student teachers in 24 Wyoming School Districts in 2019. Previously, the University of Wyoming College of Education placed student teachers in only 9 Wyoming School Districts. In addition, the WSUP adopted requirements for all student teaching mentors of UW student teachers to complete 5 modules of online training. This process must be completed every two years to remain eligible to receive a UW College of Education student teacher to assure that a co-teaching model is employed during the student teaching experience.

TEI worked with the Wyoming Association of School Administrators to identify state-wide teacher shortages. Local superintendents completed an online survey identifying shortage areas, and the number of teacher openings they were unable to fill for the start of the 2019-20 academic year.

TEI has also supported and worked with the Wyoming Business Alliance (Wyoba). In November, TEI was a sponsor of the annual *Wyoming Business Alliance Governor's Forum* in Cheyenne, WY. TEI had a booth and display of its programs and work to support the state with the nation's highest quality teachers from the UW-E4® national model program. We enjoyed

the banquet at this function with a number of Daniels Fund staff members from the Denver Office.

▪ **Outreach to Expert National, Regional and State Consultants**

During the 2019 year, TEI has reached out for expert support to the following national organizations:

- **Deans for Impact®**: Mr. Benjamin Riley, Executive Director and Founder, and Dr. Tracey Weinstein, VP for Data and Research (See <https://deansforimpact.org> )
- **Entangled Solutions: An Ecosystem Approach to Advancing Education®**: Mr. Michael Horn, Principal Consultant, Mat Frenz, Vice President and Partner (See <https://www.entangled.solutions> ) is a spinoff educational consulting firm connected with Harvard University's Business School and Dr. Clayton Christensen's *Disruptive Innovation Network*.
- **The Wyoming Professional Teaching Standards Board (PTSB)**: Nish Goicolea, Executive Director; Brendan O'Conner, Assistant Director (See <http://wyomingptsb.com> )
- **National Association of State Directors of Teacher Education and Certification (NASDTEC)** (See <https://www.nasdtec.net> ) – Model Code of Ethics
- **Bill Daniels Chair of Business Ethics**, Kent Noble (See <http://www.uwyo.edu/ethics/bill-daniels-chair-of-business-ethics/> )
- **Imagine Online** – Dr. Rick Hughes (See <https://www.linkedin.com/in/rick-hughes-2a24bb8> )

#### Section 4

#### Trustees Education Initiative Public Relations and Marketing

With the able assistance of Ms. Chavawn Kelley, Public Relations and Marketing Specialist, TEI has made a significant effort in 2019 to inform the state and nation of the work of the Trustees Education Initiative. The TEI Website has undergone a significant updating and a major face-lift in 2019. The TEI website is also now embedded as part of the University of Wyoming's Board of Trustees website at UW (See <http://www.uwyo.edu/trustees/> ). She has designed and published new brochures and rack card materials on UW's new Special Education program and TEI's five Innovations. In addition, Chavawn has worked with public media and marketing outlets to ensure accurate information about the Trustees Education Initiative is readily available to the public.

In 2019, Hoptocopter Films (See <https://www.hoptocopter.com> ) was contracted using the University of Wyoming President's discretionary funding to produce a new TEI public relations video titled, **What will it take?** (See <http://www.uwyo.edu/tei/> ). This film was first premiered with the **Daniels Fund** leadership at the UW annual reporting meeting held in September 2019. A new guidebook (See PDF attachment) was also produced by the same name – **What will it**

**take?** – preview copies were also presented to the **Daniels Fund** leadership at the annual reporting meeting at UW in September 2019.

As part of informing the public of the work of the TEI, Wyoming Public Radio was contracted as a partner to run thousands of quick spots on educating teachers, the importance of education, and other related topics. (See <https://www.wyomingpublicmedia.org/#stream/0> )

The Executive Director, Dr. D. Ray Reutzel, E4 Director, Mr. Curtis Biggs, and TEI Managing Director, Dr. Colby Gull have all spoken at a variety of Wyoming business and education conferences throughout the year including presentations at the **S5S Conference** of the **Wyoming Department of Education**, and **Wyoming Business Alliance Governor's Business Forum**. Dr. Reutzel has given interviews to radio and newspaper outlets in Wyoming as part of a Western Wyoming and Big Horn Basin summer tour in 2019. Dr. Reutzel has addressed **Rotary Clubs** in Wyoming as well as presenting to the **Wyoming School Boards Association**, **Week of Academic Vision and Excellence**, and the **Albany County School District #1 Board**.

The TEI leadership group also met in November 2019 with Ms. Lachelle Brandt, Governor Mark Gordon's Chief Policy Advisor in the Governor's Office in Cheyenne, WY. This meeting was well over an hour-long briefing Ms. Brandt on the work of the Trustees Education Initiative in Wyoming and talking about teacher supply in the state of Wyoming.

## **Section 5**

### **Trustees Education Initiative Public Accountability**

Accountability of the Trustees Education Initiative (TEI) is assured through required reporting of activities, operations, and fiscal management throughout the year. Executive Director, D. Ray Reutzel, provides monthly reports to Mr. David Bostrom, Chair of the TEI Governing Board. Written progress and fiscal reports are emailed on a monthly basis to Ms. Sparky Turner, Vice President for Business, Community and Government Relations, at the Daniels Fund. Finally, TEI reporting is provided monthly by Dr. Ray Reutzel, TEI Executive Director, to Dr. Kate Miller, Provost and Vice President for Academic Affairs at the University of Wyoming.

Annual reports in 2019 included an annual meeting of the TEI Governing Board held in August 2019 in Laramie, annual reporting to the University of Wyoming Board of Trustees in March 2019, and an Impact Report to the Daniels Fund on September 19, 2019. In each of these meetings fiscal reports, progress reports, and a report on TEI operations were provided orally and in writing. Finally, a written annual report, in this very document, accountability for the activities, organization and finances of TEI are reported in detail to the Daniels Fund and UW Foundation.

Beginning in 2020, TEI will be collecting and reporting data from the Common Indicator System® to **Deans for Impact** for analysis and reporting on the baseline and annual quality assessment of the **UW-E4**® program. This report from Deans for Impact will provide institutional

analysis and reporting as well as access to an annual report titled, “Learning Together” in which aggregated data from more than 14 teacher education programs nationally are examined for effective practices and areas for needed improvement.

- **Legislature and State Government**

The Executive Director and TEI Leadership Team, Mr. Curtis Biggs and Dr. Colby Gull, made annual reports to various committees of the Wyoming Legislature and to the Legislature during the Legislative Session in 2019. A TEI information luncheon was held in February 2019 for Wyoming Legislators in the Jonah Bank Building in Cheyenne wherein the activities of the Trustees Education Initiative (TEI) were presented and questions and comments were taken from the invited legislators at the luncheon.

TEI contributed significant technical expertise on the Wyoming HB 297 dealing with struggling readers and dyslexic students working with bill sponsor, Heather Fleming, the Wyoming Department of Education and the Literacy Research Center and Clinic in the College of Education. Drs. Robertson and Reutzel presented a session at the S5S, Superintendent of Public Instruction Conference, on how to implement the provisions of the Wyoming HB 297. These two literacy experts, Drs. Robertson and Reutzel, have also contributed to a document which will be revised and published on how to support K-12 schools in implementing the provisions of the Wyoming HB 297.

Executive Director, Dr. Ray Reutzel, has testified multiple times before the Wyoming Joint Education Committee, Joint Appropriations Committee, and Select Committee on School Facilities. Dr. Reutzel testified in November 2019 for more than two hours before the Joint Education Committee of the Wyoming Legislature in Cheyenne, WY. The Executive Committee of the Trustees Education Initiative met with Governor Mark Gordon on December 18, 2019 to provide the Governor with an update on the work of the UW Trustees Education Initiative.

## **Section 6**

### **Trustees Education Initiative Budget and Finance**

Each year, in December, the University of Wyoming Trustees and Administration require that all university entities, including the Trustees Education Initiative, submit an annual operational budget for review and final approval by the University Provost, President, and the Board of Trustees. A copy of the approved FY 19 annual budget for the Trustees Education Initiative is attached to this annual report.

Also, an annual Financial Report including an Income and Expense Statement, and Budget vs. Actual Expenditures Statement for 2019 is included as an addendum to this Grantee Interim Report.

Through November 30, 2019, the Trustees Education Initiative has garnered \$7,406,437 in matching fund support. Total income to date is \$4,990,084.61 and total expenses to date are \$3,216,406.13, yielding a net income of \$1,773,678.48.

Detailed explanations of variances in each budget category are provided in the TEI Financial Report.

## **ATTACHMENTS**

# WHAT WILL IT TAKE TO PRODUCE THE NATION'S HIGHEST QUALITY EDUCATORS?



UNIVERSITY OF WYOMING  
TRUSTEES EDUCATION INITIATIVE

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Guide to Transforming Educator Preparation

# "The teacher shortage is real, large and worse than we thought."

Economic Policy Institute, April 16, 2019

National

**49,000,000**

Wyoming

**93,029** (2018-2019)

K-12 STUDENTS WHOSE FUTURE DEPENDS ON SKILLFUL TEACHING

**110,000**

**68** (17 of 48 districts, Sept. 2019)

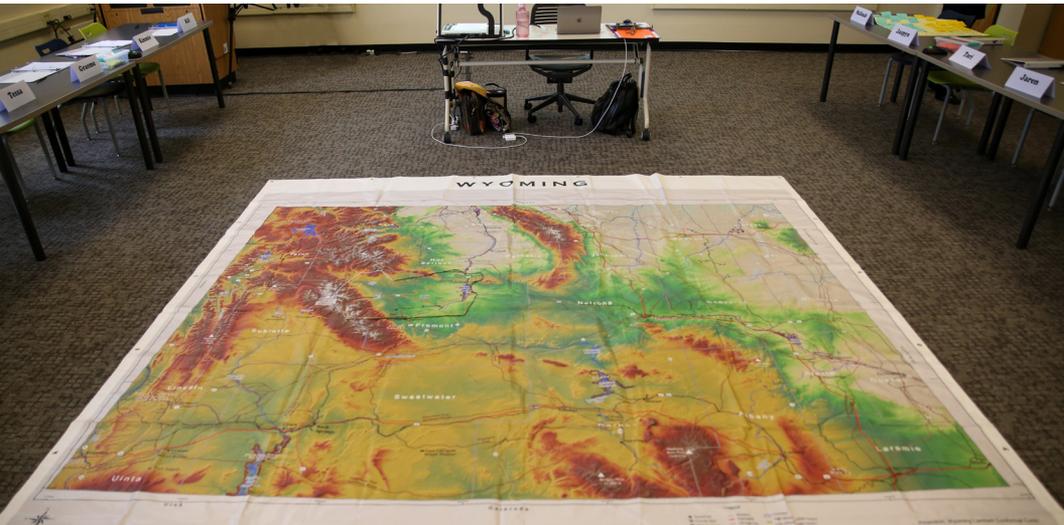
TEACHING POSITIONS UNFILLED

**-37.8** (2008-2015)

**-41** (2008-2017)

ENROLLMENT IN TEACHER PREPARATION PROGRAMS

SOURCES: Teachingworks.org, Wyoming Department of Education,  
Economic Policy Institute, UW College of Education



# WHAT WILL IT TAKE?

## TEACHERS

are the #1 in-school influence on student achievement.

## TEACHERS

matter more to student success than any other school-related factor.

## TEACHERS'

competencies, compassion, and effectiveness are not limited to a single situation but are retained even when they change schools.

## TEACHER

quality begins with excellent teacher preparation and leads to longer careers and more skillful teachers over time.

## TEACHER

quality is the North Star of the Trustees Education Initiative.

When schools can't find qualified teachers, they hire less-qualified teachers, who are more likely to quit the profession, or positions go unfilled. This hurts students, teachers, and our public education system. Communities are harmed ("Does it have good schools?"), as well as the profession as a whole.

In 2014, the University of Wyoming Trustees Education Initiative (TEI) recognized the urgency and asked, "What will it take?"

This became the catalyst for the UW College of Education to look broadly at the needs of Wyoming and UW's potential to fundamentally transform educator preparation in the state. In 2015, the Daniels Fund became a partner in the push for change.

# HERE'S WHERE WE START

The Trustees Education Initiative starts with teachers because teachers have the most immediate influence on K-12 students.

TEI starts with a student journey that takes future educators from career exploration through entry into the profession.

Augmented reality starts students interacting with avatars right from the beginning.

Ethics training gives future and practicing educators an essential context for actions and decisions.

Early childhood education gets elevated.

Partnerships maximize impact.

Results get measured.

Access expands opportunity.

TEI and the College of Education benefit from the experience and perspectives of more people and organizations through relationships and partnerships that enable us to tackle the needs of education in Wyoming together.

The full breadth of TEI is being implemented in the Elementary Education Program starting fall, 2019.

Other College of Education programs will follow, adapting and innovating and measuring results as they go.

## UW College of Education Programs

- Elementary Education
- Special Education/  
Elementary Education
- Secondary Education
- Early Childhood Education
- Counselor Education
- Educational Leadership

# UW-E4<sup>®</sup> STUDENT JOURNEY

## EXPLORATION

E1

Recruit high-quality and highly motivated students through early exposure and experience programs to increase awareness and commitment to the profession

## EXPERIENTAIL LEARNING

E2

Create a learning experience that enables all students to demonstrate and apply competencies that are most needed in the classroom

## EMBEDDED PRACTICE

E3

Design and deliver a strong extended and flexible residency program for students to gain hands-on clinical experience to prepare them for the profession

## ENTRY INTO PROFESSION

E4

Create a collaborative community of teachers, supported by an exceptional induction model that drives satisfaction and retention in the profession

## **E1 THE STUDENT JOURNEY STARTS WITH EXPLORATION**

E1 (Exploration) applies new energy to seeking out and engaging with high-quality future educators. These highly-motivated students may come from early exposure in high school, from community colleges, other fields, or other majors.

By providing opportunities for exploration, such as future educator clubs in high schools and community colleges, E1 seeks to increase awareness, provide early experience, and reinforce students' commitment, ensuring the best teachers aren't lost before they make it into the program.

## **E2 EXPERIENTIAL LEARNING GOES FURTHER**

E2 (Experiential Learning) creates deliberate, sequential, site-based learning experiences that align with coursework and help teacher candidates gain critical competencies.

This practice-based approach may begin with observing experienced teachers in a classroom or teaching lessons in a simulated classroom using augmented reality technology. It's practice with a purpose and includes high-quality feedback.

Professional Learning Communities (PLCs) will be integrated into elementary education coursework and online modules, preparing UW pre-service teachers to contribute and lead PLCs in Wyoming school districts.

Broad exposure to early childhood and grades K through 12 and a range of subjects and specialties helps students find their spark. Distance delivery allows them to make the leap without leaving their communities.

# UW-E4<sup>®</sup> STUDENT JOURNEY

**E1 EXPLORATION**

**E2 EXPERIENTIAL LEARNING**

E3 EMBEDDED PRACTICE

E4 ENTRY INTO THE PROFESSION



## **E1 EXPLORATION**

## **E2 EXPERIENTIAL LEARNING**

## **E3 EMBEDDED PRACTICE**

## **E4 ENTRY INTO THE PROFESSION**

### **E3 EMBEDDED PRACTICE PREPARES PRE-SERVICE TEACHERS**

For student teachers, E3 (Embedded Practice) includes working with experienced co-teachers. Student teachers are supported with UW-trained teaching mentors and UW faculty providing feedback using GoReact interactive video.

Student teaching is available throughout the state and includes fall, spring, or year-long residencies, as well as internships and international opportunities.

E3 is contributing to teacher quality by expanding relationships with College of Education programs and developing broad partnerships, professional learning communities, and systems of support for teacher candidates and practicing educators.

### **E4 ENTRY INTO THE PROFESSION IS SUPPORTED**

For new teachers entering the profession, the early years can be daunting. At the same time, Wyoming communities need their stellar teachers to remain in the profession and grow with experience.

Through E4 (Entry into the Profession), new teachers are supported with exceptional induction mentors and ongoing professional learning. UW and Wyoming school districts work together to ensure early success that leads to long teaching careers.



## MEET THE AVATARS

They check their phones and nod off. They stutter, falter, and comment on the color of your shirt.

They are the middle school avatars of Mursion, a large-screen interactive environment where UW pre-service teachers get a jump on teaching and classroom management skills right from year one of their training.

Mursion lets teacher candidates teach specialized content, such as math and reading, and work with children with special needs. The degree of challenge is aligned with coursework and UW-E4® objectives. Feedback contributes to skill-building, confidence, and competency.

UW's educator preparation program is among the nation's first to use Mursion to reinforce and complement direct field experience.

We are pioneering Mursion for career and technical teacher training, ethics development, new student recruitment, and early childhood education.

**Mursion lets pre-service educators start practicing long before they're ready to take the lead in real-school environments.**

# PARTNERSHIPS

WYOMING EARLY CHILDHOOD EDUCATION NETWORK  
WYOMING COACHING LABORATORY  
WYOMING SCHOOL-UNIVERSITY PARTNERSHIP



The University of Wyoming Trustees Education Initiative is built on the premise of partnership—that when we bring together creative thinkers from multiple perspectives we can produce comprehensive and sustainable change that contributes to the good of the whole system.

To thrive, children need quality teachers well before they reach kindergarten.

It's an amazing story. In 2019, the Wyoming Early Childhood Outreach Network (WYECON)—established through TEI—partnered with Wyoming Kids First—a program of the Ellbogen Foundation based in Casper, Wyoming.

At the same time, the Wyoming Department of Family Services, WY Quality Counts, and Align (a nonprofit) began to consider a new framework for delivering early childhood professional development through a system of regional trainers.

Program leaders shared a vision of improving learning outcomes for Wyoming's youngest children by elevating the quality of the early childhood programs they attend.

The Wyoming Department of Workforce Services, and programs that provide professional training were attracted. Within six months, the Wyoming Early Childhood Learning Collaborative was created, leveraging expertise and funding that to elevate early childhood education across the state.

Through the collaborative, WYECON is establishing relationships at field sites to support the expected launch of a University of Wyoming early childhood education bachelor's degree program. UW-E4<sup>®</sup> will provide the student journey model, and the program will be the first in the College of Education to be available by distance delivery as well as on campus.





## PARTNERSHIPS

WYOMING EARLY CHILDHOOD EDUCATION NETWORK  
WYOMING COACHING LABORATORY  
WYOMING SCHOOL-UNIVERSITY PARTNERSHIP



## The Wyoming Coaching Laboratory champions great teaching with a development program for Wyoming educators and UW pre-service teachers.

For two summers in Laramie, Wyoming Coaching Laboratory (WYCOLA) has assembled a laboratory classroom where a master teacher teaches a class of 25 sixth-graders. Wyoming teachers and instructional coaches, as well as UW pre-service teachers, watch the live video in another room.

They review student work and discuss high-leverage teaching practices. Students from UW's teacher education program join WYCOLA with a dedicated curriculum and College of Education instructor.

The development model also includes training for teachers who mentor UW student teachers and UW graduates entering the profession—E3 and E4 in the UW-E4® framework.

Notably, WYCOLA was created and is led by faculty members from UW and Albany County School District #1.



# PARTNERSHIPS

## WYOMING EARLY CHILDHOOD EDUCATION NETWORK WYOMING COACHING LABORATORY WYOMING SCHOOL-UNIVERSITY PARTNERSHIP

Fiscal Year	2018	2020
Partnership members	31	42

Academic Year	2018/19	2019/20
Partner school districts with UW student teachers	9	24



The Wyoming School-University Partnership was established in 1986 as a statewide collaborative group of school districts, community colleges, the University of Wyoming, and state education organizations working to simultaneously improve teacher education and renew public schooling.

The UW Trustees Education Initiative is an integral part of multifaceted efforts to transform educator preparation and increase cooperation across all levels of education.

Each school district member of the Partnership serves as a placement option for student teachers from the University of Wyoming's Elementary and Secondary Education teacher education programs.

The Partnership provides a forum for problem-solving and creates opportunities for innovation. At its heart, the goals of the Partnership are to improve education and our communities.



#### Partnership members include

- 29 School Districts
- 7 Community Colleges
- UW College of Education
- UW College of Arts and Science
- 4 statewide education organizations and state agencies



# ACCESS

## Wyoming is big in miles and small in population.

In education, new technologies, partnerships, and a doubling down of determination are closing the distance and bringing us together.

TEI is contributing by expanding access to College of Education programs and developing systems of support for aspiring educators, educator candidates, and practicing professionals.

## We are connecting communities, districts, community colleges, and people

- More schools that want student teachers are getting them.
- More student teachers are placed in the schools they want.



- UW faculty members supervise student teachers using distance technologies.
- Local teachers receive online training to mentor and evaluate UW students.
- School districts and UW provide new teachers with mentoring and professional support.
- UW works with school districts and community colleges to form future educator clubs.
- Through UW-piloted communities of practice, 50 early childhood educators use social media and video conferencing to overcome rural isolation and access professional learning.
- A new bachelor's degree program in early childhood education is expected to be the first in the college available via distance delivery.
- The UW College of Education is accelerating efforts to make ALL programs and courses available via distance delivery.

# ETHICS

We equip students with teaching methods, content knowledge, and new technology.

**Why would we not give them a solid foundation of professional ethics?**

Through TEI, the College of Education is introducing UW students to the complex and competing tensions inherent in the educator's role.

ProEthica® interactive modules and scenarios enable students to practice applying the range of tenets in the Model Code of Ethics for Educators established by education professionals in 2018.

With the UW-E4® model, we also introduce professional ethics to future educators in high schools and community colleges and share the Model Code with teachers and educational leaders throughout the state. This expands the common basis of ethical understanding across systems.

We believe this is good for educators and the students who are counting on them.

## **The Five Principles of the Model Code of Ethics for Educators**

- Responsibility to the profession
- Responsibility for professional competence
- Responsibility to students
- Responsibility to the school community
- Responsible and ethical use of technology

# METRICS

## Are our new teachers effective?

To say we produce high quality teachers, the University of Wyoming College of Education must know how our new teachers compare to others. Also, we need keen insight into our program to see where we're strong and where we should improve.

Of more than 2,100 educator preparation programs in the country, fewer than 20 are collecting an identical set of data that specifically links features of their programs to teacher effectiveness and teacher retention.

As a member of the Deans for Impact Common Indicators System Network, UW joins a national network of programs that prepare more than 4,400 new teachers each year.

By collecting and analyzing the same sets of evidence on teacher-candidate development (the common indicators), we can benefit from—and contribute to—larger efforts to improve PK-12 educator preparation across the nation.



## GOT GRIT?

Grit is the rugged edge where passion meets persistence.

Students entering the UW teacher preparation program take a survey that helps them and the program learn about their attitudes, dispositions, and beliefs. It's part of the Common Indicators System, and it includes a Grit Scale.

# BOLD CHANGE

## TRADITIONAL PROGRAMMING

<b>1</b>	<b>Student Recruitment</b>	Passive, unintentional
<b>2</b>	<b>Teacher Training</b>	Theory-based Grade-based
<b>3</b>	<b>Field Experience</b>	Limited
<b>4</b>	<b>Student Teaching</b>	Eight weeks in the spring—student takes on full teaching responsibility
<b>5</b>	<b>Student Teacher Evaluations</b>	Inconsistent evaluators
<b>6</b>	<b>Early-Career Teachers</b>	Little or no interaction with program after graduation
<b>7</b>	<b>Ethics Training</b>	Minimal or nonexistent
<b>8</b>	<b>Opportunities for Practicing Educators</b>	Limited
<b>9</b>	<b>Early Childhood Education</b>	No statewide engagement; inconsistent educational attainment and professional development
<b>10</b>	<b>Partners</b>	Stakeholders have little input
<b>11</b>	<b>Access</b>	Courses available on campus only or through lower-quality online degree providers
<b>12</b>	<b>Program Metrics</b>	No comprehensive metrics
<b>13</b>	<b>Program Innovation</b>	Notoriously resistant to change

# 13 WAYS TEI IS FUNDAMENTALLY CHANGING TEACHER PREPARATION IN WYOMING

## TRUSTEES EDUCATION INITIATIVE

E1 | Active and intentional strategies to attract the highest quality high school students, transfer students, and those changing majors or professions

E2 | Practice-based (experiential) | Competency-based (mastery)

E2 | Field experiences start early in program, include shadowing, guided observations, tutoring, internships, residencies, and international experiences, all aligned with course content

E3 | Flexible spring/fall | Expanded in-state/international | Teacher/mentors receive training | Student teacher and in-service teacher co-teach

E3 | Common Indicators | One evaluation tool shown by studies to be valid and reliable  
Used consistently to evaluate and report competencies | Evaluators receive training

E4 | Wyoming School-University Partnership and Wyoming Coaching Laboratory  
| Mentoring and support continue in coordination with school districts

Model Code of Ethics for Educators and ProEthica® program integrated into courses

Wyoming Coaching Laboratory for educators, and UW students | Online training for mentor teachers, induction mentors who work with College of Education students and new graduates

Wyoming Early Childhood Outreach Network provides support, connection, and ongoing professional development for early childhood educators

Collaborations with districts, community colleges and others contribute to program improvements

Goal: for every College of Education on-campus course and program to be accessible through distance delivery or blended face-to-face and distance. | Graduates earn a degree to be proud of | Employers, communities and students benefit from educators trained in nationally ranked programs

Student and graduate (new educator) competencies and program effectiveness are measured | Program metrics (results) guide change | Through Deans for Impact, the College of Education collaborates with other universities to use data to improve teacher preparation nationally

Embraces change. | Cultivates a culture of invigoration and innovation. | All stakeholders contribute. | No one says it's easy | But disruption, refinement and change are what it takes for preeminence to become the norm

## PROFILE: CHRIS BESSONETTE

**M.A. curriculum and instruction,  
University of Wyoming '11**

### PASSION

Supporting English Language Learners as a second-grade teacher at Munger Mountain Elementary School, Teton County School District.

### FIRST TWO YEARS

“Rather than focusing on growth, I felt like a failure, and my confidence suffered. My first school didn’t have instructional coaches or a university connection. I wonder how much of my struggle might have been alleviated if I had had that support.”

### YEARS IN EDUCATION: 21

Now teaches in a dual-language immersion classroom with a partner Spanish language teacher.

### REWARDS

Kindergarten students learning letter sounds in September and becoming readers in May. Helping second graders believe in themselves and not give up when learning gets hard.

### RECOGNITION

2018-2019 Milken Educator Award, the “Oscars of Teaching” for the nation’s highest quality educators. Includes an unrestricted cash prize of \$25,000 and a surprise ceremony at their school. According to the Milken Family Foundation, the 40 educators selected are “innovators in the classroom who are guiding America’s next generation of leaders.”



Photo: Milken Foundation

# A TRANSFORMATIONAL MODEL

At UW, we're preparing exceptional teachers, counselors, principals, superintendents, and early childhood and other leaders to lead, inspire, and raise expectations so coming generations can flourish.

We're garnering broad support and participation across Wyoming's educational system to implement the UW-E4<sup>®</sup> framework and its comprehensive innovations.

The College of Education's outstanding faculty are preparing training for teachers and adapting entire UW courses for distance and blended distance and face-to-face delivery.

Expanded access is attracting highly motivated new and experienced educators who are committed to growing their skills and contributing to their communities.

The UW Trustees Education Initiative and College of Education are committed to measuring results and responding with continuous improvement.

It's a bold, new model that serves rural needs and addresses workforce challenges. In implementing TEI, the UW College of Education is finding it to be scalable, sustainable, and transferable.

The first class of UW teacher education students to be prepared using the new model will graduate in 2023. We expect they will find their UW education to be transformational.

**“Do you want your kids to go to the best schools  
and be taught by the best teachers in the country?  
Then this is something you need to look at  
and support, because that’s what it’s going to do.”**

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**-DAVE BOSTROM *CHAIR, TEI GOVERNING BOARD***



Watch the video at [www.uwyo.edu/tei](http://www.uwyo.edu/tei)

**AGENDA ITEM TITLE: Governance Structure of the University of Wyoming,  
Brown/Theobald/Evans**

## Governance-Related Constitutional Provisions, State Statutes, Bylaws and UW Regulations

Constitution of the State of Wyoming		
Article and Section Number	Title	Summary/Language
WY CONST Art. 7, § 15	Establishment of university confirmed	The establishment of the University of Wyoming is hereby confirmed, and said institution, with its several departments, is hereby declared to be the University of the State of Wyoming. All lands which have been heretofore granted or which may be granted hereafter by congress unto the university as such, or in aid of the instruction to be given in any of its departments, with all other grants, donations, or devises for said university, or for any of its departments, shall vest in said university, and be exclusively used for the purposes for which they were granted, donated or devised. The said lands may be leased on terms approved by the land commissioners, but may not be sold on terms not approved by congress.
WY CONST Art. 7, § 16	Tuition free	The university shall be equally open to students of both sexes, irrespective of race or color; and, in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.
WY CONST Art. 7, § 17	Government of university	The legislature shall provide by law for the management of the university, its lands and other property by a board of trustees, consisting of not less than seven members, to be appointed by the governor by and with the advice and consent of the senate, and the president of the university, and the superintendent of public instruction, as members ex officio, as such having the right to speak, but not to vote. The duties and powers of the trustees shall be prescribed by law.
WY CONST Art. 7, § 23	Permanent location	The legislature shall have no power to change or to locate the seat of government, the state university, or state hospital, but may provide by law for submitting the question of the permanent location thereof respectively, to the qualified electors of the state, at some general election, and a majority of all votes upon said question cast at said election, shall be necessary to determine the location thereof; but until the same are respectively and permanently located . . . the location . . . shall be as follows: . . . The state university shall be centered at the City of Laramie, in the County of Albany.
Wyoming Statutes		
Statute	Title	Summary/Language
WY ST § 9-4-306	University building account	The state treasurer may create and maintain an account into which he shall place all monies received for the purpose of constructing and maintaining buildings at the University of Wyoming. He shall draw from the account only the sums which have been authorized by the board of trustees of the university and audited by the state auditor as provided in W.S. 9-4-304.
WY ST § 9-4-308	Crediting of federal land grant income; university account	The income described in W.S. 9-4-305(c) attributable to the lands granted to the state for university purposes under section 8 of the Act of Admission shall be credited to the university account within the permanent land income fund for the University of Wyoming, and shall be paid by the state treasurer to the treasurer of the university upon the request of the board of trustees of the university to be used for the support and maintenance of the University of Wyoming.
WY ST § 9-4-310	Permanent land fund and land income fund accounts	(a) The following accounts within the permanent land fund are established to account for revenue dedicated to certain institutions or for certain purposes accruing from grants of land contained in the Act of Admission or acts of congress, or accruing from provisions of the Wyoming constitution or Wyoming statutes:...(vi) Agricultural college account;(vii) Common school account;...(xi) University account;...(b) No appropriation shall be made from the agricultural college, common school or university accounts within the permanent land fund. (c) The following accounts within the permanent land income fund are established to be expended as provided by law:(i) Agricultural college account;(ii) Common school account;(iii) University account;
WY ST § 9-13-102 (Government Ethics; Public Officials, Members and Employees Ethics)	Definitions	(a) As used in this article:...(xiii) "Public member" means a member appointed to a part-time position on a state board, commission or council. A public member does not lose this status by receiving reimbursement of expenses or a per diem payment for services. The term includes a member of the board of trustees of the University of Wyoming and the community college commission. The term does not include a public member of an advisory board, advisory commission or advisory council;

WY ST § 12-4-501	Malt beverage permit for University of Wyoming; fee; rules and regulations	<p>(a) Upon an application to the city of Laramie for a malt beverage permit, the city shall issue a special malt beverage permit to the board of trustees of the University of Wyoming for sale of malt beverages drawn only from kegs at the student union on the campus of the University of Wyoming. The issuance of a malt beverage permit shall not be considered an alcoholic beverage permit issued on the basis of population as provided in W.S. 12-4-201...(c) The board of trustees of the University of Wyoming shall provide rules and regulations for the following:</p> <p>(i) Locations in which malt beverages may be sold; (iii) The hours and days of the operation of the licensed building, which shall be within the following limits: (A) Monday through Thursday, 3:00 p.m. to 10:00 p.m.; (B) Friday, 3:00 p.m. to 12:00 midnight; (C) Saturday, 10:00 a.m. to 12:00 midnight. (iv) Whether food may be sold in the licensed building; (v) A uniform procedure of age identification for all purchasers; (vi) Locations within the student union where malt beverages may be consumed; and (vii) Such other rules and regulations necessary to carry out the purposes of this section. (e) The board of trustees may prohibit dispensing malt beverages by any seller designated under paragraph (c) (iv) of this section, for any period less than ninety (90) days, upon information that violations of state law have occurred.</p>
WY ST § 16-3-101 (Wyoming Administrative Procedure Act)	Short title; definitions	<p>For purposes of the Wyoming Administrative Procedure Act "agency" means any authority, bureau, board, commission, department, division, officer or employee of the state, a county, city or town or other political subdivision of the state, except the governing body of a city or town, the state legislature, the University of Wyoming and the judiciary. However, in University of Wyoming v. Gressley, 978 P.2d 1146 (Wyo. 1999), the Wyoming Supreme Court held that the University is a state agency for purposes of rule-making requirements of the Wyoming Administrative Procedure Act.</p>
WY ST § 21-2-102 (The Administration of the State System of Education at the State Level; General Provisions)	Effect on functions and powers of board of trustees of University of Wyoming	<p>Nothing in this code shall be construed to limit or contravene the functions and powers of the board of trustees of the University of Wyoming as established by law in conformity with the constitution and laws of the state of Wyoming and the laws of the United States. (Therefore, the board of trustees is not bound by the Wyoming Administrative Procedure Act in contested cases, license hearings, judicial review of university decisions, etc.)</p>
WY ST § 21-2-601	Designation of boards as agencies to receive federal funds; powers of boards	<p>The board of trustees of the University of Wyoming is hereby authorized to accept any funds or grants made to the University of Wyoming by the United States to be used for education, research or other purposes. The board of trustees of the University of Wyoming is hereby authorized to accept the terms and provisions of any act of congress relating to any federal grants made for the purposes herein provided and said funds so granted or allocated to the said university shall be under the control of and expended by the said board of trustees of said university.</p>
WY ST § 21-17-101	Establishment	<p>There is established in this state, at the city of Laramie, an institution of learning to be known as "The University of Wyoming".</p>
WY ST § 21-17-102	Objects; departments	<p>(a) The objects of the university are to provide an efficient means of imparting to men and women, without regard to color, on equal terms, a liberal education, together with a thorough knowledge of the various branches connected with the scientific, industrial and professional pursuits. To this end it shall embrace colleges or departments of letters, of science and of the arts together with such professional or other departments as in course of time may be connected therewith. The department of letters shall embrace a liberal course of instruction in language, literature and philosophy, together with such courses or parts of courses in the college or department of science as are deemed necessary.</p> <p>(b) The college, or department of science, shall embrace courses of instruction in the mathematical, physical and natural sciences, together with such courses in language, literature and philosophy as shall constitute a liberal education. The college or department of the arts shall embrace courses of instruction in the practical and fine arts and especially in the applications of science to the arts of mining and metallurgy, mechanics, engineering, architecture, agriculture and commerce, together with instruction in military tactics, and in such branches in the department of letters, as are necessary to a proper fitness of students for their chosen pursuits, and as soon as the income of the university will allow, in such order as the wants of the public shall seem to require, the courses in the sciences and their practical applications shall be expanded into full and distinct schools or departments.</p>

WY ST § 21-17-103	Powers and duties of the faculty	The president and professors of the university shall be styled "the faculty", and may enforce rules and regulations adopted by the trustees for the government of students, reward and censure students as they may deserve, and generally exercise such discipline, in harmony with the regulations, as is necessary for the good order of the institution. The faculty may present to the trustees for degrees and honors such students as are entitled thereto, and in testimony thereof, when ordered by the board, suitable diplomas, certificates or other testimonials under the seal of the university, and the signatures of the faculty. When, in course of time, distinct colleges or departments of the university are duly organized and in active operation, the immediate government of such departments shall, in like manner, be entrusted to their respective faculties.
WY ST § 21-17-104	Powers and duties of the president	The president of the university shall be president of the several faculties and the executive head of all the departments. As such, subject to the board of trustees, he has authority to give general direction to the instruction and investigations of the several schools and departments, and, so long as the interests of the institution require it, he may be charged with the duties of one (1) of the professorships.
WY ST § 21-17-105	Tuition to be as nearly free as possible; number, qualifications and selection of students for reduced tuition; tuition for veterans, their spouses and children; reciprocal residency	(a) To the end that none of the youth of the state who crave the benefits of higher education may be denied, and that all may be encouraged to avail themselves of the advantages offered by the university or community colleges, tuition shall be as nearly free as possible, and it shall be reduced by five hundred dollars (\$500.00) per semester to either the university or any community college in the state, as elected by the student, to three (3) students annually from each county as are selected and appointed by the board of county commissioners therein. Scholarships under this section shall be in addition to any Hathaway scholarship awarded a student under W.S. 21-16-1301 et seq., but shall be considered for purposes of calculating unmet financial need for Hathaway need based scholarships....[Requirements for Hathaway, honors scholarships, and residency]...(h) Trustees shall through regulation provide that students receiving a Hathaway expand Wyoming scholarship in any amount shall qualify for resident tuition at the university each semester the student receives the scholarship.
WY ST § 21-17-107	Legislature to make appropriations	The legislature shall appropriate monies intended for the support and maintenance of the University of Wyoming. The appropriations shall specify the purposes for which the monies are intended and may be used. The appropriations shall apply to and include all monies received by the university from the United States for the endowment and support of colleges for the benefit of agriculture and mechanic arts. No expenditure shall be made in excess of an appropriation, and no monies so appropriated shall be used for any purpose other than that for which they are appropriated.
WY ST § 21-17-108	Agreements with boards or trustees of community colleges, school districts or university centers, collaboration with community colleges	(a) The University of Wyoming may enter into agreements with the several community college district boards or the boards of trustees of school districts providing for the joint operation of the institutions in whole or in part or for the furnishing of services, facilities and staff members of the University of Wyoming to the institution. Agreements may provide for the granting of University of Wyoming credit for collegiate work done in the institution. (b) The University of Wyoming in collaboration with the community colleges, shall establish an accrediting committee which shall determine the credit to be granted by the University of Wyoming for work taken in community colleges or university centers. In addition, the university shall cooperate with the Wyoming community college commission in developing and maintaining a common course numbering system among community colleges and the university pursuant to W.S. 21-18-202(b)(ii).

WY ST § 21-17-109	Course in field of professional health services; authority to offer; contracts with students; repayment of funds expended; deposit of repayments	(a) In addition to other powers heretofore granted to the trustees of the University of Wyoming, the board may offer and provide, in whole or in part at the university or in whole or in part at other institutions, universities or colleges within or without the state, a course of training and education in the field of professional health services including and limited to medicine, dentistry, veterinary, optometry or nursing. (b) To accomplish the purposes hereof and in order that degrees in such fields of professional health services may be awarded by the university the board of trustees may enter into contracts with other institutions, universities or colleges within or without the state that maintain schools for the training and education of students in professional health services and to expend its funds in connection therewith...(d) In addition to the requirements of subsection (c) of this section, before expending any funds the board of trustees shall obtain an agreement from each student whereby the student agrees to...[requirements of student contracts]...(f) Upon recommendation of the president of the university, the board of trustees may relieve a student of the obligation to repay amounts expended under paragraph (d)(i) of this section, in whole or in part, where repayment would cause undue hardship. The university shall annually report the number of students relieved from repayment under this subsection to the joint labor, health and social services interim committee not later than October 1. (g) Tuition and fees received by the University of Wyoming from students participating in the medical education program under this section, shall be separately accounted for by the university. These funds are to be used by the university solely for the support of education and training conducted at the university pursuant to this section. The receipt and expenditure of these funds shall be identified in the university's biennial budget request.
WY ST § 21-17-110	Regional college of veterinary medicine; University of Wyoming Board of Trustees authorized to participate	The University of Wyoming Board of Trustees may enter into agreements with the governing bodies of other universities or states for the purpose of providing for regionalized veterinary medical education and services. No final agreement is binding unless approved by the legislature.
WY ST § 21-17-111	Contracts to provide training in physical therapy	The University of Wyoming may enter into contracts with institutions, universities and colleges which maintain schools for the training and education of students of physical therapy services to provide such training and education to Wyoming residents.
WY ST § 21-17-113	Agreements with universities, colleges, associations, agencies and corporations; applicability	(a) In addition to other powers granted to the trustees of the University of Wyoming, the trustees may enter into agreements with other institutions, universities, colleges, community colleges, boards of trustees of school districts, agencies, associations or corporations, within or without the state, providing for the offering of courses or programs of instruction, in whole or in part, at, or in cooperation with, such other institutions or agencies, or for the delivery of instruction, performance of services, or provision of materials or facilities. Such agreements may provide for the granting of University of Wyoming credit or degrees for collegiate work completed pursuant to such agreements. (b) Nothing in this section alters or otherwise affects any other law authorizing the board of trustees of the University of Wyoming to offer or provide any programs or courses of instruction or to enter into agreements with other institutions, universities or colleges to provide such programs or courses of instruction, nor does any other law limit or otherwise affect the board of trustees' <u>authority under this section.</u>
WY ST § 21-17-114	Scholarship fund for students planning teaching careers authorized; eligibility; rulemaking authority granted	(a) The board of trustees is authorized to establish a tuition scholarship fund for students planning teaching careers. The purpose of this tuition scholarship fund is to encourage Wyoming students demonstrating superior academic achievement to pursue careers in teaching within the state of Wyoming. Each year the board may award scholarships to sixteen (16) Wyoming high school graduates covering five hundred dollars (\$ 500.00) per semester of the cost of tuition at the university or any community college in the state who major in education. No student is eligible to apply for a scholarship under this section unless the student or his mother, father or lawful guardian is a resident of Wyoming and has been a resident of Wyoming for at least five (5) years. Scholarships under this section shall be in addition to any Hathaway scholarship awarded a student under W.S. 21-16-1301 et seq., but shall be considered for purposes of calculating unmet financial need for Hathaway need based scholarships...(c) The board shall promulgate university regulations necessary to carry out the purposes of this section, including procedures for application and selection of recipients.

WY ST § 21-17-115	University technology transfer center program	(a) The University of Wyoming may operate a technology transfer center and provide training to Wyoming county and municipality employees regarding current trends in transportation technology. The funding of the program shall be administered by the Wyoming department of transportation....(b) The university shall annually certify the cost of the state's share of the program to the transportation commission which shall transfer the amounts specified in W.S. 24-2-110(c)(i) and 39-17-111(d)(iii)(A) to the university to be used for funding the program.
WY ST § 21-17-116	Course in field of advanced practice registered nurse in psychiatry; authority to offer; contracts with students; repayment of funds expended; deposit of repayments	(a) In addition to other powers heretofore granted to the trustees of the University of Wyoming, the board may offer and provide, in whole or in part at the university or in whole or in part at other institutions, universities or colleges within or without the state, a course of training and education in the field of nursing for advanced practice registered nurses in psychiatry. (b) To accomplish the purposes of this section and in order that degrees in advanced practice registered nurse in psychiatry may be awarded by the university, the board of trustees may enter into contracts with other institutions, universities or colleges within or without the state that maintain schools for the training and education of students in advanced practice registered nurse with a specialty in psychiatry and to expend its funds in connection therewith....(d) In addition to the requirements of subsection (c) of this section, before expending any funds the board of trustees shall obtain an agreement from each student whereby the student agrees to authorize the state of Wyoming to pay not more than ten thousand dollars (\$10,000.00) for each academic semester, or not more than two thousand five hundred dollars (\$2,500.00) for each summer session, the student is enrolled as a full-time student in an approved course of study as determined by any contract between the state of Wyoming and the school of nursing providing that education....(e) Upon recommendation of the president of the university, the board of trustees may relieve a student of the obligation to repay amounts expended under subsection (d) of this section, in whole or in part, where repayment would cause undue hardship. The university shall annually report the number of students relieved from repayment under this paragraph to the joint labor, health and social services interim committee not later than October 1. (f) Any amounts paid by advanced practice registered nurse students in psychiatry in accordance with the contractual arrangements authorized under this section effective July 1, 2008, and thereafter, shall be deposited into a special fund designated as the advanced practice registered nurse in psychiatry student fund, maintained and separately accounted for by the University of Wyoming, which fund shall be used solely for payments under subsection (d) of this section. On or before October 1 of each year, the university shall submit a report to the joint labor, health and social services interim committee on expenditures from the fund during the prior fiscal year.
WY ST § 21-17-117	School of energy resources; creation authorized; University of Wyoming energy resources council established; reports	(a) Subject to legislative appropriation, the University of Wyoming shall operate the school of energy resources...(d) The university's board of trustees shall establish the structure and policies for operation of the school of energy resources consistent with this section, and shall engage as many academic departments and colleges as possible in support of the school...(f) The university shall report annually, not later than October 1, to the joint minerals, business and economic development interim committee, the joint appropriations interim committee and the joint education interim committee regarding all revenues to and expenditures by the school of energy resources during the preceding fiscal year, accomplishments of the school of energy resources and its benefits to Wyoming's energy economy.
WY ST § 21-17-118	Student support and student financial aid fund; rulemaking authority granted	(a) The board of trustees is authorized to establish a student support and student financial aid fund for students at the university. The fund shall include those monies collected by the university pursuant to W.S. 31-2-219 and such other gifts, contributions, donations, grants, or other funds provided to the university for purposes of this section. Financial aid funded under this section shall be in addition to any Hathaway scholarship awarded a student under W.S. 21-16-1301 et seq., but shall be considered for purposes of calculating unmet financial need for Hathaway need based scholarships. (b) The board shall promulgate university regulations necessary to carry out the purposes of this section, including procedures for application and selection of recipients of financial aid under this section. Revenues in the fund established under this section shall be used exclusively for student financial aid and for projects and programs that directly support students at the university. The board shall coordinate with the University of Wyoming Alumni Association in the university's administration of the student support funds and financial aid under this section in accordance with an agreement with that association, or its successor organization.

WY ST § 21-17-119	Authority to offer course in dentistry through contracts with other institutions; contracts with students; repayment of funds expended; deposit of repayments	(a) In addition to other powers granted to the trustees of the University of Wyoming, the board may offer and provide at other institutions, universities or colleges, a course of training and education in the field of dentistry. (b) To accomplish the purposes of this section, the board of trustees may enter into contracts with other institutions, universities or colleges outside the state that maintain schools for the training and education of students in dentistry and to expend funds appropriated for this purpose in connection therewith. (c) In entering into contracts with institutions, the board of trustees shall give preference to institutions that agree to provide students with a training rotation or externship in Wyoming...(e) In addition to the requirements of subsection (c) of this section, before expending any funds the board of trustees shall obtain an agreement from each student whereby the student agrees to...[Requirements for student contracts]...(f) Upon recommendation of the president of the university, the board of trustees may relieve a student of the obligation to repay amounts expended under paragraph (d)(i) of this section, in whole or in part, where repayment would cause undue hardship. The university shall annually report the number of students relieved from repayment under this subsection to the joint labor, health and social services interim committee not later than October 1...(h) Tuition and fees received by the University of Wyoming from students participating in the program under this section, shall be separately accounted for by the university. These funds are to be used by the university solely for the support of education and training conducted at the university pursuant to this section and other graduate courses in the college of health sciences. The receipt and expenditure of these funds shall be identified in the university's biennial budget request.
WY ST § 21-17-120	Wyoming conservation corps; creation authorized; reports	(a) The University of Wyoming shall establish a Wyoming conservation corps (WCC) program patterned after similar conservation corps programs in Utah, Montana and Colorado under which students in those states have performed service on conservation projects in Wyoming. The WCC program shall begin in the summer of 2007. The WCC program shall enter into agreements with state and federal agencies and private industry under which Wyoming students shall perform conservation projects in Wyoming prior to the students performing any work under those agreements...
WY ST § 21-17-122	Accelerated baccalaureate degree in nursing for students with other baccalaureate degrees; contracts with students; repayment of funds expended; deposit of repayments	(b) In addition to the requirements of subsection (a), before granting any financial aid under this section the board of trustees shall obtain an agreement from each student whereby the student authorizes the state of Wyoming to pay not more than twenty-five thousand dollars (\$25,000.00) for financial aid while the student is enrolled in the accelerated nursing degree program...(c) Upon recommendation of the president of the university, the board of trustees may relieve a student of the obligation to repay amounts expended under subsection (b) of this section, in whole or in part, upon a finding that the monies cannot be collected. The university shall annually report the number of students relieved from repayment under this subsection to the joint labor, health and social services interim committee not later than October 1...(f) Any amounts paid by students in accordance with the contractual arrangements authorized under this section shall be deposited into a special account designated as the accelerated baccalaureate degree in nursing student account, maintained and separately accounted for by the University of Wyoming, which account shall be used solely for payments on behalf of students under subsection (b) of this section. On or before October 1 of each year, the university shall submit a report to the joint labor, health and social services interim committee on expenditures from the account during the prior fiscal year.
WY ST § 21-17-123	Program for certification of behavioral specialists	The community college commission shall cooperate with the department of health and the University of Wyoming to develop a course of training and education in the field of professional health services for behavioral specialists with an emphasis in the care of persons dually diagnosed with an intellectual disability and a mental disorder. The course may be offered at the University of Wyoming or one (1) or more community colleges, or both, in collaboration. The program shall be designed to lead to certification as a behavioral health specialist pursuant to W.S. 42-4-120(j) and rules and regulations of the department of health.

WY ST § 21-17-125	Family medicine resident program education and clinical training; contract for clinical operation; use of University of Wyoming residents, students and faculty	(a) Whenever the board of trustees deems it in the best interests of the university they may enter into one (1) or more contracts with any person, group, association or corporation for the operation of the family medicine residency program and related functions...(b) If the board of trustees deems it in the best interests of the university to enter into one (1) or more contracts for the clinical operations of the family medicine residency program, the university shall ensure that the contract requires...[list of requirements]...(c) The university may enter into separate contracts for separate facilities, and these contracts may be with multiple entities. The university may enter into separate contracts with other entities to furnish additional training opportunities for family medicine residency program physician residents and other students. (d) The University of Wyoming family medicine residency program shall include within the university's biennial budget request submitted under W.S. 9-2-1013 a report specifying at a minimum: (i) The financial condition of the clinic and all monies received and expended; (ii) Patient demographics; (iii) Physician resident data; (iv) Federally qualified health center compliance; and (v) Quality metrics.
WY ST § 21-17-201	Composition; appointment and qualifications of members generally; members ex officio; quorum	The government of the university is vested in a board of twelve (12) trustees appointed by the governor, no two (2) of whom may be residents of the same county of the state. At least one (1) trustee shall be appointed from each appointment district pursuant to W.S. 9-1-218. Not more than seventy-five percent (75%) of the members of the board shall be registered in the same political party. The governor, the president of the university, the state superintendent of public instruction and the president of the associated students of the university are members ex officio, having the right to speak, but not to vote. A majority of the board is a quorum.
WY ST § 21-17-202	Term; appointment of additional trustees; appointment of successors; vacancies; members of faculty disqualified; removal	(a) The term of office of the trustees appointed is six (6) years. During each session of the legislature, the governor shall nominate, and with the advice and consent of the senate, appoint successors to those trustees whose term of office has expired or will expire before the next session of the legislature. Any vacancy in the board of trustees caused by death, resignation, removal from the state or otherwise, shall be filled by appointment by the governor as provided in W.S. 28-12-101. No member of the faculty, while holding that position, shall ever be appointed a trustee. The governor may remove any trustee as provided in W.S. 9-1-202. (b) Effective July 1, 1979, appointments and terms shall be in accordance with W.S. 28-12-101 through 28-12-103.
WY ST § 21-17-203	To be body corporate; powers, duties and functions generally	The board of trustees and their successors in office constitute a body corporate by the name of "the trustees of the University of Wyoming". They possess all the powers necessary or convenient to accomplish the objects and perform the duties prescribed by law, and shall have custody of the books, records, buildings and all other property of the university. The board shall elect a chairman, secretary and treasurer, who shall perform the duties prescribed in the bylaws of the board. The treasurer shall execute a bond, with approved sureties in double the sum likely to come into his hands, for the faithful discharge of his duties. The term of office of board officers, their duties severally and the times for holding meetings shall be fixed in the bylaws of the board. A majority of the board constitutes a quorum for the transaction of business but a less number may adjourn from time to time, and all routine business may be entrusted to an executive committee of no fewer than three (3) members subject to such conditions as the bylaws of the board prescribe. The board may from time to time appoint and authorize a person to examine and approve for payment all legal claims against the corporation. The person shall give bond with surety approved by the board, payable to the state of Wyoming in such sum as the board may fix, conditioned on the faithful performance of his duties. A certificate of appointment signed by the chairman and secretary of the board and the bond shall be filed with the state auditor. At each meeting of the board all action taken by the person so appointed subsequent to the immediately preceding board meeting shall be submitted to the board for its approval or disapproval. The actual and necessary traveling expenses of nonresident members in attending the annual meeting of the board may be audited by the auditing committee thereof and paid by warrant on the treasurer out of the general fund of the university.

WY ST § 21-17-204	Additional powers and duties; sectarian or partisan instruction or test prohibited	(a) The board of trustees shall prescribe rules for the government of the university and all its branches, elect the requisite officers, professors, instructors and employees, a director of finance and budget and a superintendent of buildings and grounds, any of whom may be removed for cause, and fix the salary and term of office of each. The board of trustees shall prescribe the studies to be pursued and the textbooks to be used, and determine the qualifications of applicants for admission to the various courses of study. No instruction either sectarian in religion or partisan in politics shall ever be allowed in any department of the university, and no sectarian or partisan test shall ever be exercised or allowed in the appointment of trustees or in the election or removal of professors, teachers or other officers of the university or in the admission of students thereto, or for any purpose whatsoever. The board of trustees may: (i) Confer such degrees and grant such diplomas as are usual in universities or as they deem appropriate; (ii) Through bylaws confer upon the faculty the power to suspend or expel students for causes therein prescribed; (iii) Possess and use for the benefit of the institution all property of the university; (iv) Hold, manage, lease or dispose of, according to law, any real or personal estate as is conducive to the welfare of the institution; (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.
WY ST § 21-17-205	Report	The trustees of the University of Wyoming, through their chairman, shall report to the governor as required by W.S. 9-2-1014 respecting the progress, condition and wants of the university and of each school or department thereof, the course of study in each, the number of professors and students, the nature, costs and results of important investigations, and such other information as they deem important or as may be required by any law of this State, or of the United States. The secretary and treasurer of the board of trustees shall prepare an itemized report showing the receipts and disbursements for the year, the appropriation resolution for that year, the purposes for which the revenue was expended, and the amount of revenue expended upon each school or department of work, including the experiment station.
WY ST § 21-17-206	Secretary to take oath of office and administer oaths	(a) The secretary of the board of trustees of the University of Wyoming, before entering upon the duties of the office, shall take the oath of office provided for elective officers under the constitution of this state. (b) The secretary of the board of trustees of the University of Wyoming may administer oaths and affirmations to any person or persons in connection with the business of the university.
WY ST § 21-17-207	University board composition; community college ex-officio member	In addition to the members of the university board of trustees specified under W.S. 21-17-201, the director of the Wyoming community college commission shall serve as a member ex officio, having the right to speak but not to vote.
WY ST § 21-17-301	Supervision and management of farms and stations; director of experiments	(a) All the experiment farms and stations are under the supervision, management and control of the board of trustees of the University of Wyoming. (b) The board of trustees of the University of Wyoming may employ a director of experiments, who shall receive a salary fixed by the board and necessary traveling expenses, and shall perform such duties as assigned to him by the board. The director of experiments, with the approval of the board, shall...[manage the experiment station]... (e) Before purchasing any land for use in the agricultural experiment and research program at the University of Wyoming, the board of trustees shall determine the location of all lands owned by the state or any agency of the state and the use being made of such state lands. The board of trustees shall negotiate with the agency of the state responsible for the administration and control of such state lands to determine the feasibility of leasing such state lands for use in the agricultural experiment and research program providing the lands available are suitable to the purpose. Any state agency which owns or has responsibility for the administration and control of state lands shall negotiate with the University of Wyoming in leasing such lands, at the fair market value, provided the use of the land by the university is not inconsistent with the use for which the land is held by the state or agency.

WY ST § 21-17-302	Location and acreage of farms; supervision and control	(b) The board of trustees of the University of Wyoming and the department of family services shall conclude arrangements for agricultural experimental programs under their joint control to be conducted upon and in connection with farm property of the Wyoming boys' school at Worland, Wyoming, using not less than eighty (80) and not more than one hundred (100) acres of ground on the premises. The arrangements shall include provision for an apartment in the buildings of the institute as living quarters for the superintendent of programs and for availability in the operations of labor from the institute's committed personnel as selected by the superintendent of the institute and jointly controlled during their working hours by that superintendent and the superintendent of the experimental station. (c) The board of trustees of the University of Wyoming shall provide for the operation of a research station at Powell, Wyoming to conduct programs related to soils, vegetation diseases, fertilizers, insects, irrigation phases and other related factors, in order to effectuate reduction or elimination of causes detrimental to agriculture. The board of trustees of the university may also provide for the operation of a sustainable agricultural research and extension center in Goshen county, Wyoming.
WY ST § 21-17-303	Appropriation of funds	Revenue within the agricultural college account provided by W.S. 9-4-310(c)(i) is appropriated and may be used by the board of trustees of the University of Wyoming for any purpose connected with the supporting and maintenance of the agricultural college at the University of Wyoming not inconsistent or in conflict with any act of congress. The money shall be paid by the state treasurer to the treasurer of the board of trustees of the state university upon the warrant of the state auditor upon request of the board of trustees.
WY ST § 21-17-304	Acceptance of federal grants; administration	(b) Except as otherwise provided by congress or the laws of Wyoming, all money authorized by subsection (a) of this section shall be received by the state treasurer and transferred to the board of trustees of the University of Wyoming. The trustees of the University of Wyoming shall annually appropriate and designate the uses of the money received under subsection (a) of this section which shall be in conformity with the terms of the grant. (c) The board of trustees of the University of Wyoming shall have prepared necessary reports and take other actions necessary to comply with the requirements of and obtain grants and administer programs pursuant to subsection (a) of this section. Agricultural extension work shall be carried on in connection with the college of agriculture of the university.
WY ST § 21-17-305	County cooperation in extension work; districts; county agents	(a) A board of county commissioners may cooperate in extension work in agriculture and home economics in the county under the supervision of the agricultural college of the university and for that purpose may annually appropriate and expend any amount the board deems expedient so long as this levy and all levies for general county government do not exceed the constitutional mill limit...(d) The university trustees may receive and expend money from any source under the supervision of the agricultural college for the purposes of this section.
WY ST § 21-17-307	Leases authorized; scope of authority to lease	(a) The trustees of the University of Wyoming may grant mineral leases in the name of the state of Wyoming to any lands acquired in the name of the state of Wyoming for experimental farm purposes. This authority extends to those lands transferred into the control of the trustees of the University of Wyoming by chapter 99, Session Laws of Wyoming, 1923, and all other land theretofore or thereafter acquired in the name of the state of Wyoming for experimental farm purposes and now under the administration and control of the trustees of the University of Wyoming, whether or not acquired pursuant to express legislative authorization. (b) Mineral leases executed under the authority hereby granted shall be executed by such persons, shall be granted upon terms prescribed by the state board of land commissioners for the leasing of other state lands and shall include such additional provisions as the trustees of the University of Wyoming determine to be necessary to protect the surface of the lands or the use thereof for university purposes. (c) If land used for experimental farm purposes is leased under this section, and it becomes untenable for experimental purposes by virtue of mineral production or exploration thereon, the trustees shall, without unnecessary delay, obtain other lands in the same general vicinity. In all cases the land obtained, whether by grant, purchase or gift, must be within the boundaries of the same county as the land rendered untenable and must be suitable for experimental farm purposes. The trustees shall take immediate steps to reestablish an operating experimental farm on the land obtained. (d) All amounts received under mineral leases, including bonus payments, delay rentals and royalties, shall be expended for the purposes of the University of Wyoming as the trustees of the University of Wyoming may determine.
WY ST § 21-17-404 (University of Wyoming; Capital Construction Projects)	Definitions	(ii) "Board" means the board of trustees of the University of Wyoming constituting the governing body of the university and a body corporate and politic by the name of "The Trustees of the University of Wyoming", as a political subdivision of the state and means any successor governing body of the university;

WY ST § 21-17-405	Securities redeemable out of pledged revenue; board's liability; earnings test; schedule of payments; calculations of university treasurer	The bonds or other securities shall not be considered or held to be general obligations of the board but shall constitute its special obligations and the board shall not pledge its full faith and credit for payment of the bonds or securities. (b) None of the covenants, agreements, representations and warranties contained in any resolution authorizing the issuance of bonds or other securities under this act or in any other instrument appertaining thereto, in the absence of any breach thereof, shall ever impose or shall be construed as imposing any liability, obligation, or charge against the board, except the special funds pledged therefor, or against its general credit, payable out of its general fund, or out of any funds derived from taxation...(g) This section does not prevent the board from providing an earnings test in any resolution authorizing the issuance of securities or in any other proceedings appertaining thereto which test limits the issuance of any additional securities.
WY ST § 21-17-406	Payment not secured by pledge of university property	The payment of securities shall not be secured by an encumbrance, mortgage, or other pledge of property of the board except for pledged revenues. No property of the board except pledged revenues is liable to be forfeited or taken in payment of securities.
WY ST § 21-17-407	No recourse against trustees	No recourse shall be had for the payment of the principal of, any interest on and any prior redemption premiums due in connection with any bonds or other securities of the board or for any claim based thereon or otherwise upon the resolution authorizing their issuance or other instrument appertaining thereto, against any individual trustee of the board, past, present or future, either directly or indirectly through the board or the university, or otherwise, whether by virtue of any constitution, statute or rule of law, or by the endorsement of any penalty or otherwise, all such liability, if any, being by the acceptance of the securities and as a part of the consideration of their issuance specially waived and released.
WY ST § 21-17-408	Securities not state obligations; state obligations generally	(a) Any bonds or other securities issued under this act are not securities, debts or obligations of the state and are not enforceable against the state. (b) The board may not obligate the state except as provided by W.S. 21-17-409, pledge, assign or encumber in any way or permit the pledging, assigning or encumbering of any revenue paid to the university except as designated in W.S. 21-17-404(a)(xiv)(A)(I) through (VI).
WY ST § 21-17-410	Borrowing or otherwise becoming obligated to defray cost of authorized projects	(a) Where any project is otherwise authorized by law and where the board is otherwise authorized by law to issue its securities to defray the cost of the project, the board may borrow money or otherwise become obligated for the project and may evidence any obligation by the issuance of the board's securities. (b) In connection with any project so authorized, the board, except as otherwise provided, may: (i) Have and alter a corporate seal; (ii) Sue and be sued; (iii) Acquire and hold property, rights or interests therein and water rights; (iv) Dispose of unnecessary or obsolete property, or rights or interests therein; (v) Make contracts and execute all instruments necessary or convenient, as determined by the board; (vi) Acquire by contracts or by its own agents and employees, or otherwise acquire any properties as any project authorized and operate and maintain the properties; and (vii) Accept grants of money or materials or property of any kind from the federal government, the state, any agency or political subdivision thereof, or any person, upon such terms and conditions as the federal government, state, agency or political subdivision, or person may impose.
WY ST § 21-17-411	Types of securities authorized	(a) The board may issue in one (1) series or more, without their being authorized at any election, in anticipation of net pledged revenues and constituting special obligations of the board, any one (1) or more or all of the following types of securities: (i) Notes evidencing any amount borrowed by the board; (ii) Warrants evidencing the amount due to any person for any services, or supplies, equipment or other materials furnished to the board or for the benefit of the university and appertaining to an authorized project; (iii) Bonds evidencing any amount borrowed by the board and constituting long-term financing; (iv) Temporary bonds pending the preparation of and exchangeable for definitive bonds of like character and in the principal amount when prepared and issued in compliance with the conditions and limitations provided by this act; and (v) Interim debentures, evidencing any emergency loans, construction loans, and other temporary loans of not exceeding three (3) years, in supplementation of long-term financing and the issuance of bonds, as provided in W.S. 21-17-433 through 21-17-436.
WY ST § 21-17-412	Maturity dates of notes and warrants; extension or funding	Notes and warrants may mature at such time or times not exceeding one (1) year from the date of their issuance as the board may determine. They shall not be extended or funded except by the issuance of bonds or interim debentures in compliance with W.S. 21-17-433 and other provisions supplemental thereto.
WY ST § 21-17-414	Resolution authorizing issuance of securities	The resolution authorizing the issuance of any securities under this act shall describe the purpose or purposes for which they are issued at least in general terms and may describe any purpose in detail.

WY ST § 21-17-415	General criteria for securities	Except as otherwise provided, securities issued under this act shall be (a) in a form, (b) issued in a manner, at, above or below par, at public or private sale, and (c) issued with recitals, terms, covenants, conditions and other provisions, as may be provided by the board in a resolution authorizing their issuance and in an indenture or other proceedings appertaining thereto.
WY ST § 21-17-417	Conditions which may be imposed by board; interest coupons	(a) As the board may determine, bonds and other securities issued under this act except as otherwise provided shall: (i) Be of a convenient denomination or denominations; (ii) Be fully negotiable within the meaning of and for all purposes of the Uniform Commercial Code, W.S. 34.1-8-101 through 34.1-8-603; (iii) Mature at such time or serially at such times in regular numerical order at annual or other designated intervals in amounts designated and fixed by the board, but not exceeding fifty (50) years from their date; (iv) Bear interest at fixed or variable rates to be payable at a time or place whether within or without the state as determined by the board. The board may also enter into interest rate exchange agreements to properly manage interest costs with providers with a Standard & Poor's rating of at least "AA" or an equivalent rating from any other nationally recognized rating organization; (v) Be made payable in lawful money of the United States, at the office of the treasurer of the university or any commercial bank or commercial banks; (vi) Be printed at such place as the board may determine.
WY ST § 21-17-418	Board and officers to execute securities; endorsement by university treasurer; facsimile signatures	(a) Bonds and other securities issued under this act shall be executed in the name of the board, shall be signed by the chairman of the board, shall be attested by the secretary of the board, shall be countersigned by the treasurer of the board and shall be authenticated by the official seal of the board.
WY ST § 21-17-419	Redemption prior to maturity	The board may provide for the redemption of any or all of the bonds or other securities prior to maturity, in such order, by lot or otherwise, at such time or times, without or with the payment of the premium or premiums not exceeding ten percent (10%) of the principal amount of each bond or other security so redeemed, and otherwise upon such terms as may be provided by the board in the resolution authorizing the issuance of the securities or other instrument appertaining thereto.
WY ST § 21-17-420	Repurchase of securities by board	Any bonds or other securities may be repurchased by the board out of any funds available for that purpose at a price of not more than the principal amount thereof and accrued interest, plus the amount of the premium, if any, which might on the next prior redemption date of the securities be paid to the holders thereof if the securities should be called for redemption on such date pursuant to their terms. All securities repurchased shall be cancelled. If the securities may not be called for prior redemption at the board's option within one (1) year from the date of their purchase, they may be repurchased <u>without limitation as to price.</u>
WY ST § 21-17-421	Use of proceeds from issuance of securities; accrued interest and premiums	All monies received from the issuance of any securities under this act shall be used solely for the purpose or purposes for which issued and to defray the cost of the project thereby delineated. Any accrued interest and any premium shall be applied to the cost of the project or to the payment of the interest on or the principal of the securities, or both, or shall be deposited in a reserve therefor, or any combination thereof, as the board may determine.
WY ST § 21-17-422	Use of surplus proceeds	Any unexpended balance of the proceeds of securities remaining after the completion of the acquisition or improvement of properties pertaining to the project or otherwise the completion of the purpose or purposes for which the securities were issued shall be credited immediately to the fund or account created for the payment of the interest on or the principal of the securities, or both principal and interest, and shall be used therefor, subject to the provisions as to the times and methods for their payment as stated in the securities and the proceedings authorizing or otherwise appertaining to their issuance, or so paid into a reserve therefor, or any combination thereof, as the board may determine.
WY ST § 21-17-424	Creation of special funds and accounts	The board in any resolution authorizing the issuance of bonds or other securities under this act or in any instrument or other proceedings appertaining thereto may create special funds and accounts for the payment of the cost of a project, of operation and maintenance expenses, of the securities, including the accumulation and maintenance of reserves therefor, of improvements, including the accumulation and maintenance of reserves therefor, and of other obligations appertaining to the securities, any project or otherwise in connection with the university.

WY ST § 21-17-425	Authority of board to employ experts, enter into contracts for services regarding securities	(a) The board may employ legal, fiscal, engineering, and other expert services in connection with any project or otherwise appertaining to the university and the authorization, sale and issuance of bonds and other securities under this act. (b) The board is authorized to enter into any contracts or arrangements not inconsistent with this act with respect to the sale of bonds or other securities hereunder, the employment of bond counsel, and other matters as the board may determine to be necessary or desirable in accomplishing the purposes of this act.
WY ST § 21-17-426	Investment of pledged revenues	(a) The board may cause to be invested and reinvested any pledged revenues and any proceeds of bonds or other securities issued hereunder in any investments authorized under W.S. 9-4-831 and may cause the revenues, proceeds of securities and investments to be deposited, subject to any limitations appertaining thereto in section 7, article 15, Wyoming Constitution, in any trust bank or banks and secured in such manner and subject to such terms and conditions as the board may determine, with or without the payment of any interest on the deposit, including without limitation time deposits evidenced by certificates of deposit.
WY ST § 21-17-442	Refunding and refunding bonds; payment from pledged revenues	Refunding bonds may be made payable from any pledged revenues which might be legally pledged for the payment of bonds being refunded at the time of the refunding or at the time of the issuance of the bonds being refunded, as the board may determine, notwithstanding the revenue sources or the pledge of the revenues for the payment of the outstanding bonds being refunded is hereby modified.
WY ST § 21-17-443	Refunding and refunding bonds; issuance of refunding or other bonds	Bonds for refunding and bonds for any other purpose or purposes authorized by any other law may be issued separately or issued in combination in one (1) or more series by the board.
WY ST § 21-17-445	Determination of board final; exceptions	The determination of the board that the limitations imposed upon the issuance of refunding bonds or upon the issuance of other securities under this act have been met is conclusive in the absence of fraud or arbitrary and gross abuse of discretion regardless of whether the authorizing resolution or the securities thereby authorized contain a recital as authorized by W.S. 21-17-416.
WY ST § 21-17-449	Scope and general construction of W.S. 21-17-402 through 21-17-450	(a) This act constitutes full authority for the exercise of the incidental powers herein granted concerning the borrowing of money to defray wholly or in part the cost of any project authorized by the legislature appertaining to the university, or to refinance outstanding loans, or both, and the issuance of bonds or other securities to evidence loans or other obligations or to fund or refund outstanding securities, or any combination thereof, as the board may determine. (b) No other act or law with regard to the authorization or issuance of securities or the exercise of any other power herein granted that requires an approval, or in any way impedes or restricts the carrying out of the acts herein authorized to be done shall be construed as applying to any proceedings taken under or acts done pursuant to this act, except as herein otherwise provided. (c) The powers conferred by this act shall be in addition and supplemental to, and not in substitution for, and the limitations imposed by this act shall not affect the powers conferred by, any other law. (d) Nothing contained in this act shall be construed as preventing the exercise of any power granted to the board or to the university acting by and through the board, or any officer, agent or employee thereof, by any other law. (e) No part of this act repeals or affects any other law or part thereof, it being intended that this act shall provide a separate method of accomplishing its objectives and not an exclusive one.
WY ST § 21-17-451	Contingent authorization for the university to acquire the national center for atmospheric research supercomputer center facility	(a) Subject to the terms and conditions of this section, the University of Wyoming board of trustees is authorized to acquire the facility housing the national center for atmospheric research supercomputer center constructed and operated in accordance with the memorandum of understanding and final contract entered into pursuant to 2007 Wyoming Session Laws, Chapter 136, Section 336.
WY ST § 21-19-102	Authorization of supplemental retirement plan; conditions for participation	(a) Except as provided in subsections (b), (c) and (d) of this section, the governing body of any lawfully established community college or of the University of Wyoming may establish and administer a retirement plan for the benefit of certain employees of its institution by the use of a portion of the employer and employee contributions required under the provisions of the Wyoming Retirement Act.
WY ST § 36-1-118	Sale of experimental farms and stations	(a) The board of trustees of the University of Wyoming is authorized and empowered on behalf of the state to sell and to execute any document of title necessary to convey title to any agricultural experimental farm or station in Uinta county, in Laramie county and if in existence before January 1, 2003, in Goshen county, title to which is held in the name of the state of Wyoming, provided: (i) The sale is made for adequate consideration and complies with all statutory requirements; (ii) Proceeds of the sale shall be credited to the University of Wyoming.

**Bylaws of the Trustees of the University of Wyoming**

Section Number	Title	Summary/Language
Section 1-1	Appointment, Term and Authority	In accordance with the laws of the State of Wyoming (Wyo. Stat. §§21-17-201 et seq), the government of the University of Wyoming is vested in a board of twelve (12) trustees appointed by the governor, with the advice and consent of the senate, <u>for a six year term, with terms to be staggered.</u>
Section 2-3	Action in Regular and Special Meetings	At all regular and special meetings, it shall be valid to act on any subject within the power of the corporation except as <u>provided elsewhere in these Bylaws.</u>
Section 7-1	Executive Committee	The Executive Committee shall have authority to meet with the University president to exchange information and discuss issues and to act for the Trustees in all routine business matters wherein immediate decisions and actions are deemed <u>necessary for the present welfare of the University.</u>
Section 7-2	Fiscal and Legal Affairs Committee	The Fiscal and Legal Affairs Committee is responsible for assuring that the University's organizational culture, capabilities, systems and processes are appropriate to protect the financial health and the reputation of the University in all audit-related areas enumerated below. Specifically the Fiscal and Legal Affairs Committee will review the financial reporting processes, the system of internal controls, the audit process, and the process for monitoring and ensuring compliance with financial laws and regulations. It will monitor the University's internal and external auditor's findings.
Section 7-3	Biennium Budget Committee	The Biennium Budget Committee is responsible for working with University administration as it develops and submits the University's budget requests to the Governor as a state agency,
Section 7-4	Facilities Contracting Committee	The Facilities Contracting Committee is responsible for working with University administration to develop and recommend modifications to the University's facilities planning, contracting and construction policies and procedures.
Section 7-5	Financial Management and Reporting Committee	The Financial Management and Reporting Committee is responsible for taking an immediate and active role in developing a long-term, integrated and comprehensive financial management and reporting system for the University; helping develop a meaningful short-term financial reporting protocol for the Board of Trustees so that the Board can meet its fiduciary obligations; and participating in developing the University's budget structure in coordination with the financial <u>management and reporting system.</u>
Section 7-6	Honorary Degrees and Awards Committee	The Honorary Degrees and Awards Committee is responsible for recommending to the Board of Trustees the awarding of <u>both the Trustees' Award of Merit and Honorary Degrees.</u>
Section 7-7	Trustees Legislative Relations Committee	The Trustees' Legislative Relations Committee is responsible for working closely with the Governor's office and the <u>legislative leadership to develop a consensus of priorities for the University.</u>
Section 7-8	Vice President and Dean Search Committee	The Vice President and Dean Search Committee is responsible for informing the Board of Trustees of the progress of University searches for administrative officers and deans/directors of a college or school. The Vice President and Dean Search Committee may provide nonbinding feedback to the University's search committee during the recruitment process, confer with the University' search committee on the final candidate, and communicate with the full Board of Trustees as it <u>determines.</u>
Section 7-9	Academic and Student Affairs Committee	The Academic and Student Affairs Committee is responsible for (1) reviewing and making recommendations to the full Board regarding the University's academic mission, as well as policies and resources needed to realize that mission, execute UW's academic strategic priorities, ensure the quality and integrity of each of UW's academic programs, and to ensure the University remains focused on an excellent student experience whether it is on a UW Campus or at a distance; and (2) reviewing and making recommendations to the full Board regarding policies, programming and services related to student <u>engagement, wellness, development, and persistence.</u>
Section 7-10	Research and Economic Development Committee	The Research and Economic Development Committee is responsible for working with University administration to review and make recommendations to the full Board regarding policies and procedures pertaining to research compliance, core facilities, pre-award management and indirect revenue distribution. The Committee is also responsible for working with University administration to enhance the University's Technology Transfer and Research Products Center, including reviewing and making recommendations to the full Board regarding policies and procedures pertaining to inventions and copyrightable materials, technologies available for licensing, technology startup ventures, and the protection, marketing, and ultimate transfer of intellectual property to industry. In addition, this committee is responsible for working with University administration in supporting entrepreneurial business ventures, and provides recommendations to the full Board on such matters, including those pertaining to the use of the University of Wyoming Research Corporation.

Article IX	UW Regulations	Rules for the government of the University and all its branches shall be designated as "UW Regulations," which may be adopted, changed or amended at any regular or special meeting of the Trustees without prior formal notice. In order to have the status of a standing regulation, any intention to adopt, change or amend such Regulations must be presented as a <b>formal motion for action by the Trustees.</b>
Article X; Section 10-1	President of the University of Wyoming; Appointment	The President of the University of Wyoming shall be appointed by the Trustees, but no such appointment shall be made without nine affirmative votes of the Trustees. The initial term of office shall be for not less than one year, and the President shall thereafter continue in such office at the will of the majority of the Trustees, who, from time to time, shall fix his or her salary. It will be the policy of the Trustees to confer with an advisory committee from the University faculty and staff prior to the selection of a new President.
<b>UW Regulations</b>		
<b>Regulation and Section Number</b>	<b>Title of Section</b>	<b>Summary/Language</b>
UW Regulation 1-1 (Organization of the University); Section I.B.	Officers of the University; Appointment	The President of the University shall be appointed by the Trustees as provided in the Bylaws of the Trustees of the University of Wyoming...All appointments under this paragraph shall be on such terms with respect to salary, terms of employment and like matters as the Trustees may determine.
UW Regulation 1-1 (Organization of the University); Section I.C.	Officers of the University; Search Committees	1. The President of the Board of Trustees shall appoint a committee of three (3) members of the Board to serve as the Board of Trustees Vice President and Dean Search Committee to allow the Board of Trustees to be kept fully informed without interfering with the process. [Additional information about the process in Section I.C.]
UW Regulation 1-1 (Organization of the University); Section I.D.	Officers of the University; Removal	Any person appointed to an office or position pursuant to this section may be removed by the Trustees whenever in their judgment the best interests of the University will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Likewise such removal shall be without prejudice to the rights, if any, of such person as a tenured member of the faculty.
UW Regulation 1-1 (Organization of the University); Section II.A.	The Administrative Organization of the University; President of the University	Subject to control of the Board of Trustees, the President of the University is the chief executive officer of the University and is vested with powers and duties as provided by laws of this State and the Bylaws of the Trustees of the University of Wyoming. In addition to such duties, the President shall enforce UW Regulations as adopted hereof, and the President is hereby clothed with all authority requisite to these ends. Any authority or responsibility of the President may be delegated by him/her to any other member of academic personnel (faculty or academic professional) or staff of the University, but delegation of major areas of authority or responsibility shall have the prior consent of the Trustees...In the event of the termination, resignation, death or incapacity of the President, the Trustees may appoint an acting President who shall perform the duties and have the powers of the President during such time as the Board of Trustees may direct. If no acting President has been appointed by the Board of Trustees, the duties of the President shall be performed by the Provost and Vice President for Academic Affairs. The President shall serve as the ordinary channel of communication between the Trustees and academic personnel and between the Trustees and all subordinate administrative officers and staff of the internal organization. This regulation shall not be interpreted to limit the right of communication between academic personnel or other officers of the University and the Trustees or to limit the manner in which the Trustees may gain information as to the work and operation of the University.
UW Regulation 1-1 (Organization of the University); Section II.C.	The Administrative Organization of the University; Vice President for Finance and Administration	In accordance with the Bylaws, the Vice President for Finance and Administration shall serve as the Deputy Treasurer of the Trustees of the University of Wyoming, and shall exercise all duties and responsibilities incident to this position, including the receipt, custody and recording of all monies or funds payable to the Trustees, the Treasurer, the University, or any of its colleges, divisions, or departments and the disbursement or investment of such funds and monies as authorized by the Trustees.
UW Regulation 1-1 (Organization of the University); Section II.F.	The Administrative Organization of the University; Vice President for Institutional Advancement	The Vice President for Institutional Advancement shall be responsible to the President and the Board of Trustees for private fundraising and relations with donors...The Vice President...shall consult with, engage and advise the President and the Board of Trustees on all development and donor relations.
UW Regulation 1-1 (Organization of the University); Section II.I.	The Administrative Organization of the University; Director of Intercollegiate Athletics	The President shall have the authority to appoint any athletic coach with a one-year contract and shall consult with the Executive Committee of the Trustees prior to appointing any coach with a multi-year contract.
UW Regulation 1-1 (Organization of the University); Section II.J.	The Administrative Organization of the University; Director of Government Relations	The Director provides advice, assistance, and information to the Board of Trustees, the President, and other University units with respect to government relations.

UW Regulation 1-3 (Staff Senate); Section II.	Policy	The Staff Senate shall be the representative body of the University's staff employees and shall serve the following functions: A. To achieve a spirit of unity, pride, and cooperation by being recognized equally with faculty and student bodies in advising University administration. B. To provide a means of communication between staff and administration relative to issues of mutual concern. C. To provide open meetings to express, propose, represent, investigate, debate, and recommend action to University administration. D. To advise the administration of working and employment conditions and practices, including compensation, benefits, and grievances. E. To involve staff senators in University administration and to increase awareness of staff problems and opportunities.
UW Regulation 1-101 (UW Regulations and Standard Administrative Policies and Procedures); Section III	Authority	Article 7, section 17 of the Constitution of the State of Wyoming states that the "legislature shall provide by law for the management of the university, its land and other property by a board of trustees." Wyoming Statute 21-17-204 states, "The board of trustees shall prescribe rules for the government of the university and all its branches." Article IX of the Bylaws of the Trustees of the University of Wyoming provides that rules for the government of the University shall be designated as UW Regulations. The President of the University shall propose to the Board new Regulations and modifications to and repeal of existing Regulations as necessary to provide for the organization and operation of the University.
UW Regulation 1-101 (UW Regulations and Standard Administrative Policies and Procedures); Section IV	Regulations of Academic Units	The University Faculty, the Faculty Senate, the faculties of the various colleges and of other academic units, Staff Senate, or University Officers may propose Regulations to establish educational and academic policies for the University to promote the general welfare of the University, its students and academic personnel; to establish policies regarding student conduct, student life, and student organizations; and to establish faculty committees.
UW Regulation 1-101 (UW Regulations and Standard Administrative Policies and Procedures); Section V	Publication and Effect of Regulations	All UW Regulations shall be issued by the Trustees of the University, shall be in a form approved by the Trustees, and shall be published and distributed in a manner directed by the President, including being available on the University's website. All Regulations are subject to alteration, repeal, modification, termination and discontinuance pursuant to Article IX of the Bylaws of the Trustees of the University of Wyoming.
UW Regulation 1-101 (UW Regulations and Standard Administrative Policies and Procedures); Section VI	Standard Administrative Policies and Procedures	The President shall solicit input on Standard Administrative Policies and Procedures from the Faculty Senate, Staff Senate, and the Associated Students of the University of Wyoming...If the Board of Trustees amends, repeals, or adopts a UW Regulation, all Standard Administrative Policies and Procedures or other rule, policy, procedure, practice, protocol or similar convention based on or related to that Regulation shall be automatically revoked. The University President may reinstate the Standard Administrative Policy and Procedure or other rule, policy, procedure, practice, protocol or similar convention as long as it is in conformance with an amended or new Regulation.
UW Regulation 2-300 (Bylaws of the University Faculty); Article I, Section 4	University Faculty; Functions of the University Faculty	In accordance with, and subject to, the Regulations of the Trustees and applicable provisions of law, the University Faculty is responsible for the establishment of educational and academic policies for the University as a whole and the promotion of the general welfare of the University, its students and the faculty.
UW Regulation 2-300 (Bylaws of the University Faculty); Article II, Section 1	Faculty Senate; Delegation of Powers	The powers conferred upon the University Faculty by the Board of Trustees, subject to the limitations stated herein, shall be vested exclusively in the Faculty Senate established by these Bylaws, which body shall act for and in behalf of the University Faculty in the exercise of said powers.

UW Regulation 2-300 (Bylaws of the University Faculty); Article II, Section 2	Faculty Senate; Objects and Authority	<p>In the exercise of its delegated powers, subject to review and approval in accordance with UW Regulations, 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, including the following: a. To establish and review policies relating to undergraduate and graduate curricula and courses of study. b. To establish and recommend policies relating to general requirements for degrees, diplomas and certificates, and honorary degrees. c. To establish policies and standards regarding the admission, registration and dismissal of students, and other matters which relate to the education of students. d. To participate in the formulation and implementation of policy governing the status of faculty, including such matters as appointment, promotion, tenure, academic freedom, dismissal, sabbatical and other leaves of absence, travel allowance, and general economic benefits. e. To participate in planning for the development, allocation and utilization of the University's human, fiscal and physical plant resources, including the formulation of policies and procedures governing budgetary priorities. f. To consult with the Board of Trustees regarding the selection of a President of the University whenever that office shall become vacant. g. To propose amendments or additions to the Bylaws of the Trustees and UW Regulations. h. To provide the means through which any matter of interest to the faculty or pertaining to the University and its purposes may be brought to the Faculty Senate for discussion and appropriate action.</p> <p>The listing of the foregoing objectives shall not be construed as being in limitation of powers or objectives, nor as limiting the authority of any academic or administrative officer, or any college, department or division, to discharge responsibilities imposed by law or the Bylaws of the Trustees or UW Regulations.</p>
UW Regulation 2-300 (Bylaws of the University Faculty); Article V, Section 1	General Provisions	<p>In the exercise of its delegated powers, the Faculty Senate shall endeavor to provide the means by which the governing authorities of the University may be apprised of representative opinion of the University Faculty with due regard given to the general welfare of all elements of the University community. It shall strive to develop and maintain channels of <u>communication between the faculty, administration and students.</u></p>
UW Regulation 2-301 (Faculty Senate Bylaws); Section II.	The University Faculty Senate	<p>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.</p>
UW Regulation 2-411 (Academic Organization); Section IV.	Academic Schools, Divisions, or Departments	<p>Subject to the approval of the Board of Trustees, the College, School, Branch Campus, or UW Libraries may establish schools, divisions, departments and/or faculties to promote effective and representative academic programs and governance. Each school, division and/or department shall also establish Bylaws. Bylaws must be approved by 2/3 of a Faculty quorum within the school, division or department, where a quorum is defined as 50% of the Faculty within the school, division, or department. The Bylaws must be approved by the applicable Dean or Director and must be reviewed every three (3) years.</p>
UW Regulation 2-411 (Academic Organization); Section V.	Academic Personnel	<p>The college or school Faculty shall, subject to the authority of the President and the Trustees, have jurisdiction in all academic matters within the scope of the college or school, including the determination of curricula, the standards for admission to, continuation in, and graduation from the college school, except as authority is otherwise limited by maintenance of general University educational policy and correct academic and administrative relations with other units of the University. Questions of autonomy and jurisdiction between a college or school Faculty and the University Faculty or between two college faculties shall be adjudicated by the President of the University, subject to appeal to the Trustees.</p>
UW Regulation 11-5 (ASUW Student Government); Section I	Purpose	<p>The Trustees of the University of Wyoming hereby authorize and recognize the organization known as the Associated Students of the University of Wyoming (ASUW) Student Government. This organization is created to promote the general welfare of all students at the University, to represent and serve as a voice for the concerns of the student body, and to provide and regulate such other matters relating to students as are appropriate to a student government.</p>
UW Regulation 11-5 (ASUW Student Government); Section III	Programs, Services, and Operations	<p>The ASUW Student Government may establish, modify, and discontinue programs, services, and operations that benefit and promote the general welfare of the students of the University.</p> <p>The ASUW Student Government must conduct all its programs, services, and operations in accordance with University regulations, policies, and procedures.</p>

<p>UW Regulation 11-5 (ASUW Student Government); Section IV</p>	<p>Financial Matters</p>	<p>Consistent with UW Regulations, policies, and procedures, the ASUW Student Government is authorized to establish financial policies under its Constitution for the oversight of ASUW Student Government business. Through the Vice President for Student Affairs, and in consultation with the University President, the ASUW Student Government shall prepare and present for approval to the UW Board of Trustees, an annual fiscal year budget for conducting its programs, services, and operations. The ASUW Student Government is authorized to recommend to the Trustees the needed amount of ASUW fees to be assessed of all fee-paying students for the support of ASUW-sponsored programs, services, and operations. The ASUW Student Government is authorized to create and implement a process for the annual review of all mandatory student fees and program fees, including recommendations of changes to a fee proposal. The ASUW Student Government shall provide any recommendations to the Vice President for Student Affairs and the University President. The ASUW Student Government is authorized to review and recommend changes to any University Regulations or policies that oversee the collection and use of mandatory student fees and program fees. The ASUW Student Government shall provide any recommendations to the Vice President for Student Affairs and the University President. The ASUW Student Government is authorized to allocate student fee receipts under its control to ASUW programs, services, and operations, and to UW Recognized Student Organizations. The ASUW Student Government is authorized to create reserve funds, as it deems appropriate. The ASUW Student Government is authorized to establish endowment funds at the University Foundation, with the approval of the Board of Trustees, which are in accordance with Foundation rules and regulations and/or any applicable State or Federal laws in force at the time an endowment is created. The ASUW Student Government is authorized to create and implement policies for the acquisition, use, and disposal of ASUW-acquired equipment. The ASUW Student Government is authorized to create and implement policies for the allocation and use of ASUW funds for travel by persons representing the ASUW Student Government or representing an organization or program to which the ASUW Student Government has allocated funds. The ASUW Student Government is authorized to create and implement policies for awarding and enforcing contracts related to its programs, services, and operations, in accordance University regulations, policies, and procedures.</p>
<p>UW Regulation 11-5 (ASUW Student Government); Section V</p>	<p>Personnel</p>	<p>The ASUW Student Government is authorized to create full-time, part-time, and student employee positions to assist in the support and direction of its programs, services, and operations.</p>

# Shared Governance: Changing with the Times

## **ABOUT AGB**

Since 1921, the Association of Governing Boards of Universities and Colleges (AGB) has had one mission: to strengthen and protect this country's unique form of institutional governance through its research, services, and advocacy. Serving more than 1,300 member boards, 1,900 institutions, and 40,000 individuals, AGB is the only national organization providing university and college presidents, board chairs, trustees, and board professionals of both public and private institutions and institutionally related foundations with resources that enhance their effectiveness.

## **ACKNOWLEDGMENTS**

AGB is grateful to The Teagle Foundation for its support of this project on shared governance. AGB is indebted to David Maxwell, president emeritus of Drake University and AGB senior fellow, for his leadership of this project on shared governance—for being the chief listener among us, for writing this paper, and for caring deeply about the future of shared governance and higher education.

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# Shared Governance: Changing with the Times

## PREFACE

Shared governance is one of the basic tenets of higher education, and yet there is considerable evidence that it is not generally well understood by its primary participants—faculty members, presidents, and members of boards of trustees.<sup>1</sup> Shared governance policies, regardless of their clarity or familiarity to key constituents, are central to the operation of most American colleges and universities, and effective shared governance creates a healthy campus environment that can more easily act on needed change and emerging opportunity.

In its ongoing commitment to member education and advice on this subject, AGB has undertaken a project that explores in depth the state of shared governance and how it is changing. The project has several goals<sup>2</sup>:

- Evaluate the level of general understanding of shared governance by board members, presidents, and faculty members (the three parties to shared governance formally identified in the 1966 American Association of University Professors' "Statement on Shared Government of Colleges and Universities")
- Assess the ways shared governance is currently practiced
- Provide guidance to institutional leadership (board members, presidents, and faculty) on ways to strengthen shared governance

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<sup>1</sup> A note on vocabulary: members of college and university governing boards are known by a variety of titles—this paper will use "trustees"; the chief executive officers of institutions and systems are generally called "presidents" or "chancellors"—"president" will be synonymous with CEO in this paper; participants in our study came from individual institutions as well as from multi-campus system leadership in some cases, but it is not necessary to differentiate between the two in our findings, and we use "campus" or "institution" throughout.

<sup>2</sup> An overview of AGB's present initiative on shared governance is provided in Appendix I.

Building upon AGB's study published in 2016, "[Shared Governance: Is OK Good Enough?](#)" this report provides qualitative information on the state of shared governance. AGB conducted a number of "listening sessions," or focus groups, consisting each of board members, faculty members, and presidents (usually 15-20 participants in each session). The sessions were conducted at the annual meetings of the Association of American Colleges and Universities (faculty), the American Council on Education (presidents), the American Association of University Professors (faculty), and AGB's National Conference on Trusteeship (board members and presidents).

In advance of each listening session, participants were sent a list of questions, as well as an outline of the basic tenets of AAUP's "Statement on Government of Colleges and Universities," so they could reflect on the topic in advance.<sup>3</sup>

Over 200 board members, presidents, and faculty members took part in the listening sessions; faculty members accounted for roughly half of that number, presidents about one third, and the remainder were board members. The participants were essentially evenly divided between independent and public institutions. In addition, members of the project's Advisory Council<sup>4</sup> provided important input and feedback, as did AGB's Board of Directors.

The discussions were frank, honest, and lively, and provided a broad range of insights into and perspectives on the state of shared governance at America's colleges and universities. This report presents the key themes we heard from participants and an independent analysis of implications.

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<sup>3</sup> See Appendix II for the questions addressed in the listening sessions.

<sup>4</sup> See Appendix III for a list of Advisory Council members.

## I. INTRODUCTION

Shared governance is the process by which various constituents (traditionally governing boards, senior administration, and faculty; possibly also staff, students, or others) contribute to decision making related to college or university policy and procedure. When done well, shared governance strengthens the quality of leadership and decision making at an institution, enhances its ability to achieve its vision and to meet strategic goals, and increases the odds that the very best thinking by all parties to shared governance is brought to bear on institutional challenges. When done well, shared governance engenders an institutional culture of collective ownership and accountability for the institution's present and future. Further, when faculty, administrators, and boards are actively and collaboratively involved in decision-making processes, decisions are implemented more quickly and more effectively. But strong shared governance also takes effort to cultivate and maintain; it is a tradition unique to the higher education sector, but even senior administrators and faculty—let alone board members, who tend not to be academics<sup>5</sup>—usually lack formal training on the subject. Knowing how shared governance works, how it should work, or how it might work differently, is not second nature to any of the parties involved in it.<sup>6</sup>

To consider shared governance pragmatically means asking questions that go beyond principles. While AGB agrees that the AAUP's "Statement on Government of Colleges and Universities" remains an important touchpoint more than 50 years after its creation, it is important to understand the ways in which shared governance is practiced today. Shared governance is more than an artifact of academic values (though it may be that as well). Effective shared governance is an essential vehicle for ensuring an institution's capacity to thrive.

Making shared governance work is often challenging for a variety of reasons, as this paper will demonstrate, but in a period of challenge, stress, and change for higher education, it is more important than ever that shared governance works well. Because times have changed in the higher education sector, it is also important to ask whether and how the practice of shared governance has adapted and whether further change is necessary.

Where the practice of shared governance today departs from that of the past, important questions arise. Do new approaches uphold established principles or threaten them? Do they complement tradition or replace it? Further, what does a new way of practicing shared governance today suggest for the future?

Five basic assumptions about shared governance underlie this project:

1. The fundamental principles and practice of shared governance in higher education are essential to the health, vitality, and future of America's colleges and universities.
2. There is wide disparity in the ways in which shared governance is understood and practiced on the nation's campuses.
3. The specifics of the practice of shared governance, as codified in constitutional documents (e.g., bylaws, faculty handbooks, policies, etc.), must also be embedded in an institution's unique narrative and shared aspirations to succeed. There is no universal set of practices that will serve all institutions well.

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<sup>5</sup> AGB's most recent research shows about 9.5% of board members in independent institutions and 8.8% of those in public institutions have a professional background in higher education (see [Policies, Practices, and Composition of Governing and Foundation Boards 2016](#), AGB Press, 2016).

<sup>6</sup> While the research reported here focuses on trustees, presidents, and faculty members, AGB acknowledges the value in accounting for students, staff, and other voices on many issues.

4. In the face of a broad range of challenges to the effectiveness of the model, the practice of shared governance is often under extreme stress and requires thoughtful, inclusive, and collaborative review.
5. The project does not question the traditional allocation of authority and responsibility as specified in the AAUP's "Statement on Government of Colleges and Universities"; its focus is specifically on the ways in which the principles of shared governance as articulated in that document are manifested in the governance structures, practices, and cultures of the nation's campuses.

Shared governance has an essential, constructive role to play in the future of higher education. While there are common threshold conditions for effective shared governance (see below), there is no one set of best practices that fits all institutions. Revitalizing shared governance—and adapting it to meet changed realities—must begin with greater understanding of how shared governance works today.

## II. FINDINGS AND IMPLICATIONS

The following themes are useful in understanding key takeaways from the listenings: 1) making sense of shared governance policies; 2) aligning structures with goals; 3) cultivating working relationships; 4) upholding principles of best practice, and; 5) confronting special circumstances. Each category is addressed separately below, beginning with a description of thematic findings and concluding with a discussion of implications.

### *What We Heard: Making Sense of Shared Governance Policies*

#### A. Lack of Consensus on What Shared Governance Is:

In *Shared Governance in Times of Change: A Practical Guide for Universities and Colleges*, author Steven Bahls overviews four perspectives on shared governance (the first three of which he appropriately identifies as inadequate):<sup>7</sup>

- Shared governance as equal rights to governance
- Shared governance as consultation
- Shared governance as rules of engagement
- Shared governance as a system for aligning priorities

With these definitions in mind, it was clear in our discussions that there was a significant divergence among participants on what shared governance actually *means*, and how it should be operationalized. This was not only apparent among different institutions but in a number of cases among board members, presidents, and faculty of the same institution.<sup>8</sup>

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<sup>7</sup> Steven C. Bahls, *Shared Governance in Times of Change: A Practical Guide for Universities and Colleges* (Washington, D.C.: AGB Press, 2014), pp. 19-34.

<sup>8</sup> This finding is consistent with prior survey research, which found substantial differences between presidents and board members respectively on the question of how shared governance currently operates and how it should operate. (See: "*Shared Governance: Is OK Good Enough?*" (AGB, 2016.)

## B. The “Statement on Government of Colleges and Universities”

The statement, created and adopted by the AAUP and endorsed by the American Council on Education and AGB in 1966, continues to be the bedrock on which shared governance in most of America’s colleges and universities is based. But a number of participants raised the question of whether or not that document is still effective in serving that purpose. Participants noted the many challenges facing higher education governance in the 21st century—particularly the sustainability of the financial model, changing student demographics, dramatic changes in the composition of faculty, and increased demands for both inclusion and accountability—as factors that suggest that a review and/or update of the statement might be a useful service to the higher education community. To be clear, no one questioned the fundamental principles of shared governance that inform the statement. The questions focused on whether or not it continues to provide full and appropriate guidance in today’s environment.

## C. Process vs. Outcomes

Many participants in our conversations noted that, in their experience, discussions about shared governance tended to focus on process, structure, and areas of authority/accountability in decision making. While these topics were recognized as important, discussants emphasized the importance of prioritizing discussions about governance—and focusing the practice of governance itself—on *outcomes*. How does shared governance relate to institutional outcomes—the education of students, measurable learning outcomes, retention and completion, quality of the student experience, career and graduate school placements, research productivity, and service to the community?

In this context, participants emphasized the importance of connecting the governance structure and practice to the institution’s strategic plan. If governance conversations are not focused on the aspirations and priorities of the institution, then they can become inward-looking and focused on prerogative rather than progress. Clear and inclusive (or shared) institutional direction may not reduce disagreement among constituents, but it can help ensure disagreements are more often substantive and constructive. This view is entirely consistent with contemporary wisdom on strategic governance. For example, as applies to board governance:

... boards of organizations increasingly do well to set their fiduciary responsibilities within a strategic framework... which can set the terms for the board’s place in the strategic leadership of the organization.<sup>9</sup>

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<sup>9</sup> Richard Morrill, “Collaborative Strategic Leadership and Planning in an Era of Structural Change: Highlighting the Role of the Governing Board,” *Peer Review*, 15, no. 1 (Winter 2013).

#### D. Authority vs. Accountability

Participants observed that discussions about shared governance have focused almost exclusively on the notion of “authority” (i.e., who has control over what, and who gets to make which decisions). Bahls refers to this as the “rules of engagement” approach to shared governance. While the respective areas of authority accorded boards, presidents, and faculty remain foundational, there was a meaningful shift in our discussions: the word “authority” was often accompanied by an emphasis on “accountability.” This is far more than a semantic issue; it reflects a seismic shift—particularly on the part of boards, but on the part of presidents and faculty as well—to the recognition that they are being held, and must hold themselves, accountable for the decisions to which they contribute.

##### *Implications: Making Sense of Shared Governance Policies*

- Shared governance is complex. It requires action from multiple people serving in a variety of roles; regular policy review, habitual reflection on policy implementation, and ongoing dialogue should be sought by all involved and ensured by the board. One’s sense of authority in a matter should closely follow one’s accountability for the outcome.
- Board members are responsible for the effectiveness of institutional policies, including shared governance. Boards must hold themselves accountable first and foremost for ensuring shared governance both reflects core academic values and supports institutional progress.

#### ***What We Heard: Aligning Structures with Goals***

##### A. Committee Structures

As participants made clear, boards and presidents are often finding that the formal committee structure of the board (as codified in the bylaws and other “constitutional” documents) is not well-suited to addressing the major strategic challenges and opportunities facing them. These issues—such as financial sustainability, student demographics, enrollment challenges, strategic planning, campus climate, Title IX, etc.—do not fall neatly into the “buckets” of the usual board committees. Board committees, and even faculty senate committees, often parallel administrative divisions—e.g., finance and budget, enrollment, academic affairs, student life, etc.

An increasingly common practice in addressing these major issues is the creation of task forces composed of those with the experience and expertise to best explore the issue and options, and make recommendations to the board and the administrative leadership. These task forces (or *ad hoc* committees) often include membership of other stakeholders in addition to board members—administrators and staff, faculty, and students, depending on the nature of the issue.

This practice (and other strategies for bringing stakeholders together to consider important issues) reflects one of the points emphasized in our discussions with the project’s Advisory Council: strong shared governance is dependent not so much on formal structures as on organizational cultures in which members of the organization have a sense of ownership, responsibility, and accountability for the institution’s health, vitality, and relevance.

##### *Implications: Aligning Structures with Goals*

- Governance that is properly aligned with strategic goals may benefit from *ad hoc* structures that recognize standing board or faculty committees are not best-suited for a given task for reasons such as timing, workload, and expertise.
- Whether boards, presidents, or faculty senates seek to empower special committees, the organizing authority should anticipate legitimate concerns about shared governance principles and should ensure that the values of the community are being upheld.

## *What We Heard: Cultivating Working Relationships*

### A. Knowledge Silos

Participants in all three categories in our listening sessions (board members, presidents, and faculty) acknowledged—and indeed emphasized—that there is a huge information gap between boards and faculty. They noted that board members often have very little—if any—understanding of the nature of faculty work, of the nature of academic culture, of the real meaning of academic freedom, and of the history and importance of faculty self-governance and the faculty role in shared governance. At the same time, faculty members appear to have little knowledge of a board's roles and responsibilities and about how and why board members are chosen to serve.

It is not surprising that these gaps in knowledge are often filled by unsubstantiated assumptions about the “other” that are significant obstacles to the kinds of mutual respect and trust essential to effective shared governance.

This lack of mutual knowledge and understanding has at least one obvious cause. AGB survey data indicate that slightly less than two-thirds of institutions address the roles and responsibilities of faculty governance in their board orientations, barely half review the processes of academic decision making, and less than half address the concept of academic freedom. At the same time, only 34 percent of independent institutions and 48 percent of public institutions address the roles and responsibilities of the governing board in their faculty orientations.<sup>10</sup>

Providing a more robust focus on these issues in faculty and board orientations is the most apparent solution. But it is also clear that intentionally creating opportunities for board members and faculty to interact outside the formal governance structure—from serving on cross-functional *ad hoc* committees or task forces, to holding face-to-face discussions about institutional governance policy and practice, to hosting social interactions—can go a long way toward mitigating this problem.

### *Implications: Cultivating Working Relationships*

- All faculty can be more effective institutional citizens if they understand the fundamental role of the board. Board members can serve more effectively if they understand the essential work of the faculty. Board members and faculty are responsible for demonstrating curiosity about the work of the other and inviting meaningful dialogue. The board as a whole is responsible for ensuring constructive opportunities for learning and collaboration become commonplace.
- Senior administrators can play a key role in either facilitating constructive interactions or stifling them. Today's senior administrators would do well to become adept at facilitating strong working relationships between the board and faculty.

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<sup>10</sup> Ibid., 14-15.

## *What We Heard: Upholding Principles of Best Practice*

### A. Cultural Markers of Shared Governance

We heard a lot of blame attributed to the “other” in our discussions: boards and presidents who see faculty decision making as too slow; presidents who feel that faculty want authority without accountability; faculty who criticize presidents for lack of communication and transparency, and who claim that their boards do not understand the institution; and boards who claim that they’re being kept in the dark about critical issues at the institution.

In all of our discussions—with trustees, presidents, and faculty members—seven words emerged with frequency: *trust*, *collaboration*, *communication*, *transparency*, *inclusiveness*, *honesty*, and *integrity*. All groups emphasized that these concepts and behaviors were critical to successful and effective shared governance and, even more, to the health and vitality of the campus culture.

Two takeaways were clear from our discussions on these markers that indicate a healthy governance model: 1) They do not happen by accident but rather as the result of sustained and intentional efforts on the part of board, administration, and faculty leadership; 2) As noted earlier, when commitment to these principles are well established in the culture of the institution, the importance of formal structure retreats somewhat into the background. And, as we heard, commitment to upholding these principles is a prerequisite factor for boards, presidents, and faculty to consider new approaches to institutional challenges and opportunities without innate opposition.

### B. Inclusiveness

Participants frequently pointed to three concerns about the 1966 statement as it relates to the contemporary environment on America’s campuses: 1) while the document notes that, “Ways should be found to permit significant student participation within the limits of attainable effectiveness,” it does not provide much guidance for dealing with contemporary student demands for a greater role in institutional decision making; 2) the statement has nothing to say about the role of staff, and; 3) while noted in separate AAUP guidance,<sup>11</sup> the statement itself does not address the significant presence of contingent faculty in our colleges and universities.

Participants emphasized repeatedly that it is vital that institutional and board leadership find ways outside the formal governance structure to incorporate the voices of all faculty, staff, and students in the campus discourse on issues of importance, to take those voices seriously, and to include those voices in ways that the stakeholders themselves find valuable.

We heard a variety of approaches to the issue, including faculty and students serving on governing board committees or task forces that addressed important strategic issues. Alternatively, some participants cited the use of regular forums (retreats, conferences, convocations), where cross-constituent groups might discuss and debate matters that affect the institution’s future. We also heard from some participants that voting positions on the governing board had been created for representatives of different constituencies. AGB does not recommend adding vote-holding positions on a governing board that are representational in nature.<sup>12</sup>

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<sup>11</sup> In both “The Status of Part-Time Faculty” (1980) and “The Inclusion in Governance of Faculty Members Holding Contingent Appointments” (2012), the AAUP offers a series of policy recommendations on the part-time faculty role in governance.

<sup>12</sup> According to a recent [AGB survey](#), a number of governing boards include voting representatives from the following groups: faculty (10.9% public; 15.4% independent), students (44.9% public; 9.7% independent), staff (4.8% public; 19.1% independent), and alumni association (43.7% public; 55.3% independent).

### C. Simultaneous and Collaborative vs. Serial and Discrete Governance

Board members and presidents in particular lamented the length of time required to make important decisions in the most common approaches to shared governance. They expressed the concern that the current practice of shared governance impedes an institution's ability to be agile, flexible, and responsive in a rapidly changing environment—whether the issue was taking advantage of opportunities or responding to acute challenges.

As a typical example, a proposal for a new academic program that comes from the faculty requires the scrutiny and approval—sequentially—of: the department members and chair; in many cases, the faculty senate; the dean of that particular unit; the provost/vice president for academic affairs; the president; the academic affairs committee of the board; and the full board of trustees. At each stage of that process, questions are asked about the need for the new program (such as student and/or workforce demand), whether or not the institution has the human and financial resources to support it, what the facilities and equipment needs are, and so on. In many institutions, that process can take more than one academic year—something that most board members find puzzling and frustrating and that also increases the likelihood that the circumstances that justified the program's development may no longer be operative at the time of implementation (for instance, competitor institutions have launched the same program in the meantime).

At the same time, many board members feel that by the time a proposal reaches them, “all the interesting and important discussions have taken place already,” and they are just being asked to “rubber stamp” the motion for approval. While recognizing that the substance of curricular matters is the province of the faculty, board members felt that: 1) participation by specific board members in these discussions could provide useful expertise and perspective; and 2) involving board members in ways that respect the responsibility delegated to the faculty can contribute to healthy board member engagement more broadly.

It must be emphasized that some faculty may well find participation by board members in discussions about curricular matters to be problematic—ranging from inappropriate to intimidating. Any such efforts in that direction should be undertaken at the initiative of faculty and academic leadership, with all due sensitivity to the potential concerns that might arise.

Importantly, faculty participants observed (often with compelling examples from their own experience) that administrators and board members often use words such as “agility,” “flexibility,” and “responsiveness” as code for “we can't involve the faculty in this discussion/decision because it will take too long.” Other faculty members expressed that excessive concern about the market might divert the institution from its mission and core values.

#### *Implications: Enacting Principles*

- All parties to shared governance should strive to identify processes that allow for timely decisions on critical issues while not losing the thoughtfulness, deliberation, and consideration of multiple viewpoints that characterize academic decision making.<sup>13</sup>
- Commitments to trust, collaboration, communication, transparency, inclusiveness, honesty, and integrity pay dividends, and all parties should put sustained effort into cross-constituency relationships.

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<sup>13</sup> As an example of this approach, see *A BHEF Case Study: Equipping Liberal Arts Students with Skills in Data Analytics* (Washington, D.C.: Business-Higher Education Forum, 2016).

## *What We Heard: Confronting Special Circumstances*

### A. The Erosion of Faculty Participation in Governance

Both presidents and faculty members expressed deep concern about what they see as declining faculty commitment to and participation in governance—both faculty self-governance and faculty participation in shared governance. They attributed this phenomenon to a variety of factors: 1) faculty workload and competing responsibilities; 2) the fact that, at many institutions, participation in governance does not contribute to salary increases, promotion, and tenure; 3) changes in generational attitudes regarding the relationship of the individual to an organization, as well as a stronger commitment to work-life balance, and; 4) the preponderance of contingent faculty (e.g., part-time, non-tenure track, contract faculty) on many campuses, who in most cases do not have a formal role in governance.

### B. Faculty Preparation for Effective Participation

All three categories of participants in our discussions noted that, through no fault of their own, faculty members are often unprepared in terms of experience and expertise to participate effectively in decisions on major strategic issues (e.g., finance and budget, strategic planning, student recruitment and enrollment, facilities planning, and campus climate). This concern was in no way intended as a criticism of faculty, but a recognition that faculty members' training is typically focused on their discipline and on teaching and research. It led to robust discussion on the kinds of professional development opportunities administrators and faculty leaders should consider providing in service of shared governance.

### C. Complacency: "What Problem Are We Fixing?"

As one participant noted, "The current practice of shared governance works just fine when there aren't any problems. It breaks down as soon as the institution faces a significant challenge." While there are admittedly few colleges and universities that are not facing some kind of serious challenge, this observation foregrounds the critical notion that colleges and universities—their boards, presidents, and faculty—need to be attentive to the effectiveness of their governance practices on an ongoing basis. Neither an unexpected emergency nor a brief window of opportunity is the time to discover that an institution's governance structure and culture of decision making are not up to the task. Reliable shared governance requires continuous, intentional effort.

### D. Issues for Public Institutions

Presidents and faculty noted that board member selection for public institutions and systems—most commonly political appointments by the governor—can result in boards that lack the expertise, experience, perspectives, or even motivation to fulfill their governance roles well. While some presidents and faculty praised individual board members, or even a majority of them, some public boards were characterized as disadvantaged for effective governance in contrast with the self-perpetuating boards typical of independent institutions.

Further, presidents, board members, and faculty all agreed that the open meeting laws regarding the boards of public institutions in most states significantly impede effective governance. While they also agreed without reservation on the importance of transparency and accountability to the public, they saw the fact that any utterance at a meeting could end up as a headline in the local press was a virtually insurmountable obstacle to productive debate and discussion at board meetings. Participants argued that the open meeting format stifled governing board members' ability to engage in open dialogue, both among themselves and with presidents and faculty.

## E. Faculty Unions

Several of the presidents in our discussions indicated that the growing presence of faculty unions presented challenges to shared governance and decision making. On some campuses it was clear that the jurisdiction of the faculty union was limited to issues of compensation, benefits, and workload, and the faculty senate (or faculty as a body of the whole) exercised authority over traditional governance issues like curriculum and faculty appointments. However, on other campuses, the dividing line between governance and collective bargaining was less clear, or had even been breached in the past. A lack of clarity on these issues often made the processes of decision making unnecessarily complex and, at times, burdened shared governance by inhibiting trust across constituencies.

### *Implications: Confronting Special Circumstances*

- The challenges and opportunities facing higher education today differ significantly from those of decades ago. Many circumstances encourage new and adaptive approaches to shared governance. Institutions benefit when presidents, board members, and faculty leaders consider together how to manage the most acute challenges they face, and new connective mechanisms are increasingly necessary.

## III. CONCLUSIONS

Our discussions reflected a strong belief on the part of board members, presidents, and faculty that shared governance is an essential component of America's higher education institutions that needs to be preserved and enhanced. At the same time, we also heard a variety of concerns among all three groups regarding the appropriateness, sustainability, and integrity of how shared governance is practiced today.

It is not the purpose of this paper to prescribe universal best practices for shared governance. With nearly 4,000 colleges and universities in this country, there is, of course, no single "right answer," no guaranteed success through replication. Instead, the practice of shared governance should be the focus of ongoing review and discussion at regular intervals and with some frequency in every institution—discussions that include governing boards, presidents, and faculty (and possibly others) and that are held with a stated commitment to openness and respect.

The notion that shared governance practices should be continuously reviewed for potential improvement hints at a key finding of this study: shared governance is a dynamic system that can become ineffective. The purpose of such assessments should be to ensure that, in both policy and practice, shared governance supports the institution's strategy and vision.

While the best practices in shared governance are cultivated locally, our research with board members, faculty, and presidents did point to certain threshold conditions for effective shared governance—conditions that set the table for design and implementation of high-functioning shared governance wherever it is found. Those threshold conditions include the following:

1. A shared commitment on the part of faculty, administration, and board members to the principles of shared governance<sup>14</sup>, and a current, shared understanding among faculty, board, and president of what shared governance actually is and how it operates/functions/works in their institution.
2. A shared and clearly articulated commitment to *trust, collaboration, communication, transparency, inclusiveness, honesty, and integrity*.
3. An institutional culture of good will, good intentions, and commitment to common values that is reinforced through the practice of shared governance. Clear policies concerning authority and standard operating protocol are important to develop, but without goodwill and commitment to shared values, they can't lead to effective decision making on meaningful issues.
4. A shared commitment among all parties to focus the practice of shared governance on the institution's strategic goals, aspirations, and challenges.
5. Constitutional documents (such as bylaws, faculty handbooks, policy statements) that clearly codify decision-making authority as well as a thorough, nuanced understanding on the part of board members, faculty, and presidents of their own respective roles in shared governance, as well as those of their colleagues.
6. A shared appreciation by board members and faculty of the complexity of the president's role in facilitating a constructive relationship between the board and the faculty.
7. A recognition that while students, staff, and contingent faculty often do not have a formal role in shared governance, boards, presidents, and faculty should create regular opportunities to include their voices in the discussion of important issues and major decisions.
8. A shared recognition that institutional change is necessary, constant, and inevitable; the dynamically changing external environment and continued institutional relevance demand it. All stakeholders must be open to doing things differently when circumstances require.
9. A recognition that the most important decisions are often the most difficult and contentious, but that the preservation of relationships is vital to sustained effectiveness in governance.
10. A recognition by the president, board chair, and faculty leadership that they have collective responsibility to ensure that the above conditions exist.

The most relevant question about shared governance facing governing boards, presidents, and faculty is: How can the principles of shared governance best be applied in the context of circumstances that are more complex and dynamic than they were even a generation ago? The practice of shared governance is, in many institutions and in various ways, changing with the times. It is important for practitioners to assess local policies and procedures as they exist today to determine—often collaboratively, sometimes creatively—the most promising ways forward given the challenges ahead. Board members, presidents, and faculty alike would do well to examine the threshold conditions above in determining where shared governance needs additional work in their institutions.

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<sup>14</sup> Specific reference to the "Statement on Government of Colleges and Universities" in the institution's governing documents is an important foundation for this shared commitment.

# An AGB White Paper March 2017

## Appendices

## APPENDIX I

AGB's current project on shared governance has three phases, the first of which was a national survey in 2015 of board members and presidents, which collected quantitative data describing the state of shared governance around the United States. Over 2,500 people responded. The results of that survey were published in "Shared Governance: Is OK Good Enough?"<sup>15</sup>

This report is the result of the second phase of the project,<sup>16</sup> which was a series of listenings to understand the ways in which shared governance is being practiced today. This includes the contemporary challenges to effective shared governance faced by governing boards, presidents, and faculty, as well as adaptations and new ways of operating given those challenges.

Phase three will comprise a series of case studies of a range of colleges, universities, and systems that have taken intentional, sometimes innovative, action with shared governance that will provide useful models for other institutions to consider. The case studies will be based on extensive interviews with board chairs, presidents, and faculty leadership, as well as review of relevant documentation. Overall, the project on shared governance is designed to provide answers to the following questions:

1. Is shared governance as it currently exists and as it is currently practiced up to the challenges that institutions are facing?
2. Is shared governance an institutional asset, and do the parties to shared governance recognize it as such? If it is not an asset, what can be done to reclaim its role?

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<sup>15</sup> Published by AGB in the summer of 2016 with support from the TIAA Institute.

<sup>16</sup> Phases two and three of the project have been made possible by support from the Teagle Foundation.

## APPENDIX II

The following is the list of questions we asked participants in the listening sessions:

1. At your institution, is the definition of shared governance well established and widely understood? Are the processes related to shared governance well established? Is it practiced in a manner that is consistent with the way it is defined in your institution's policies?
2. At your institution, does shared governance include a clear role for faculty members? Is that role well understood? Valued?
  - a. Of the non-tenured/non-tenure track faculty at your institution, how many have a formal role in shared governance? How important is that? Has that changed in recent years?
3. What are the challenges to shared governance at your institution?
4. How effective is the communication among the three parties of shared governance (i.e. faculty, board, and administrators)? Do you see shared governance on your campus as a genuine partnership among all three groups or as three distinctly divided entities operating in parallel?
5. Based on your experience and given what we've discussed, are there ways to modify shared governance to serve institutions better? If the model needs to change, what are the obstacles to change?
6. Based on your experience, what do presidents and boards need to be thinking about to ensure that shared governance is functioning at their institutions?
7. Based on your experiences at your institution, how could shared governance be improved or strengthened?
8. Why does shared governance really matter? Why does it matter if it works? Why should it need to work better?
9. Is there anything that we haven't touched on, but is important for our project and our understanding?

## APPENDIX III

### *Project Advisory Council*

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**AGENDA ITEM TITLE: Teachers of American Indian Children graduate certificate transfer to the College of Arts & Sciences, Sullivan/Ahern**

## **Proposal to Move the Academic Home for the Teachers of American Indian Children Graduate Certificate Program**

*August 28, 2019*

The Teachers of American Indian Children program (TAIC) at the University of Wyoming is an add-on endorsement and/or graduate certificate program. Although currently housed in the College of Education, the TAIC is part of the American Indian Studies graduate minor program in the School of Culture, Gender and Social Justice. Undergraduates may take courses in the course sequence and reserve them for graduate credit.

Since fall of 2006, the TAIC program has been offering practicing teachers the opportunity to complete five online graduate courses toward the completion of this Wyoming endorsement. This program is the only state teaching endorsement of its kind in the country. The purpose of the program is to provide practicing teachers with necessary knowledge and skills to infuse into their current teaching situation and to improve the educational experience for Native children. As a result, teachers learn more about the history of Native people in the US and Wyoming specifically, and in turn infuse this knowledge into the curriculum, so that non-Native children can gain this knowledge base as well.

The majority of the practicing teachers who enroll in the TAIC are teaching on the Wind River Reservation or are in border towns making this program especially important in the state of Wyoming. We will be working with the Wyoming department of Education to develop and offer courses for practicing and pre-service teachers to meet the requirements of the *Wyoming Social Studies Content and Performance Standards relating to the Indigenous Tribes of Wyoming*, House Bill 76/House Enrolled Act 119.

### **The Need to Move TAIC's Academic Home from the College of Education to the College of Arts & Sciences**

The program coordinator for the TAIC is Dr. Angela Jaime, formerly of the College of Education. As a co-founder of the TAIC program, Dr. Jaime's research and teaching specialties are in indigenous education. In 2017, Dr. Jaime's faculty line was moved to the School of Culture, Gender and Social Justice (SCGSJ) within the College of Arts & Sciences. Given Dr. Jaime's move to A&S combined with the crucial role SCGSJ plays in teaching the curriculum of the TAIC, Dean Reutzl (Education) and Dean Lutz (Arts & Sciences), in agreement with Dr. Jaime, have jointly proposed that the TAIC program be moved to Dean Lutz's college. The move to house the TAIC in the SCGSJ will allow the program to grow and continue to service the students and greater Wyoming education community.

The intended original home for the TAIC was within Native American & Indigenous Studies (NAIS) in the College of Arts & Sciences. However, at the time, NAIS was ill-equipped to support the TAIC program in terms of faculty, resources, or funding. With the move of Dr. Jaime and the creation of the School of Culture, Gender and Social Justice, which now houses NAIS, the best place for the TAIC program to grow and reach beyond its current borders is in the College of Arts & Sciences. The TAIC program fits with the College of Arts & Sciences' strategic plan through the following goals:

- *Energize graduate education across the college.*
- *Invest in innovative courses, curricula, and pedagogy, including face-to-face, hybrid, and distance modalities.*
- *Partner with K-12 in improving K-16 student learning and success. (Trustees Education Initiative; Wyoming School University Partnership).*
- *Support and enhance efforts to build a diverse community of scholars.*

### **Budgetary Impacts of the Proposed Move of TAIC**

*College of Education.* The College of Education has paid for the teaching of individual courses in the program when needed. With the transfer of this program, the College of Arts & Sciences will absorb the costs associated with the offering of these TAIC courses. Two of the TAIC classes will be cross-listed in the College of Education, and these classes are currently taught by a retired faculty member, Dr. Tim Rush. Costs associated with such Curriculum and Instruction classes at the graduate level will continue to be the responsibility of the College of Education to fund so long as the College of Education's minimum course enrollment policy is met.

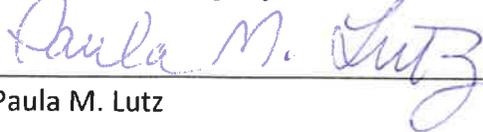
*College of Arts & Sciences.* With Dr. Jaime's move to A&S and the SCGSJ, the resources to run the program are now in A&S. The courses taught by Dr. Rush (on contract) are also part of Curriculum and Instruction Education in the College of Education and so will continue to be taught there. Should that change, Dean Reutzel and Dean Lutz will collaborate on teaching replacement for those courses.

If the TAIC program is moved to SCGSJ, Dr. Jaime will be able to support the program in its growth to include the new state standards course/s meeting the needs of the Wyoming Department of Education (WDE). The coordinating of the program would be written into her job description as Director of Native American & Indigenous Studies. Dr. Jaime has been writing the reports for the WDE to maintain the state-wide endorsement, advising the students in the program, and teaching the bulk of the courses for the program from the start. The move of the TAIC to SCGSJ/NAIS will allow her to direct the program within the purview of her job description, grow the program as part of her directorship and maintain the program from within the school. This is work Dr. Jaime has been doing for the past two years since her transfer to A&S. Students will benefit from the TAIC move to NAIS because of the resources in the Native American Center (where NAIS is housed) and the support of the SCGSJ in funding and faculty resources. The SCGSJ is dedicated to the interdisciplinarity, intersectionality and expanding the historical and social conscience of our future graduates. These virtues are essential to the growth of the TAIC program.

**Transfer the Academic Home for the Teachers of American Indian Children Graduate  
Certificate from the College of Education to the College of Arts & Sciences**

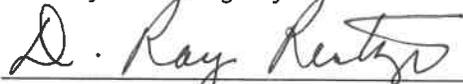
**APPROVALS**

*Dean of the College of Arts & Sciences:*

  
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Paula M. Lutz

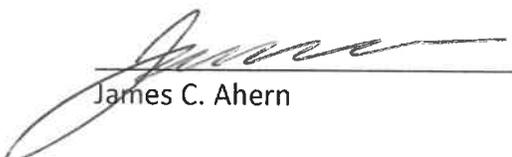
Date: 20 Sept, '19

*Dean of the College of Education:*

  
\_\_\_\_\_  
Douglas R. Reutzel

Date: 23 Sep 2019

*Associate Vice Provost for Graduate Education:*

  
\_\_\_\_\_  
James C. Ahern

Date: 9/23/19

*Vice President for Academic Affairs:*

  
\_\_\_\_\_  
Kate M. Miller

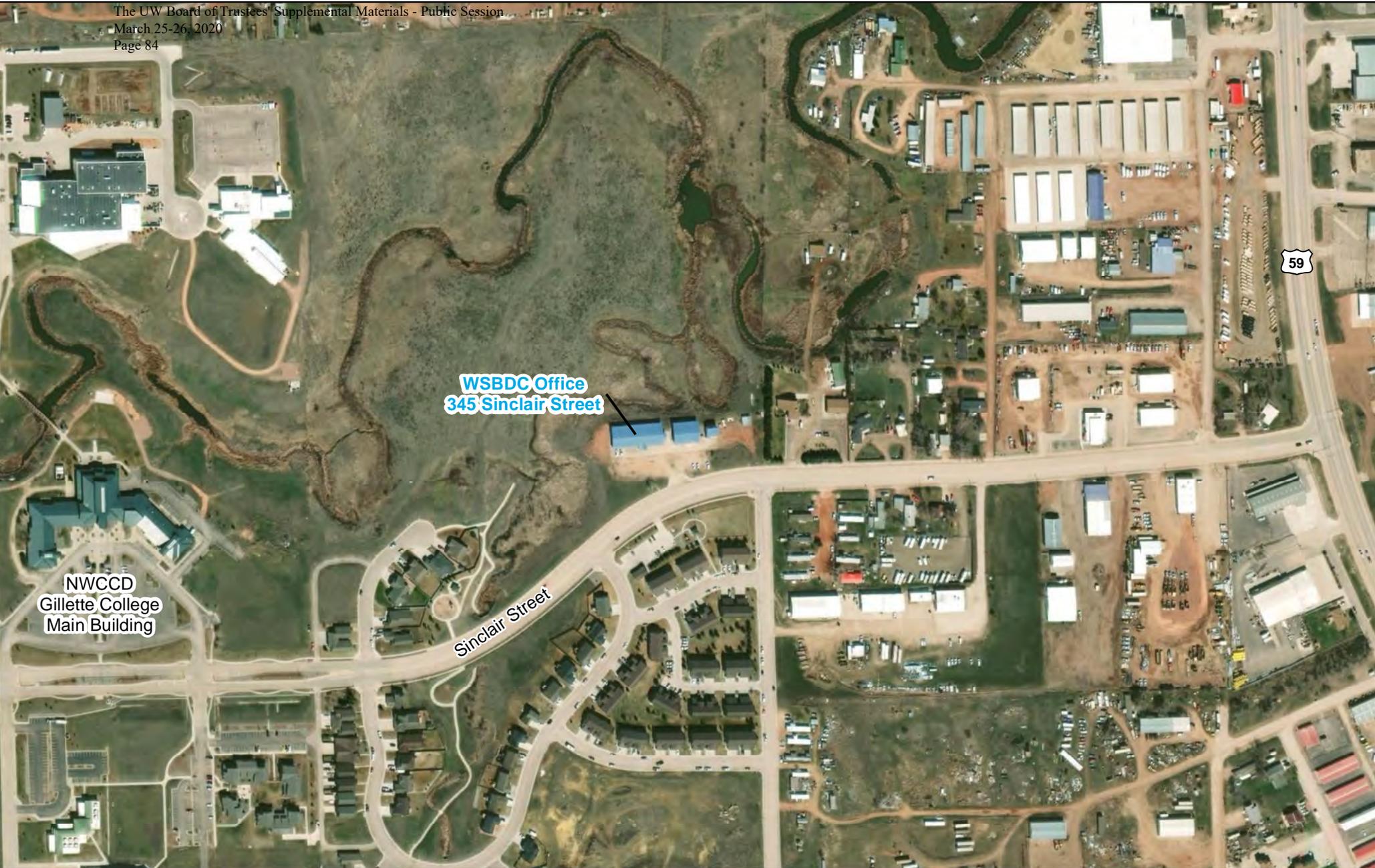
Date: 10/1/19

*President of the University of Wyoming:*

  
\_\_\_\_\_  
Neil D. Theobald

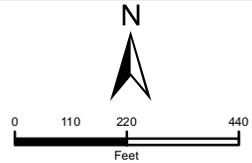
Date: 10/1/19

**AGENDA ITEM TITLE: Wyoming Small Business Development Center Office Lease with Campbell County Economic Development Corporation dba Energy Capital Economic Development Corporation, Mai**



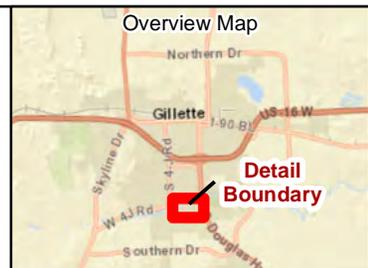
Wyoming Small Business Development Center (WSBDC)  
Office Lease  
Campbell County Economic Development Corporation  
345 Sinclair Street, Gillette, Wyoming

Disclaimer: This map is provided as a visual aid only and its accuracy is not guaranteed.  
Any duplication of this document is not permitted without prior written consent.



Date: 12/10/2019

Prepared by:  
Real Estate Operations



This agreement made this 1st day of February 2020 by and between Campbell County Economic Development Corporation dba Energy Capital Economic Development Corporation whose address is 345 Sinclair, Gillette, Wyoming, 82717, hereinafter referred to as "Lessor" and the University of Wyoming, whose address is Real Estate Operations, Dept. 4308 – 127 Bureau of Mines, 1000 E. University Ave., Laramie, Wyoming, 82071, hereinafter referred to as "Lessee";

WITNESSETH:

WHEREAS, Lessor is the owner of the premises described below, and

WHEREAS, Lessor desires to lease said premises to a suitable Lessee for the purpose hereinafter set forth; and

WHEREAS, Lessee desires to lease the premises for the purposes set forth herein below; and

WHEREAS, it is the desire of the parties to enter into a lease agreement defining their rights, duties and liabilities relating to the premises;

NOW, THEREFORE, for and in consideration of the mutual covenants contained herein, the parties agree as follows:

1. **PREMISES.** Lessor leases to Lessee the following premises: The space located at 345 Sinclair, Gillette, Wyoming, consisting of approximately 2,713 sq. ft. includes two private offices, office space in the shared common area and co-working space; four shared conference; shared space facilities. Included with the lease is a shared full time receptionist, use of copier, printer laminator, internet and other amenities.
2. **USE OF PREMISES.** The leased premises shall be used by the University of Wyoming Department of Wyoming Small Business Development Centers for use as a local small business development center office in the Gillette area.
3. **RENT.** Lessee agrees to pay Lessor as rent the sum of Nine Hundred Eleven Dollars and NO/100 (\$911.00) per month for the first two years of the sublease, billed by Lessor on a quarterly basis. The rent will increase by 6% for the final two years of the lease to Nine Hundred and Sixty-five Dollars and 66/100 (\$965.66). Any rent not paid when due shall be paid in accordance with Wyoming State Statute §16-6-601 to -602.
  - a. Billing invoices to Lessee shall be remitted to:  
Linda Calhoun, Business Manager  
Small Business Development Center Room 15  
345 Sinclair Suite  
Gillette WY 82718  
LCalhoun@uwyo.edu  
307-382-3586
4. **TERM.** The term of the sublease shall be tenancy for three years commencing April 1, 2020 and ending March 31, 2023.
5. **OPTION TO RENEW.** Provided that Lessee is not in default in performance of this lease, Lessee shall have the option to renew the lease for an additional term commencing at the expiration of

the initial lease term, subject to the negotiation of mutually agreeable terms and conditions in writing as signed by both parties.

6. **TERMINATION.** Either party may cancel this sublease by providing a 30-day notice, in writing, stating the party's desire to cancel the lease.
7. **TAXES.** Lessor shall pay all real property taxes and assessments on the premises. Lessee is tax exempt.
8. **UTILITIES.** Lessor shall furnish or cause to be furnished water and sewer, at no cost to Lessee. Lessor shall also furnish or cause to be furnished electricity, air conditioning, and heating. Costs for electricity, air conditioning and heating shall be shared proportionate to space occupied; specifically Lessee's share of monthly electric costs will be 11% of total.
9. **CUSTODIAL.** Lessor shall provide dumpsters for garbage disposal and shall provide and pay for the periodic pickup of garbage from the dumpster. Lessee shall be responsible for other janitorial duties in private offices, and janitorial duties shall be shared by Lessor and Lessee in all shared spaces.
10. **SIGNAGE.** Signage will be provided on the common area Directories and on Office doors, with costs to be shared between Lessor and Lessee.
11. **MAINTENANCE.** Lessor agrees to keep the premises in habitable and leasable condition. Lessor agrees to maintain all exterior and interior structural portions of the premises. Lessor agrees to maintain and repair plumbing, electrical and heating systems at Lessor's expense, unless repair is due to Lessee negligence. Lessee shall otherwise keep all other portions of the premises in good repair during the term hereof at Lessee's expense, unless repair is due to Lessor negligence.
12. **ALTERATIONS OR RENOVATIONS.** Lessee shall not renovate, alter, change, or improve the premises without the prior written consent of Lessor. In the event Lessee makes any alterations, additions, or improvements, those improvements shall become Lessor's property at end of the lease.
13. **TRADE FIXTURES.** All trade fixtures installed by the Lessee in the leased property shall remain the property of the Lessee and shall be removable at any time by Lessee on or before vacating the premises; provided that the Lessee shall not, at such time, be in default under any covenant or condition contained herein; and provided, further, that any damage caused to the premises as a result of such removal by the Lessee shall be repaired by Lessee at Lessee's expense. Any such trade fixtures not removed at or prior to termination shall become the sole property of the Lessor.
14. **DAMAGE TO LESSEE'S PERSONAL PROPERTY.** Lessee agrees that all personal property located in and around the premises shall be kept at the sole risk of Lessee and that Lessor shall not be responsible for any damage to or loss of such personal property, except in the case of actual or willful negligence of the Lessor, his agents or employees. Lessee understands that its possessions are not insured by Lessor.
15. **CONDEMNATION.**
  - a. If during the term (or renewal) of this Lease, all or a substantial part of the Leased Premises are taken for any public or quasi-public use under any governmental law,

ordinance or regulation, or by right of eminent domain or by purchase in lieu thereof, and the taking would prevent or materially interfere with the use of the Leased Premises for the purpose for which they are then being used, this Lease shall terminate and the Rent shall be abated during the unexpired portion of this Lease effective on the date physical possession is taken by the condemning authority. Lessee shall have no claim to the condemnations award.

- b. In the event a portion of the Leased Premises shall be taken for any public or quasi-public use under any governmental law, ordinance or regulation, or by right of eminent domain or by purchase in lieu thereof, and this Lease is not terminated as provided in subparagraph a, above, Lessor may, at Lessor's sole risk and expense, restore and reconstruct the Building and other improvements on the Leased Premises to the extent necessary to make it reasonable tenantable. The Rent payable under this Lease during the unexpired portion of the term shall be adjusted to such an extent as may be fair and reasonable under the circumstances. Lessee shall have no claim to the condemnation award.

**16. CASUALTY LOSS.** If, at any time during the term of this Lease, the Building or any portion thereof is destroyed or damaged, Lessor shall determine the time necessary to repair or rebuild the building and inform Lessee of the estimated repair time. Such notice of the estimated repair time shall be provided to Lessee in writing within 10 days of the loss and the following shall apply:

- a. If the Building is totally or substantially destroyed by fire or other casualty, or if the repairs to the Leased Premises are estimated to take more than ninety (90) days, either party may terminate the Lease immediately by written notice to the other party. In the case of such termination, the Rent shall be abated for the unexpired portion of the Lease, effective as of the date of destruction.
- b. If the Building is partially damaged by fire or other casualty, and rebuilding or repairs can reasonably be expected to be completed within ninety (90) days this Lease shall not terminate and Lessor shall, at its sole risk and expense, proceed with reasonable diligence to rebuild or repair the building or other improvements to substantially the same condition in which they existed prior to the damage.
- c. If the Building is to be rebuilt or repaired and is non-tenantable in whole or in part following the damage, and the damage or destruction was not caused or contributed to by act or negligence of Lessee, its agents, or employees, the Rent payable under this Lease shall be abated in whole or pro-rated based on the tenantable portion during the period for which the Leased Premises or any portion thereof are non-tenantable. In the event that Lessor fails to complete the necessary repairs or rebuilding within ninety (90) days from the date of the destruction, Lessee may, at its option, terminate this Lease by delivering written notice of termination to Lessor, whereupon this Lease shall terminate immediately.

**17. INSURANCE.** All parties to this Lease shall be responsible for any liability arising from their own conduct or the conduct of their employees or agents. Lessor shall, at all times during the term hereof and at its expense, procure and continue in force, from an insurance company acceptable to Lessee, general liability insurance with limits of \$1,000,000.00 per occurrence and \$2,000,000.00 aggregate and property insurance covering all risks of loss to the building at the replacement cost value of the building. The Lessor will list the Lessee as an additional insured to

the Lessor's insurance required hereunder. Lessee shall procure and maintain all insurance it deems necessary for its protection. Lessee understands that the risk of the loss of the personal property located in the demised premises owned by Lessee, is solely the responsibility of Lessee. Lessee further acknowledges that in the event Lessee wishes to insure said property against loss, that lessee shall have the sole responsibility of obtaining and paying for such insurance. Lessor recognizes that the risk of loss of the leased premises, other than Lessee's personal property, is solely the responsibility of Lessor and Lessee will not maintain insurance on such real property.

- 18. WAIVER.** The waiver by either party of the breach of any term, covenant or condition herein contained, shall not be deemed a waiver of any subsequent breach of the same or any other term, covenant or condition.
- 19. QUIET ENJOYMENT.** Lessor covenants that on paying the rent and performing the covenants herein contained, Lessee shall peacefully and quietly have, hold, and enjoy the leased premises for the agreed term.
- 20. ASSIGNMENT OR SUBLETTING.** Lessee shall not assign or sublet the premises without the prior written consent of Lessor. Lessor shall not unreasonably withhold such consent.
- 21. FUNDING.** This lease is subject to available funding of the Lessee. Should the governmental source of funds fail to be approved or the responsible department or agency fail to appropriate the necessary funding in whole or in part, or if Lessee is unable to justify expenditures under this Lease by reason of decreased enrollment, in such events Lessee may terminate the lease without cause and without liability. In order to exercise this right of termination described herein, Lessee shall notify Lessor in writing of the intention to terminate this lease and the reasons therefore at least thirty (30) days before vacating said premises. Any prepaid rent shall be apportioned to the date of vacating the premises by Lessee and be returned to Lessee within sixty (60) days following the date of vacating the premises by Lessee.
- 22. DEFAULT.** If any default is made in the payment of rent, or any part of the rent, at the times specified in this lease, or if any default is made in the performance of or compliance with any other term of condition of this lease, the lease, at the option of Lessor, shall terminate and be forfeited, and Lessor may re-enter the premises and remove all persons from the premises. Lessee shall be given written notice of any default or breach. Termination and forfeiture of the lease shall not result if, within thirty (30) days of receipt of such notice, Lessee has corrected the default or breach or has taken action reasonably likely to effect such correction within a reasonable time.
- 23. SUCCESSORS AND ASSIGNS.** This Agreement shall be binding upon and inure to the respective parties, their heirs, executors, administrators, devisees, successors, and permitted assigns.
- 24. INDEMNITY.** The Lessor shall release, indemnify, and hold harmless the Lessee, and their officers, agents, employees, successors and assignees from any cause of action, or claims or demands arising out of pre-existing conditions, Lessor's nondisclosure of known contamination, or Lessor's performance or failure to perform under this Lease.
- 25. SOVEREIGN IMMUNITY.** The University of Wyoming does not waive sovereign and/or governmental immunity by entering into this Lease and retains all immunities and defenses available to it as sovereign pursuant to the Wyoming Governmental Claims Act, W.S. § 1-39-104(a) as may be amended from time to time, and all other local, state, and federal laws.

26. **GOVERNMENTAL CLAIMS.** Any actions or claims against the University under this Agreement must be in accordance with and are controlled by the Wyoming Governmental Claims Act, W.S. 1-39-101 et seq. (1977) as amended.
27. **INTERPRETATION.** The parties 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.
28. **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.
- Contractors are notified that they may be subject to the provisions of 41 CFR Section 60-300.5(a); 41 CFR Section 60-741.5(a); 41 CFR Section 60-1.4(a) and (c); 41 CFR Section 60-1.7(a); 48 CFR Section 52.222-54(d); and 29 CFR Part 471, Appendix A to Subpart A with respect to affirmative action and posting requirements. If applicable, **this contractor and subcontractor shall abide by the requirements of 41 CFR 60-300.5(a). This regulation prohibits discrimination against qualified protected veterans, and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans. If applicable, this contractor and subcontractor shall abide by the requirements of 41 CFR 60-741.5(a). This regulation prohibits discrimination against qualified protected veterans, and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans.**
29. **TIME IS OF THE ESSENCE.** Time is of the essence in all provisions of this Lease.
30. **ENTIRETY OF LEASE.** This Lease contains the entire contract between the parties and supersedes all prior negotiations, representations or contracts either written or oral. This Lease cannot be changed except by a written instrument subsequently executed by the parties.
31. **MISCELLANEOUS.** Lessor and Lessee agree both participated in the drafting of this Lease Agreement, and therefore no presumption shall arise in the construction or interpretation of this Agreement that one party was the drafter.

IN WITNESS WHEREOF, the parties have hereto set their hands the day and year first above written.

LESSOR:

**Energy Capital Economic Development Corporation**



\_\_\_\_\_  
Phil Christopherson  
CEO

LESSEE:

**Trustees of the University of Wyoming**

\_\_\_\_\_  
William Mai  
Interim Vice President for Administration

Approved as to Form:

By \_\_\_\_\_  
University General Counsel

**AGENDA ITEM TITLE: Signage for Jacoby Ridge Trail for the City of Laramie, Mai**

# JACOBY RIDGE TRAIL



2.3 MILE LOOP

## **THE OUTDOOR CODE LEAVE NO TRACE**

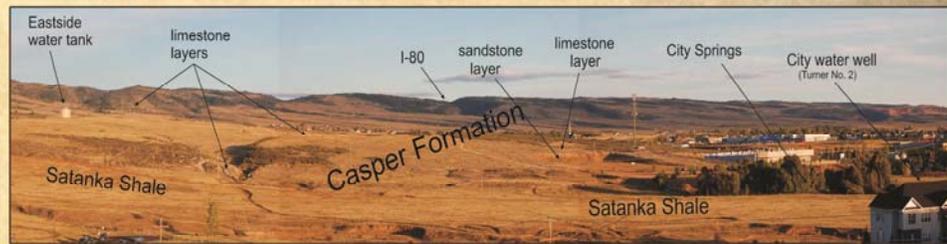
- Be clean in my outdoor manners
- Be careful with fire
- Be considerate in the outdoors
- Be conservation minded

## **ETIQUETTE FOR DOG OWNERS**

- Scoop your poop
- Only let your dog greet a stranger if they ask
- Always leash your dog on walks
- Don't play while on leash and prevent barking

# WHERE DOES OUR WATER COME FROM?

You are standing on a ridge made of limestone - the 270 million year old Forelle Limestone. On the hillside in the distance are the limestone and sandstone layers of the 700-foot thick Casper Formation. 300 million years ago, these layers were beach sands, sand dunes, and coral reefs accumulating in a sub-tropical sea.



Sixty percent of the Laramie water supply comes from the Casper Formation. This formation is a stack of geologic layers that form the mountain slopes you see looking east. Rainfall, snow melt, and stream flow soak into the aquifer across these slopes to recharge the groundwater. That water is contained beneath overlying layers, but comes back to the surface via natural springs and wells. Casper Aquifer Protection Plans work to limit development in the recharge area and to keep our groundwater as pure as possible.



# NATURE'S STORYTELLER THE OPERATIONAL ENVIRONMENT

## WHY ARE THERE NO PALM TREES ON JACOBY RIDGE?

Every place has its own recipe of abiotic (non-living) ingredients: climate, soils, can you think of anything else? Metaphorically, these ingredients are like the clothes in your closet. It's the entire set of options that you could wear on any given day. The same is true for this place, Jacoby Ridge. It offers a closet full of wind (Average Wind of 12mph out of the west), dry (average annual precipitation of 11.39 inches), and cold (average annual max. temperature of 54.6°F, Min. of 27.1°F). In order for a plant or animal to call this place home it has to feel comfortable wearing the clothes offered in this closet.

The ecological term for this Jacoby Ridge closet is: operational environment. An operational environment is the entire suite of abiotic conditions that define a site. This is important to recognize when you explore any landscape because every plant that calls a place home has the "personality"--or silvics--that mesh with the operational environment of a place. Every plant has a story to tell about its operational environment, and it's up to you to find out that story.

## WHAT MIGHT THE STORY BE FOR THE FOLLOWING PLANTS AND ANIMALS?



Broom Snakeweed (*Gutierrezia sarothrae*)



Winterfat (*Krascheninnikovia lanata*)



White-tailed Jackrabbit (*Lepus townsendii*)



# CASPER FORMATION



On the hillside in front of this sign the limestone and sandstone layers of the Casper Formation are exposed at the surface. The hard gray rock is one of the limestone layers. Above and below it are layers of soft sandstone. Each layer slants upward to the east, so deeper layers come to the surface up the hillside to the horizon.

The sandstones of the Casper Formation are porous and permeable, so rain and snow melt soak in easily. Where the limestones are fractured, they also readily accept aquifer recharge. Where they are not fractured, water cannot penetrate and runs off in search of an alternative pathway into the aquifer.

# READING THE LANDSCAPE



## WHAT MAKES UP A LANDSCAPE?

A landscape includes all the visible features of the land, its geologic formations and how they integrate with natural or human-made features.

*Closely examine the landscape before you. What do you see?*

## THE LANDSCAPE EQUATION!

When reading a landscape, it can be helpful to use a framework. All landscapes include three major components (Abiotic, Biotic, and Cultural).



### Abiotic

These components of a landscape are the non-living chemical and physical parts of the environment that affect the living organisms and function of an ecosystem.

**Examples are:** water, soil, light, radiation, temperature, humidity, atmosphere, clouds, snow and disturbances.



### Biotic

These components of a landscape include everything that is living, was once living, or derived from something that is living.

**Examples are:** mammals, birds, reptiles, plants, decomposers, insects, scat, and wood.



### Cultural

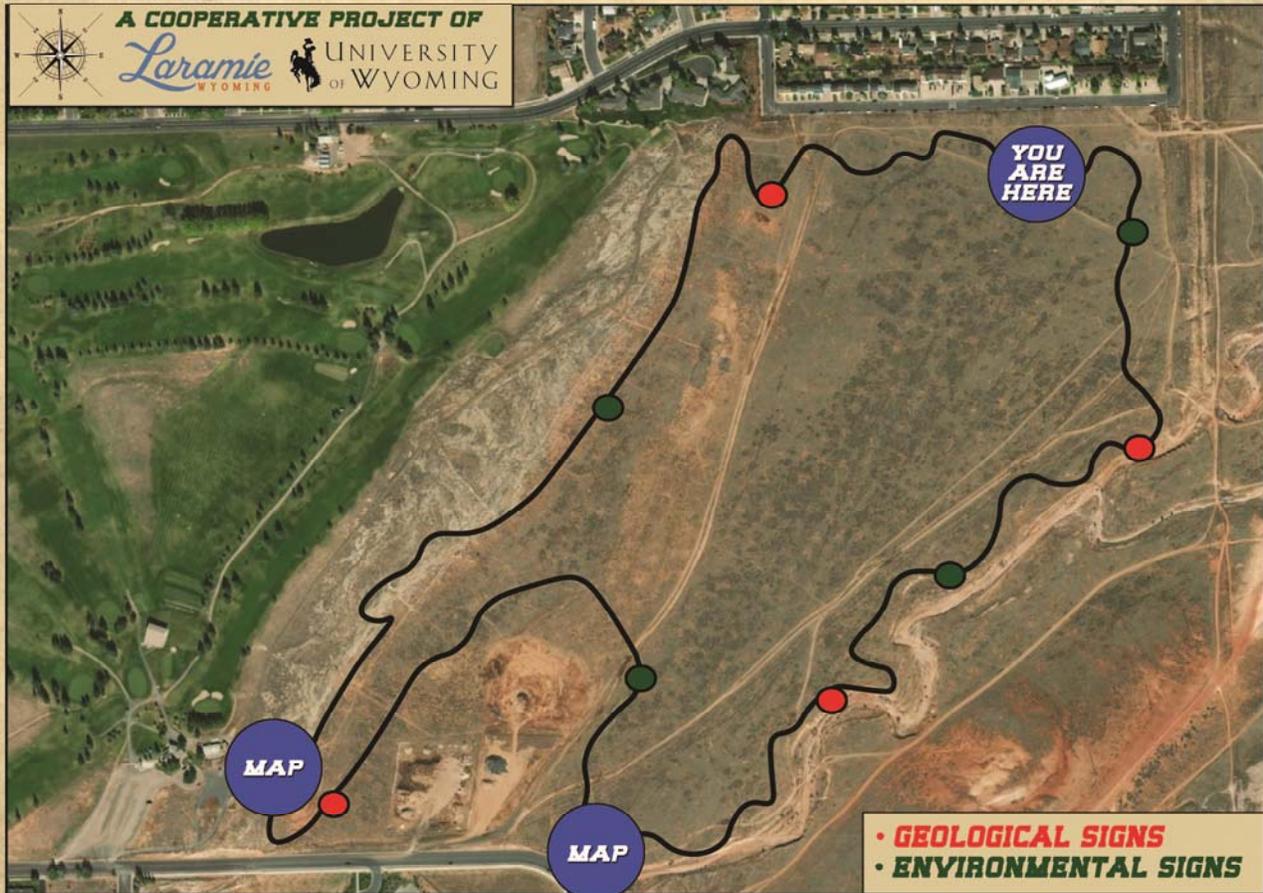
These components of a landscape include anything that was human made or in any way that humans influenced the landscape.

**Examples are:** telephone poles or wires, fences, roads, hiking or hunting trails, dams and petroglyphs.

**Looking out at the landscapes around you, can you identify some of the Abiotic, Biotic, and Human Cultural components that characterize this area?**

**\*It is important to recognize and understand these components of a landscape. As humans, we are an intricate part of the landscape and the interdependent relationships that exists within every ecosystem.**

# JACOBY RIDGE TRAIL



2.3 MILE LOOP

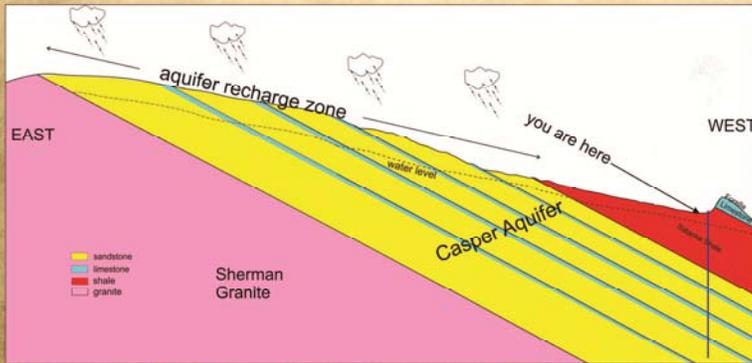
## THE OUTDOOR CODE LEAVE NO TRACE

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## ETIQUETTE FOR DOG OWNERS

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# CASPER AQUIFER SCHEMATIC CROSS-SECTION



Near this location, the top of the Casper Formation is 252 feet below the surface. It is about 55 feet down to the water level, but the water level goes up and down seasonally and in response to long-term recharge cycles.



It is about 1000 feet down to the 1,200 million year old Sherman Granite. That rock makes up the core of the Laramie Range, including the cliffs and boulders of Vedauwoo. Because the rock layers dip to the west, the older rock layers come to the surface as you go east.

# MOVING WITH A MISSION

Take one minute to look out on this landscape; don't read, don't talk, just observe!

Do you notice any wildlife or signs of wildlife? Jacoboby Ridge is used by many animals. However, you are less likely to see the same diversity or abundance of animals at different times of the year. **Why is this?**

## MIGRATION!

Migration is the seasonal movement of an animal between distinct habitats in the search for suitable living conditions.



Mule Deer

Pronghorn Antelope

Swainson's Hawk

Several animals call Jacoboby Ridge home for a part of the year. You may see mule deer and pronghorn here; pay attention to when you notice signs of these animals. In Wyoming generally, mule deer and pronghorn occupy sagebrush basins in the winter and migrate to high elevation forest and meadow ecosystems in the summer. To find out more, check out the Wyoming Migration Initiative at [migrationinitiative.org](http://migrationinitiative.org)

## GET A CLOSER LOOK AT AN ANIMAL THAT MIGRATES TO JACOBY RIDGE

### Swainson's Hawk (Buteo swainsoni) Range

In the summer, you may see the Swainson's Hawk (*Buteo swainsoni*) soaring above this landscape. While spending their breeding season in the American West, they feed on small rodents, birds, and insects. Jacoboby Ridge is a perfect place for the Swainson's Hawk to call home in the summer.

But as the temperature drops with the arrival of fall, the birds begin their long migration to South America.



### OUR ROLE IN ANIMAL JOURNEYS

Disruption of any part of an animal's migratory route can threaten their existence. Fences, highways, and misuse of pesticides are examples of human activities that can affect migration. How can you help an animal's migration route?



# JACOBY RIDGE TRAIL



2.3 MILE LOOP

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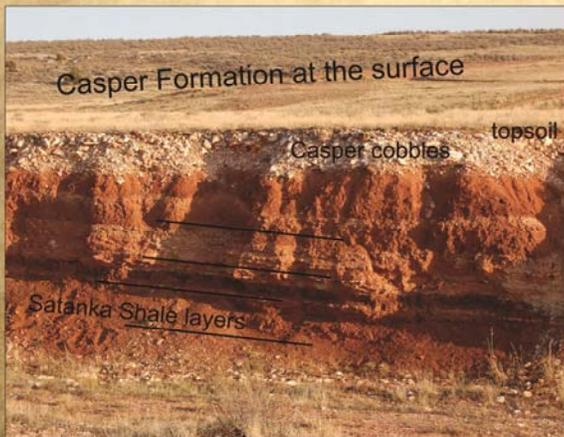
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# SATANKA SHALE

## JACOBY RIDGE TRAIL



The white cobbles at the surface here are pieces of limestone from the Casper Formation. The Casper Formation is 200 ft. below the surface here, but you can see it at the surface uphill (east). The rocks have been washed down by erosion. A similar rocky layer is present through most of Laramie.

Over millions of years sediment eroded from far away hills and layer after layer of mud baked in the sun creating this formation measuring as much as 300 feet thick.

The Satanka is composed of shale here, a rock made mostly out of clay. Shale layers do not allow groundwater to move easily. The Satanka Shale provides a protective cap above the Casper Aquifer by limiting the infiltration of contaminants from the surface.

# EXPLORING THE PAST AND THE PRESENT

The ridgeline behind you is currently known as Jacoby Ridge. While the name brings a sense of familiarity for visitors today, do you think this has always been its name? For at least ten thousand years prior to the present, this landscape had sustained diverse populations of Native Americans who viewed the land through a different lens.

Tribes such as the Shoshone, Northern Arapaho, Cheyenne and others used this landscape following the migration patterns of animals and seasonal changes in vegetation. Exploring how these people referred to the land can help paint a picture of the indigenous concept of place.

**Learning from the Land** - Native American tribes have an incredible knowledge of the landscapes they reside in, from timing seasonal migrations and weather to the medicinal and ceremonial uses for plants. This landscape is home to many plants that native peoples used for medicine, treating ailments including a cold, cough, sore eyes or measles. (= Arapaho name, = Shoshone name)

## EXPLORING THE LANDSCAPE

Examine the landscape to your left and right - the Laramie Plains which stretch out on either side of you were known by the Arapaho as "The Buffalo Trail." Why do you think this might have been? Look towards the mountains directly in front of you - this region to the east was referred to as the place "Where Teepee Poles Are Obtained." What resource do you think was most used from this area? Viewed through a lens of natural resources and reciprocity, these place names can demonstrate the value and importance indigenous peoples placed on the landscape.



**Nookhoose'**  
**Boho"**  
**Prairie Sagewort** *Artemisia frigida*  
 Steeped leaves taken as cough medicine (Arapaho).



**Wo'te:noxho:se**  
**Bah-que-numb** (Nevada Dialect)  
**Black Sage** *Artemisia nova*  
 Leaves taken as cold remedy and cough medicine (Shoshone).



**be'Oeino**  
**Wongko hingkwonio**  
**Common Juniper**  
*Juniperus communis var. montana*  
 Needles burned as a disinfectant. Steeped needles taken to ease bowel troubles, and scent of ground needles used to drive away smallpox (Arapaho).

**AGENDA ITEM TITLE: Union Starbucks Capital Construction Project, Chestnut**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

*Attachments are provided with the narrative—refer to Supplemental Materials Report.*

**EXECUTIVE SUMMARY:**

This document provides an overview of the proposed Starbucks Coffee facility to be located in the Wyoming Union. This 2020 project aims to deliver increased satisfaction to students, faculty and staff. This facility change has been reviewed with Neil Theobald, Bill Mai, and David Jewell. There is support for this project within the institution and it is recommended the Facility Committee and Board support the necessary Union renovation to build a Starbucks in the prior First Interstate Back location not to exceed amount of \$950,000 to come from the Student Affairs Plant Fund.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

n/a

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

Per University Regulation 6-9, Capital Construction projects over \$500,000 require Board approval.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Requesting approval to pursue the necessary Union renovations to build a Starbucks.

**PROPOSED MOTION:**

I move to authorize administration to proceed with Union renovations to contract and build a Starbucks in the prior First Interstate Bank location not to exceed amount of \$950,000 to come from the Student Affairs Plant Fund.

**PRESIDENT'S RECOMMENDATION:**

The President recommends approval.

**Level I Reconnaissance Study**  
**Division of Student Affairs**  
**Wyoming Union - Starbucks Coffee Shop**  
**March 2020**

**Overview:**

This document provides an overview of the proposed Starbucks Coffee facility to be located in the Wyoming Union. This 2020 project aims to deliver increased satisfaction to students, faculty and staff.

**Need for the Project:**

This facility is intended to address student desires by providing an enhanced student-centered experience that provides increased student satisfaction. The current Rolling Mill facility is ineffective and simply fails to meet the desires of today's students. This coffee shop will be a popular stop on the recruiting tours providing an inviting atmosphere for collaboration and enhance the bookstore environment as well. It will also enhance evening traffic in the Union to further support student engagement.

**Why Starbucks?**

Starbucks is consistently requested when conducting dining satisfaction surveys. This new Starbucks facility would be located in the Wyoming Union where First Interstate Bank was previously located and would have a connecting archway to the University Store. This space is approximately 1250 sq. ft. A number of competitive and aspirant universities offer Starbucks coffee shops for their students.

Starbucks Coffee Company is an American coffee company and coffeehouse chain founded in Seattle, Washington in 1971. Since its begin, it set out to be a different kind of company, one that is dedicated to inspiring and nurturing the human spirit while committed to serving the finest coffee, creating an exceptional customer experience through its full array of coffee offerings, blended coffee drinks, espresso, iced coffee, and a variety of food items.

Starbucks provides numerous tools and resources to set licensees up for ongoing success. These include an Operations Manual, guidance on station layouts for store set up, recipe cards, a Daily Records Book, support for the six major promotional periods throughout the year, guidance for setting up retail and food displays, marketing materials, staffing and scheduling, sales and inventory, and training tied to operations enhancements and promotional priorities.

Starbucks offers and supports the use of a Starbucks Card. This card provides the following benefits:

- Declining balance, reloadable, store value card that can be used physically or electronically via the Starbucks App
- Positioned as both a gift card and a personal/everyday use card
- The card is a key component of The Starbucks Experience creating a feeling of engagement to our consumers. It provides registered card holders receive valuable benefits (balance protection, value-loads, promotional offers, etc.)
- Average card redemption is higher than any other tender type
- Customers are able to earn rewards within our license locations but cannot redeem at this time

Starbucks Rewards is often regarded as one of the best retail loyalty programs in existence creating a loyal following of customers both with their customer experience and a revolutionary rewards program.

**Facility Detail:**

As one might suspect, this facility would replace the current Rolling Mill Café facility, which no longer provides the depth of offerings desired, by today's students.

The remodel would include:

- Full renovation of the old First Interstate Bank space
- Inviting new facility with Starbucks look, feel and decor
- Relocation of the Wyoming Union Information Desk, south wall
- Additional 3<sup>rd</sup> place environment seating (seating in the Starbucks facility)
- Connecting archway to the University Store
- New cabinets and casework
- New furniture and lighting
- Starbucks equipment

**Facility cost estimate:**

The estimated cost to build this facility is \$950,000 and Residential Life and Dining Services has the ability to cover this with money in the plant fund. Such funds are not eligible to be spent on new housing and this investment would provide for increased revenue generation in the first year of operation. Starbucks requires a minimum of a 5-year contract.

With BOT support in March, the contract process would be immediately initiated and once completed, construction could begin in early summer 2020.

**AGENDA ITEM TITLE: Approval of modifications to UW Regulation 11-7 (Wyoming Union), Brown/Evans**



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## UNIVERSITY OF WYOMING REGULATIONS

**Subject:** ~~Regulations for the Administration and Use of the Wyoming Union Facility~~

**Number:** UW Regulation 11-7

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### I. GENERAL INFORMATION

Under the constitutional and statutory authority established by the State of Wyoming, the Board of Trustees of the University approved the establishment and construction of the Wyoming Union facility and approved the issuance of bonds for the purpose of financing this construction. Pursuant to UW Regulation 1-1 and as the chief executive officer of the University, the President, subject to the authority of the Trustees, has ultimate responsibility in all matters of general policy relative to the use, administration and management of the Wyoming Union. In accordance with that responsibility, the Wyoming Union will be administered and utilized in accordance with this Regulation.

### II. ~~PURPOSE OF THE WYOMING UNION~~

       The Wyoming Union shall provide a community center at the University of Wyoming and shall enhance and complement activities in pursuit of the educational purposes of the University. ~~The Wyoming Union shall remain student-oriented by providing employment, involvement, and governance opportunities for students, and operating within the physical and financial capabilities of the facilities, ~~and maintaining a sound financial basis.~~~~ In the interest of fulfilling the needs of the University community, the Wyoming Union will provide:

       **A.** ~~Services, dining amenities, and conveniences in accordance with the needs of the University community;~~

~~**A.**        **B.** Opportunities for ~~co-curricular~~ experiential learning, ~~cultural experiences, through various activities and social/and personal development programs~~ facilitated or coordinated in collaboration with faculty;~~

~~Experiential learning opportunities utilizing and staff. Engagement approaches will utilize both informal and formal education methods, with in-person and online interactions, all of which enhance student leadership and management skills;~~

D. A variety of educational, cultural, recreational, social, and entertainment programs;

~~Reservable, multi~~ E. Multi-purpose facilities for activities, programs, meetings, and conferences of University students, recognized student organizations, University employees, and related educational groups; and

F. Public space and furnishings which are comfortable, modern, aesthetically pleasant, and support the informal gathering of University students, employees, and other members of the University community.

### ~~III. WYOMING UNION BOARD~~

### III. STUDENT INVOLVEMENT AND LEADERSHIP COMMITTEE

~~The Wyoming Union shall operate in accordance with the policies and regulations as formulated by the Wyoming Union Board. The Wyoming Union Board consists of five (5) students appointed by the ASUW President with the advice and consent of the ASUW Senate, one of whom shall serve as chairperson. At least two (2) of these students shall not hold office in ASUW. Student terms~~Involvement and Leadership Committee ~~shall be one (1) year with a maximum of two (2) consecutive terms. Other members of the Board shall include a representative of the University administration appointed by the President of the University, chaired by the Dean of Students or designee, and consists of the Vice President for Student Affairs, the Vice President for Finance and Administration, and or designee, one faculty member to be appointed by the Faculty Senate. Except as otherwise specified herein above, all appointed Board members shall serve renewable one year terms. Ex officio members without vote shall include the Director of the Wyoming Union, who shall also serve as the Board secretary, and any Associate or Assistant Directors of the Wyoming Union. The responsibilities of the Wyoming Union Board shall be as follows:~~

~~A.~~ Formulate no more than 12 members of the Center for Student Involvement and pursue long range plans and objectives regarding Leadership, as determined by the services and programsDean ~~of and occurring in the Wyoming Union;~~

~~B.~~ Formulate the general rules and policies regarding the use of the Wyoming Union and any special requests for the use of the Union facilities by non University members and Students. This Committee may provide for the coordination and optimum utilization of programming space and time within the Wyoming Union;

~~C.~~ Be accountable recommendations to University students, employees, alumni, guests and others for facilitating such needs of the University community as are appropriate and within the purposes and available resources of the facility;

~~Consult with and advise the President and the Vice President for Student Affairs with regard to general policies of the Union and the appointment, performance and dismissal on operation of the Wyoming Union Director; and.~~

~~D. Assist in developing priorities of expenditure for Union services. This shall include assisting with budget preparation by providing such ongoing planning and evaluation as will facilitate a timely consideration of budgetary needs and changes prior to the budget being submitted to the Trustees for approval each fiscal year.~~

#### ~~IV. WYOMING UNION DIRECTOR~~

~~The Wyoming Union Director shall manage the operations of the Wyoming Union and shall be under the supervision of the Executive Director of Residence Life, Dining Services and the Wyoming Union and the Vice President for Student Affairs, with financial oversight provided by the Vice President for Administration. The responsibilities of the Wyoming Union Director shall include:~~

~~A. Providing leadership through the Wyoming Union Board in developing and enforcing policies and regulations regarding activities, procedures and facility use of the Union, as well as ensuring compliance with applicable University policies and regulations;~~

~~B. Directing, supervising and overseeing all employees of the Wyoming Union, as well as the recruitment and hiring of such Wyoming Union personnel, as may be necessary and approved for fulfilling the purposes of the facility and its services;~~

~~C. Making an orderly and systematic accounting of the collection and disbursement of all operational income and related monies, as well as preparing and submitting the Wyoming Union budget;~~

~~D. Reporting to the Wyoming Union Board the needs and desires of the University community regarding the Union, as well as making recommendations pertaining thereto;~~

~~E. Advising, supervising and assisting all individuals, groups and organizations that utilize the Wyoming Union facilities and signing and submitting applicable applications for malt beverage or other beverage permits for the Wyoming Union;~~

~~F. Working with the Wyoming Union Board in the area of budget preparation; and~~

~~G. Consulting with the Vice President for Administration regarding budgeting and administration of the Wyoming Union.~~

~~V. ADMINISTRATION~~

~~This Regulation shall supersede all previous statements and regulations concerning the Wyoming Union. The administration of this Regulation shall be the responsibility of the Director of the Wyoming Union.~~

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**Responsible Division/Unit:** Division of Student Affairs

**Source:** None

**Links:** <http://www.uwyo.edu/regs-policies>

**Associated Regulations, Policies, and Forms:** None

**History:**

University Regulation 245, Revision 2; adopted 7/17/2008 Board of Trustees meeting  
Revisions adopted 9/12/2014 Board of Trustees meeting  
Reformatted 7/1/2018: previously UW Regulation 2-245, now UW Regulation 11-7

**AGENDA ITEM TITLE: Approval of Contracts and Grants Report, Synakowski**

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
Battelle Energy Alliance	\$5,040.00	Johnson, Patrick A.	Chemical Engineering	Graphite and Carbon Materials Research
Blue Cross Blue Shield of Wyoming	\$62,955.00	Schillinger, Jessica Lyn	Wyoming Survey & Analysis Center	Blue Cross Blue Shield Wyoming Website System Development
Campbell County Public Health	\$2,476.00	Pearson, Timothy	Wyoming Survey & Analysis Center	Campbell County Suicide Study 2019-2020
Laramie Audubon Society	\$494.00	Murphy, Melanie A.	Ecosystem Science & Management	Evaluating Consequences of Species' Rarity
McGinley Orthopaedic Innovations	\$12,846.00	Muknahallipatna, Su	Electrical & Computer Engineering	Development of a Machine Learning Algorithm to analyze and filter the data to ignore Bony Trabeculations while drilling with MO Clinical software
National Geographic Society	\$8,500.00	Shinker, Jacqueline	Geology & Geophysics	Wyoming K-12 Teachers Geographic Professional Development
National Institute of General Medical Sciences/NIH/DHHS	\$325,584.00	Levy, Daniel L.	Molecular Biology	Mechanisms of nuclear size regulation
National Park Service (Interior)	\$10,012.00	Gerow, Kenneth G.	Mathematics & Statistics	Biostatistics Support for NPS Fire Ecology Program
National Science Foundation	\$149,810.00	Goheen, Jacob R.	Zoology & Physiology	Collaborative Research: Integrating the core-satellite and resource-breadth hypotheses in small mammal communities: field tests of a macroecological pattern (44.5% IC)
North Dakota State Univ	\$500.00	Heitholt, James J.	R&E Center Powell	Advance 20 Pounds of ND112929 Dry Bean to About One Thousand Pounds
Serve WY	\$542,048.00	Fried, James A.	Residence Life Administration	Wyoming Conservation Corps (Americorps 2019-2020)
Small Business Administration	\$188,889.00	Kline, Jill K	Small Business Development Center	Wyoming Small Business Development Centers 2019-2021
The Nature Conservancy	\$11,500.00	Fried, James A.	Residence Life Administration	The Nature Conservancy, Red Canyon Creek Stream Restoration and Beaver Dam Analogues
U.S. Fish & Wildlife Service/Department of the Interior	\$6,250.00	Albeke, Shannon	Wyoming Geographic Information Science Center	NCTC Data Wrangling Course taught by Shannon Albeke 2020
Utah State University	\$1,364.00	Freeburn, James W.	Cooperative Extension Service	Western SARE Speakers Bureau
Wyoming Game and Fish Department	\$125,000.00	Wyckoff, Teale B.	Wyoming Geographic Information Science Center	Geospatial Services - WISDOM & Wyoming Migration Initiative Viewer

Externally Funded Programs

\$1,453,268.00

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
A^3 by Airbus, LLC	\$116,942.00	Lebo, Zachary J.	Atmospheric Science	Assimilating Aircraft Observations in Numerical Weather Prediction Models
A^3 by Airbus, LLC	\$135,252.00	Oolman, Larry D.	Atmospheric Science	A^3 PROJECT MONARK FLIGHT TEST #1
Bayer Inc.	\$5,300.00	Mealor, Brian A	Plant Sciences	Managing Invasive Weeds in Rangelands
Bureau of Justice Statistics/Department of Justice	\$202,440.00	Wimbish, Laurel Allison	Wyoming Survey & Analysis Center	2019 State Justice Statistics (SFS) Program - Wyoming Statistical Analysis Center
Bureau of Land Management/Department of the Interior	\$78,000.00	Monteith, Kevin L.	Haub School of Environment & Natural Resources	The Wyoming Range Mule DEER Project: Carryover Effects and Factors Limiting Recovery from a Severe Winter RM CESU
Bureau of Land Management/Department of the Interior	\$50,000.00	Monteith, Kevin L.	Haub School of Environment & Natural Resources	WY Whiskey Mountain Big Horn Sheep Survival RM CESU
Clackamas County Children, Family, and Community Connections	\$195,000.00	Grant, Emily A.	Wyoming Survey & Analysis Center	Clackamas County Partnerships for Success (PFS) 2019 Grant Evaluation
Clackamas County Children, Family, and Community Connections	\$100,000.00	Grant, Emily A.	Wyoming Survey & Analysis Center	Evaluation of Opioid Affected Youth Project for Clackamas County 2019
Corteva Agriscience	\$20,000.00	Mealor, Brian A	Plant Sciences	Invasive Weed Science and Restoration Program
Corteva Agriscience	\$15,000.00	Tekiela, Daniel R.	Plant Sciences	Corteva Novel Herbicide Weed Management Strategies
Equal Justice Wyoming Foundation	\$25,000.00	Cover, Danielle Renee	College of Law Deans Office	University of Wyoming Civil Legal Services Clinic and the UW Family & Child Legal Advocacy Clinic 2020
Federal Communications Commission	\$61,966.00	Root-Elledge, Sandra Lee	Wyoming Institute for Disabilities WIND	Wyoming Deaf-Blind Equipment Distribution Program - 2019-2020
Foreign Agricultural Services/Department of Agriculture	\$50,000.00	Schumaker, Brant A.	Veterinary Science	BFP19 Ethiopia (Lakew) AH@Wyoming
Forest Service (USDA)	\$156,560.00	Tinker, Daniel Bryan	Botany	Ecosystem Response and Recovery Following Severe Bark Beetle and Wildfire- Beaver Creek Fire
Idaho Department of Fish & Game	\$70,515.00	Kauffman, Matthew	Wyoming Coop Unit	Statewide Mapping of Elk, Mule Deer, and Pronghorn Winter Ranges, Movement Corridors and Stopover Locations
Institute of Museum & Library Service	\$260,675.00	Kornfeld, Marcel	Anthropology	Hell Gap Archaeological Site Collection Archive
Microbios, Inc.	\$14,951.00	Lake, Scott L	Animal Science	The effect of DFM and tannins on weaned calf performance

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
National Energy Technology Laboratory/Department of Energy	\$948,443.00	Brant, Jonathan A.	Civil & Architectural Engineering	RESOURCE RECOVERY AND ENVIRONMENTAL PROTECTION IN WYOMING'S GREATER GREEN RIVER BASIN USING SELECTIVE NANOSTRUCTURED MEMBRANES
National Park Service/Department of National Science Foundation	\$10,012.00	Gerow, Kenneth G.	Mathematics & Statistics	Biostatistics Support for NPS Fire Ecology Program
National Science Foundation	\$31,000.00	Zhong, Ping	Mathematics & Statistics	Rocky Mountain Mathematics Consortium Summer School on Free Probability, Random Matrices, and Applications
National Science Foundation	\$202,866.00	Aidhy, Dilpuneet Singh	Mechanical Engineering	RII Track--4: Controlling Point-Defect Energetics in Complex Oxides Via Interfacial Strain
National Science Foundation	\$235,685.00	Surovell, Todd A.	Anthropology	Clovis Subsistence and Social Organization at the La Prele Mammoth Site (48CO1401), Converse County, Wyoming
National Science Foundation	\$433,139.00	Wang, Liping	Civil & Architectural Engineering	CAREER: Commercial Building Indoor Greenery Systems' Effects on Thermal Environment and Occupant Comfort under Climate Change
National Science Foundation	\$217,143.00	Wang, Liping	Civil & Architectural Engineering	RII Track-4: Adaptive Fault Detection and Diagnosis Based on Growing Gaussian Mixture Regressions for High-Performance HVAC Systems
Pacer Technology Inc	\$20,000.00	Cunningham, Hannah Crocker	Animal Science	Investigation of natural products compared to commercially available products on the prevalence of coccidiosis, influence on feed efficiency, performance, and the rumen microbiome in post-weaned calves
Psi Chi: The National Honor Society in Psychology	\$1,500.00	Sensibaugh, Tesalee K	Psychology Department	Learning to Escape: The Relation of Behavioral Inhibition System Sensitivity to Navigation Under Threat
Resono Pressur Systems LLC	\$7,500.00	Naughton, Jonathan W.	Mechanical Engineering	A Robust and Cost-Effective Pressure Measurement System for Advanced Unsteady Aerodynamic Applications
U.S. Fish & Wildlife Service/Department of the Interior	\$100,000.00	Beauvais, Gary P. & Graf, Nicholas Edward	Wyo Natural Diversity Database	Data Collection for Species of Conservation Concern

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
University of Arkansas at Little Rock	\$40,000.00	Anatchkova, Bistra B.	Wyoming Survey & Analysis Center	Survey to assess awareness and use of Arkansas' Prescription Drug Monitoring Program and the Educational Offerings of Arkansas' efforts at providing Opioid Education to Change Prescription Practices
University of Nevada, Las Vegas	\$66,000.00	McKibbin, Christine L.	INBRE Program	MW-CTR-IN Year 7: Leveraging technology to improve health outcomes for youth with emotional and behavioral disturbances (UWY-07-04-Pilot Grant)
University of Nevada, Las Vegas	\$11,000.00	Moody, Eric John	INBRE Program	MW-CTR-IN Year 7: Developing real-time user interaction and motion tracking in 3D immersive VR for telerehabilitation (UWY-07-05-DTTG)
Utah State University	\$94,668.00	Norton, Jay B.	Ecosystem Science & Management	From Compost Carryover to Compost Legacy: Intercropping and Compost Effects on Yield, Quality, and Soil Health in Organic Dryland Wheat
Utah, University of	\$14,500.00	Western, Jessica M.	Haub School of Environment & Natural Resources	Bridger Teton National Forest Situation Assessment
WY Arts Council	\$21,640.00	Selting, Leigh W.	Theatre & Dance	Community Support Grant: UW Theatre & Dance, Multiple Projects
WY Business Council	\$22,352.00	Bryant, Hayley Victoria	Research Products Center	Wyoming Technology Transfer/Research Products Center (WY-TTRPC) 2019-2020
WY Business Council	\$129,492.00	Kline, Jill K	Small Business Development Center	Market Research Center (MRC) 2019-2020
WY Business Council	\$10,000.00	Kline, Jill K	Small Business Development Center	Gro-Biz Conference and Idea Expo 2019-2020
WY Dept of Agriculture	\$30,000.00	Monteith, Kevin L.	Haub School of Environment & Natural Resources	Summer Nutrition, Disease, or Predation? Quantifying Causes of Poor Lamb Survival in Northwest Wyoming
WY Dept of Agriculture	\$30,000.00	Monteith, Kevin L.	Haub School of Environment & Natural Resources	Coyotes and Coyote Control on Sympatric Ungulates in Southwest Wyoming
WY Dept of Agriculture	\$40,000.00	Monteith, Kevin L.	Haub School of Environment & Natural Resources	Effects of Predation on Mule Deer in the Wyoming Range Following the Devastating 2016-2017 Winter

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
WY Weed and Pest Council	\$21,500.00	Tekiela, Daniel R.	Plant Sciences	Risk assessments, cheatgrass seedbank management and herbicide sensitivity window; partial salary, travel, and supplies (2020)
Wyoming Bean Commission	\$15,000.00	Sarangi, Debalin	Plant Sciences	A Proposal to Request Partial Start-up Funds (Dry Bean Research)
Wyoming Game and Fish Department	\$93,000.00	Monteith, Kevin L.	Haub School of Environment & Natural Resources	Effects of Harvest Intensity on Size and Quality of Pronghorn
Wyoming Humanities Council	\$34,473.00	Budowle, Rachael Elizabeth	Haub School of Environment & Natural Resources	Digital Storytelling to Promote Health, Resilience, and Food Sovereignty in the Wind River Reservation
Wyoming Humanities Council	\$8,059.00	Laegreid, Renee M.	American Studies & History	Keynote Speaker for "Women's Suffrage on the Northern Plains: a Symposium"
Wyoming Instrumentation Development	\$25,000.00	Naughton, Jonathan W.	Mechanical Engineering	Investigation of Flows Relevant to Wind Turbine Wakes
Wyoming Instrumentation Development	\$10,000.00	Naughton, Jonathan W.	Mechanical Engineering	Testing Capabilities for Evaluating Passive Coatings for Aircraft Drag Reduction
Wyoming State Parks and Cultural Resources	\$114,000.00	Bastian, Chris	Agriculture & Applied Economics	Economic Importance of Snowmobiling and Off-Road Vehicle Use on the Wyoming State Trail System
Wyoming State Parks and Cultural Resources	\$11,500.00	Fried, James A.	Residence Life Administration	The Veterans Trail Crew will provide trail work with Wyoming State Parks (NRT-1907)
Wyoming State Parks and Cultural Resources	\$34,500.00	Fried, James A.	Residence Life Administration	The Wyoming Conservation Corps (Veterans Trail Crew) Will work with Wyoming State Parks to fix, maintain, and construct new trails across the state (NRT-1906)

Externally Funded Programs

\$4,641,573.00

**Total Funding for Jan-Feb 2020**

**\$6,094,841.00**

**AGENDA ITEM TITLE: Service Contract and Procurement Reports, Evans**

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### UW Regulation 7-2 (Signature Authority) Contracts Board Report - December 16, 2019 - February 15, 2020

Contract Number	Contract Header Name	Contract Type	Department	Supplier	Signed Date	Agreed Amount	Signer Name	Signer Job Title
00013MHPJanuary2020	Audit Consulting	Services Contract	AVP of Fiscal Administration	McGee, Hearne, & Paiz, LLP	2/5/20	\$137,000.00	David Jewell	Assoc VP, Budget & Inst Plan
22111-TouchNet-Feb2020	TouchNet Extension Agreement	Services Contract	AVP of Fiscal Administration	TouchNet Information Systems Inc	1/22/20	\$109,664.00	William Mai	Interim Vice President for Administration
12107UnivMissouriJuly2019	Agreement for Services	Services Contract	College of Agriculture & Natural Resources	Curators of the University of Missouri	2/6/20	\$52,807.44	Diana Hulme	Assoc VP, Research
13281-LeadingAuthorities-Nov2019	150th Anniversary of Women's Suffrage	Services Contract	College of Arts & Sciences	Leading Authorities Inc	1/21/20	\$51,000.00	Paula Lutz	Dean/Professor
17001NebraskaWYDENTDec2019	Wyoming-Nebraska Dental Education Program Agreement	Services Contract	College of Health Sciences	University of Nebraska Medical Center	1/31/20	\$1,250,000.00	Neil Theobald	Acting President*
17011-Anatomage-Dec2019	17011-Anatomage-Dec2019	Services Contract	College of Health Sciences	Anatomage Inc	12/20/19	\$67,460.00	David Jones	Dean
17104XtremeLandscapingDec2019	Snow Removal and Maintenance Contract	Services Contract	College of Health Sciences	Xtreme Landscaping LLC	1/9/20	\$50,000.00	David Jones	Dean
17104Hawthorne, Jo LynnNov2019	Jo Lynn Hawthorne On-Call Contract	Services Contract	College of Health Sciences	Hawthorne, Jo Lynn	1/31/20	\$125,000.00	David Jones	Dean
11001_SWCA_Dec2019	Agreement for Services between the University of Wyoming and SWCA Environmental Consultants	Services Contract	Enhanced Oil Recovery Institute	SWCA Environmental Consultants	1/17/20	\$85,400.00	Mark Northam	Executive Director
40003-Ellucian Workflow-Dec 2019	Order Form for Additional Cloud Software	Services Contract	Information Technology	Ellucian Company L.P.	12/19/19	\$174,495.00	Robert Aylward	Vice President
40004-Rapid7-Jan 2020	Rapid7 Insight Platform Terms of Service	Services Contract	Information Technology	Rapid7 LLC	1/27/20	\$65,000.00	Robert Aylward	Vice President
90201SoutheasternLouisianaJanuary2020	Athletic Contest Agreement- Form I	Services Contract	Intercollegiate Athletics	Southeastern Louisiana University	1/27/20	\$80,000.00	Matthew Whisenant	Deputy Director
90014LowesVentanaDecember2019	Hotel Letter of Agreement-Arizona Bowl	Services Contract	Intercollegiate Athletics	Loews Ventana Canyon Resort	12/23/19	\$101,000.00	Thomas Burman	Athletic Director
90202UTAustinNovember2019	Football Game Agreement	Services Contract	Intercollegiate Athletics	University of Texas	12/16/19	\$1,850,000.00	Thomas Burman	Athletic Director**
15002-Entangled-Nov2019	Entangled Nov2019	Services Contract	Provost	Entangled Solutions LLC	1/17/20	\$250,000.00	Kate Miller	Provost & Vice President, Academic Affairs
1004098B-EDNW-Nov2019	EDNW GU WY 2020	Services Contract	Provost	Education Northwest, Inc.	12/19/19	\$120,000.00	Tami Benham-Deal	Vice Provost
70001-AlpineAnimalHospital-Aug2019	Agreement for Services-IACUC Vet	Services Contract	Research & Economic Development	Alpine Animal Hospital PC	1/9/20	\$60,000.00	Diana Hulme	Assoc VP, Research
33003-Apogee-Jan2020	Apogee Telecom Inc.	Services Contract	Residence Life Dining	Apogee Instruments	2/5/20	\$224,058.00	William Mai	Interim Vice President for Administration
00021 GilletteCollegeVR-SME & Short Course - March2020.docx	00021 GilletteCollegeVR-SME & Short Course - March2020.docx	Services Contract	School of Energy Resources	Gillette College	1/29/20	\$84,000.00	Mark Northam	Executive Director
10502 - Zeiss - 0120	Quotation 7760463958	Services Contract	School of Energy Resources	Carl Zeiss Microscopy, LLC	1/24/20	\$355,344.80	Cameron Wright	Interim Dean/Professor
10502 - Thermotron - 0120	Thermotron Specification and Quotation	Services Contract	School of Energy Resources	Thermotron Industries	1/15/20	\$161,143.00	Mark Northam	Executive Director
10501-P&PConsulting-121319	P&P Consulting Amendment no. 5	Services Contract	School of Energy Resources	P&P Consulting Services Inc	1/6/20	\$211,000.00	Mark Northam	Executive Director
10501-AtlasCarbonLLC-Dec2019	Atlas Carbon Agreement	Services Contract	School of Energy Resources	Atlas Carbon, LLC	1/6/20	\$106,000.00	Mark Northam	Executive Director
19002-S&P-Jan2020	Compustat	Services Contract	University Libraries	S&P Global Market Intelligence LLC	1/31/20	\$52,825.00	Ivan Gaetz	Dean
19002-T&Fccr-Dec2019	CRC NetBASE	Services Contract	University Libraries	Taylor & Francis Group, LLC	1/9/20	\$384,461.50	Ivan Gaetz	Dean
26001SixPointSolutionsLLCNov2019	Agreement Between Owner and Contractor	Services Contract	University Operations	Six Point Solutions LLC	12/23/19	\$136,246.00	William Mai	Interim Vice President for Administration
26001GEJohnsonConstructionWyomingLLCNov2019Amend2	Amendment No. 2	Services Contract	University Operations	GE Johnson Construction Co	12/20/19	\$29,058,549.00	Neil Theobald	Acting President***

26001PlanOne/ArchitectsDec2019	Consultant Agreement	Services Contract	University Operations	Plan One Architects	12/19/19	\$50,000.00	William Mai	Interim Vice President for Administration
26001E/S3Consultants,IncJan2020	Consultant Agreement	Services Contract	University Operations	E/S3 Consultants Inc	1/21/20	\$50,000.00	William Mai	Interim Vice President for Administration
26001Trident ElectricDec2019	Agreement Between Owner and Contractor	Services Contract	University Operations	Trident Electric LLC	12/20/19	\$117,000.00	William Mai	Interim Vice President for Administration
26001ApexMechanicalLLCDec2019	Agreement Between Owner and Contractor	Services Contract	University Operations	Apex Mechanical	12/20/19	\$179,000.00	William Mai	Interim Vice President for Administration
26001ST+BEngineeringDec2019	Consultant Agreement	Services Contract	University Operations	ST+B Engineering, Inc.	1/17/20	\$328,770.00	William Mai	Interim Vice President for Administration
26001NorrisDesignNov2019	Consultant Agreement	Services Contract	University Operations	Norris Design Inc	1/14/20	\$483,760.00	William Mai	Interim Vice President for Administration
26001JohnsonControls,Inc.Jan2020	Agreement for Services	Services Contract	University Operations	Johnson Controls Inc.	1/9/20	\$90,000.00	William Mai	Interim Vice President for Administration
26001Cator,Ruma,&AssociatesJan2020	Consultant Agreement	Services Contract	University Operations	Cator, Ruma & Associates Co	1/30/20	\$50,000.00	William Mai	Interim Vice President for Administration
31081 - Offer Letter for Union Fest Artist - 5/2020	Offer Letter for Union Fest Bands	Services Contract	VP Student Affairs Office	How to Concerts LLC	12/19/19	\$50,000.00	Kimberly Steich	Interim Vice President for Student Affairs

\*Board of Trustees approved on January 24, 2020.

\*\*Board of Trustees approved on December 11, 2019.

\*\*\*Board of Trustees approved on November 14, 2019.

**UW Regulation 7-2 (Signature Authority) Procurement Board Report - December 16, 2019 - February 15, 2020**

Date	Supplier Name	Line #	Description	Quantity	Line Unit Price	Total Line Price	Total PO Amount	Department	Last Approver	Last Approver Title	Approval Date
12/18/2019	Eppendorf North America, Inc.	1	Stacking incubator set and installation	1	51,756.21	51,756.21	<b>51,756.21</b>	Molecular Biology	Harris, Catherine	Business Manager, Executive	12/16/2019
12/20/2019	The Global Gurus LLC	1	Jazz Ensemble tour of Europe and attendance at Umbria 2020	1	29,900.00	29,900.00		Music	Sanchez, Laurie	Dir, Business Operations	12/19/2019
12/20/2019	The Global Gurus LLC	1	Jazz Ensemble tour of Europe and attendance at Umbria 2020	1	20,001.00	20,001.00		Music	Sanchez, Laurie	Dir, Business Operations	12/19/2019
12/20/2019	The Global Gurus LLC	1	Jazz Ensemble tour of Europe and attendance at Umbria 2020	1	9,999.00	9,999.00	<b>59,900.00</b>	Music	Sanchez, Laurie	Dir, Business Operations	12/19/2019
12/23/2019	Evaluation Systems Pearson	1	Spring 2020 edTPA Vouchers	210	300.00	63,000.00	<b>63,000.00</b>	College of Education Deans Office	Montez, Kimberly	Business Manager, Executive	12/20/2019
01/02/2020	Miracle Method of Boulder	1	MCINTYRE HALL - REPAIR & REFINISH SHOWER PANS IN COMMUNITY BATHROOMS	1	53,550.00	53,550.00	<b>53,550.00</b>	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	12/31/2019
01/02/2020	CDW Government, Inc.	1	Juniper Support Renewal Co-Term to end 09-02-2020 per attached quote	0.95	58,602.42	55,672.30		Enterprise Infrastructure	Aylward, Robert	Vice President	01/02/2020
01/02/2020	CDW Government, Inc.	1	Juniper Support Renewal Co-Term to end 09-02-2020 per attached quote	0.05	58,602.42	2,930.12	<b>58,602.42</b>	Enterprise Infrastructure	Aylward, Robert	Vice President	01/02/2020
01/03/2020	C & B Operations, LLC	1	John Deere 8210	1	20,000.00	20,000.00		R&E Center Powell	Ritten, John	Interim Assoc Dean/Assoc Prof	01/03/2020
01/03/2020	C & B Operations, LLC	1	John Deere 8210	1	38,000.00	38,000.00	<b>58,000.00</b>	Plant Sciences	Ritten, John	Interim Assoc Dean/Assoc Prof	01/03/2020
01/06/2020	Telonics	1	Recon 4560-4 Global star Mule deer Collars	25	950.00	23,750.00		Wyoming Coop Unit	Takaki, YeonShim	Business Manager	01/06/2020
01/06/2020	Telonics	2	Recon 4560-4 globalstar collars with cast-4 and CR-7A for Pronghorn doe	40	950.00	38,000.00	<b>61,750.00</b>	Wyoming Coop Unit	Takaki, YeonShim	Business Manager	01/06/2020
01/07/2020	Allen Scientific Glass Inc	2	ASG4627 Amott cell with #7 threaded connection and Teflon 1/8" NPT bushing, vessels with 50mm ID flat flanges, with .01 ml divisions, Height of top section 24" with support rod, with thickened bottom	100	455.00	45,500.00		Petroleum Engineering	Wood, Cindy	Assistant Director, Business Operations	01/07/2020
01/07/2020	Allen Scientific Glass Inc	1	ASG3606.1 Heavy Wall Amott Cell, 25ml buret, graduated to 0.1ml, with #50 teflon plug and #7 teflon bushing to 1/8" NPT	100	325.00	32,500.00		Petroleum Engineering	Wood, Cindy	Assistant Director, Business Operations	01/07/2020
01/07/2020	Allen Scientific Glass Inc	3	CLAMPHORSE57MM Horseshoe style clamp 57mm for flat flange	100	53.00	5,300.00	<b>83,300.00</b>	Petroleum Engineering	Wood, Cindy	Assistant Director, Business Operations	01/07/2020
01/10/2020	Duke University	1	Impact of Fc N-glycan structure on HIV-specific antibody functions	1	130,828.00	130,828.00	<b>130,828.00</b>	Molecular Biology	Rasco, Barbara	Dean of AGNR	01/10/2020
01/11/2020	University of Washington	1	1st Tuition & Fees Contract payment for 2019-2020	1	1,983,283.00	1,983,283.00	<b>1,983,283.00</b>	WWAMI Medical Education Program	Jewell, David	Assoc VP, Budget & Inst Plan	01/11/2020*
01/25/2020	Mountain West Conference	1	DUES PAYMENT #2	1	243,750.00	243,750.00	<b>243,750.00</b>	Intercollegiate Athletics Directors Office	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	01/25/2020
01/25/2020	Mountain West Conference	1	MWC Football Officials for 2019 Season	1	123,750.00	123,750.00	<b>123,750.00</b>	Game Management	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	01/25/2020
01/27/2020	e-obs GmbH	1	e-obs Digital Telemetry Bird Solar 15g	50	1,084.35	54,217.68		Ecosystem Science & Management	Zuniga, Bianca	Financial Affairs Associate	01/27/2020
01/27/2020	e-obs GmbH	4	e-obs digital telemetry - Shipping (Incoterm 210 DAP)	1	142.19	142.19		Ecosystem Science & Management	Zuniga, Bianca	Financial Affairs Associate	01/27/2020
01/27/2020	e-obs GmbH	2	e-obs digital telemetry BaseStation Computer Interface	1	1,414.37	1,414.37		Ecosystem Science & Management	Zuniga, Bianca	Financial Affairs Associate	01/27/2020
01/27/2020	e-obs GmbH	3	e-obs Digital Telemetry - YagiAntenna 10E	1	141.44	141.44	<b>55,915.68</b>	Ecosystem Science & Management	Zuniga, Bianca	Financial Affairs Associate	01/27/2020
01/28/2020	BKD LLP	1	FY19 UW External Audit Invoice BK01139429	1	5,025.00	5,025.00		Wyoming Public Media	Kuzmich, Christina	Gen Mgr, Wyoming Public Radio	1/28/2020
01/28/2020	BKD LLP	1	FY19 UW External Audit Invoice BK01139429	1	3,415.00	3,415.00		Athletics Business Office	Hulet, Rachael	Assoc AD/Budgeting & Fin Mgmt	1/24/2020
01/28/2020	BKD LLP	1	FY19 UW External Audit Invoice BK01139429	1	1,900.00	1,900.00		AVP of Fiscal Administration	Jewell, David	Assoc VP, Budget & Inst Plan	1/24/2020
01/28/2020	BKD LLP	1	FY19 UW External Audit Invoice BK01139429	1	43,545.00	43,545.00		VP for Research & Economic Development Office	Larson, Amanda	Dir, Business Operations	1/27/2020
01/28/2020	BKD LLP	1	FY19 UW External Audit Invoice BK01139429	1	2,875.00	2,875.00	<b>56,760.00</b>	Cowboy Joe Club	Rompola, Tammy	Accountant	1/11/2020
01/29/2020	First American Title Insurance Co.	1	214 SOUTH 14TH ST ALUMNI HOUSE - PROPERTY PURCHASE - LAND	1	108,000.00	108,000.00		Real Estate Operations	Theobald, Neil	Acting President	01/29/2020
01/29/2020	First American Title Insurance Co.	2	214 SOUTH 14TH ST ALUMNI HOUSE - PROPERTY PURCHASE - BUILDING	1	592,000.00	592,000.00		Real Estate Operations	Theobald, Neil	Acting President	01/29/2020

01/29/2020	First American Title Insurance Co.	3	214 SOUTH 14TH ST ALUMNI HOUSE - PROPERTY PURCHASE - CLOSING COSTS	1	4,903.54	4,903.54	<b>704,903.54</b>	Real Estate Operations	Theobald, Neil	Acting President	01/29/2020
02/05/2020	Wyoming Arts Council	1	EERB: ART IN PUBLIC BUILDINGS	1	100,000.00	100,000.00		Facilities Construction Mgt	Davis, John	Assoc VP for Univ Operations	02/05/2020
02/05/2020	Wyoming Arts Council	2	SI: ART IN PUBLIC BUILDINGS	1	100,000.00	100,000.00	<b>200,000.00</b>	Facilities Construction Mgt	Davis, John	Assoc VP for Univ Operations	02/05/2020
02/06/2020	Chandler Engineering Company LLC	1	QZX Custom: Actual part number: to be Determined. Q5210-HC-H-AH-S pump system with modified spare parts and accessory packages	20	44,482.00	889,640.00		School of Energy Resources Directors Office	Theobald, Neil	Acting President	02/06/2020
02/06/2020	Chandler Engineering Company LLC	2	Serial Expander Final Assembly	5	785.60	3,928.00	<b>893,568.00</b>	School of Energy Resources Directors Office	Theobald, Neil	Acting President	02/06/2020
02/10/2020	Presidio Networked Solutions LLC	2	Aruba LIC-AP Controller per AP Capacity License E-LTU (Part# JW472AAE) per attached bid	580	35.25	20,445.00		Residence Life Operations	Webb, Eric	ExDir,ResLife&DiningSvcs&WyUn	02/10/2020
02/10/2020	Presidio Networked Solutions LLC	3	Aruba LIC-PEF Controller Policy Enforcement Firewall PerAP License E-LTU (Part# JW473AAE) per attached bid	580	35.25	20,445.00		Residence Life Operations	Webb, Eric	ExDir,ResLife&DiningSvcs&WyUn	02/10/2020
02/10/2020	Presidio Networked Solutions LLC	1	Aruba AP-303H (US) Unified AP (Part# JY680A) per attached bid	170.83	244.40	41,750.85		Residence Life Operations	Webb, Eric	ExDir,ResLife&DiningSvcs&WyUn	02/10/2020
02/10/2020	Presidio Networked Solutions LLC	1	Aruba AP-303H (US) Unified AP (Part# JY680A) per attached bid	409.17	244.40	100,001.15	<b>182,642.00</b>	Enterprise Infrastructure	Christensen, Margaux	Business Manager, Executive	02/06/2020
02/10/2020	Fremont Electric Inc	1	CENTREX GENERATOR INSTALLATION	1	86,402.00	86,402.00	<b>86,402.00</b>	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	02/06/2020
02/13/2020	Cummins Inc	1	150 KW CUMMINS GENERATOR	1	49,940.00	49,940.00		Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	02/12/2020
02/13/2020	Cummins Inc	2	DELIVERY AND OFFLOAD	1	3,292.00	3,292.00	<b>53,232.00</b>	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	02/12/2020
02/13/2020	Taft Engineering Inc	1	AERCO WATER HEATER	0	29,632.56	0.00		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	02/13/2020
02/13/2020	Taft Engineering Inc	1	AERCO WATER HEATER	2	29,632.56	59,265.12	<b>59,265.12</b>	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	02/13/2020
02/14/2020	Blackboard, Inc	2	Transact-05: 15K-24,999 Support 7/1/19-6/30/20 per attached invoice, credit and agreement	1	81,412.60	81,412.60		Enterprise Infrastructure	Aylward, Robert	Vice President	02/13/2020
02/14/2020	Blackboard, Inc	1	TSUV Door Access Above 2K Support 7/1/19-6/30/20 per attached invoice and agreement	1	16,069.00	16,069.00	<b>97,481.60</b>	Enterprise Infrastructure	Aylward, Robert	Vice President	02/13/2020
02/14/2020	S/D Inc	1	REPLACEMENT OF OPERABLE WALLS IN YELLOWSTONE BALLROOM	1	70,597.00	70,597.00	<b>70,597.00</b>	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	02/13/2020
02/14/2020	ThyssenKrupp Elevator Corporation	1	REMOVE AND REPLACE THE 9 INTERLOCK ASSEMBLIES ON BOTH DOWNEY HALL ELEVATORS	1	24,500.00	24,500.00		Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	02/13/2020
02/14/2020	ThyssenKrupp Elevator Corporation	2	REMOVE THE EXISTING DOOR OPERATOR AND REPLACE WITH A NEW MAC DOOR OPERATOR PACKAGE WITH 104 OPERATING BOARD ON DOWNEY HALL CARS 1 & 2	1	41,982.00	41,982.00	<b>66,482.00</b>	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	02/13/2020

\*Board of Trustees approved in FY20 Budget.

**AGENDA ITEM TITLE: Capital Construction Report, Mai**

## Capital Construction Progress Report as of March 4, 2020

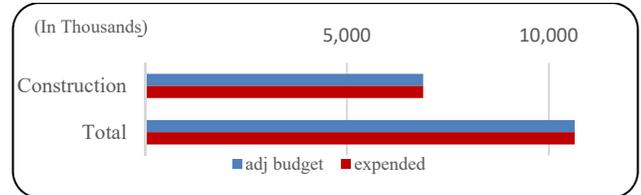
The following is an accounting of the progress and activity of construction and design since the last Trustees meeting. Also reported are approved change orders.

### PROJECTS IN CONSTRUCTION

#### 1. BSL3 – State Vet Lab

Contractor: Sampson Construction Co, Inc.

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



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
State of Wyoming Reimbursement	8,372,000.00	9,497,065.02
UW		1,328,945.00
Additional Funds		500,000.00
<b>Total Project</b>	<b>8,372,000.00</b>	<b>11,326,010.02</b>

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)
<b>Construction</b>	6,512		378	6,890	(6,890)	-	-
<b>Specialized Equipment</b>	-	2,954	-	2,954	(2,697)	(8)	249
<b>Contingency</b>	496		(360)	136	-	-	136
<b>Design</b>	766		86	852	(845)	(7)	-
<b>Admin</b>	598		(104)	494	(467)	(6)	21
<b>Total</b>	8,372	2,954	-	11,326	(10,899)	(21)	406

#### Statement of Contract Amount

<b>Original contract</b>		<b>6,512,000</b>
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 cage wash	(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	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 (2) 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 <sup>nd</sup> 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)

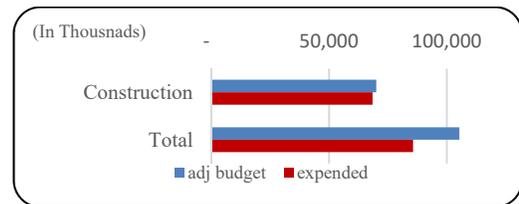
Change Order #57	Run additional conduit from Panel UPS to BSL3 mezzanine for back-up power to Johnson Controls controllers	1,865
Change Order #58	Provide and install (6) door closure kits	590
Change Order #59	Extend substantial completion date	-
Change Order #60	Provide & install new door hardware for 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
Change Order #70	Repair and replacement of two existing cards in existing transfer switches	2,962
Change Order #71	Extend 208V amp circuit from north wall of BSL3 mezzanine to west wall for additional power source for VHP machine	494
Change Order #72	Rewire phoenix controllers to a 24V system from 120V	2,322
Change Order #73	Remove existing door hardware; replace with new hardware and have VTI wire accordingly	1,732
Change Order #74	Provide and install new trench drain trap seals serving the EDS system	1,259
Change Order #75	Provide and install (15) door louvers (to address air flow issues)	36,173
Change Order #76	Replace damper actuators on cooling tower #1 and #2	19,424
Change Order #77	Remove existing door seals and re-paint due to balancing requirements	6,968
Change Order #78	Supply new door sweeps	1,153
<b>Adj Contract</b>		<b>\$6,893,769</b>

<b>Work Completed:</b>
<ul style="list-style-type: none"> <li>Final commissioning received.</li> </ul>
<b>Issues Encountered with Proposed Resolution for Each:</b>
<ul style="list-style-type: none"> <li>None at this time.</li> </ul>
<b>Work Planned for the Upcoming Month:</b>
<ul style="list-style-type: none"> <li>Punch list items within incinerator load room.</li> </ul>

## 2. Engineering Education and Research Building (EERB)

Contractor: GE Johnson Construction Wyoming  
 Jackson, WY

Original Project Budget \$ 105,358,910 (a)



<b><u>Funding Sources:</u></b>	<b><u>Original Anticipated:</u></b>	<b><u>Actual:</u></b>
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	(3,475,737.00)	(3,475,737.00)
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	3,475,737.00	3,475,737.00
Foundation donation	3,328,756.00	3,328,756.00
<b>Total Project</b>	<b>105,358,910.00</b>	<b>105,358,910.00</b>

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)
<b>Construction</b>	72,491	(2,406)	(1,575)	68,510	(68,498)	(12)	-
<b>Equipment</b>	-	3,106	-	3,106	(3,106)	-	-
<b>Contingency</b>	8,205	(4,175)	(2,434)	1,596	-	-	1,596
<b>Reserve</b>	5,243	3,369	8,000	16,612	-	(16,612)	-
<b>Design</b>	7,943	(105)	-	7,838	(7,788)	(50)	-
<b>FF&amp;E</b>	3,993	(75)	303	4,221	(3,785)	(436)	-
<b>Tech</b>	3,474	(75)	(2,951)	448	(448)	-	-
<b>Admin</b>	4,010	361	(1,343)	3,028	(2,419)	(609)	-
<b>Total</b>	<b>105,359</b>	-	-	<b>105,359</b>	<b>(85,711)</b>	<b>(18,052)</b>	<b>1,596</b>

**Statement of Contract Amount**

<b>Original contract</b>		<b>\$69,014,882</b>
Change order #1	Owner requested changes to AV/IT base bid package	762,148
Change order #2	Owner requested changes to boardroom AV/IT base bid package	279,003
Change order #3	Owner savings to finalize contract value	(1,574,691)
<b>Adj Contract</b>		<b>\$68,481,342</b>

<b>Work Completed/In Progress:</b>
<ul style="list-style-type: none"> <li>Project is 100% complete.</li> </ul>

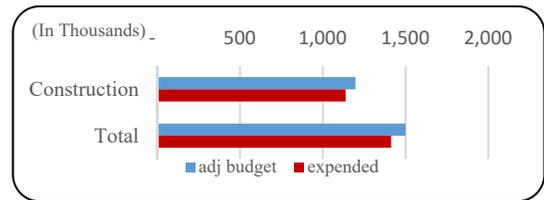
<b>Issues Encountered with Proposed Resolution for Each:</b>
<ul style="list-style-type: none"> <li>None at this time.</li> </ul>

<b>Work Planned for the Upcoming Month:</b>
<ul style="list-style-type: none"> <li>Hot and Cold-water loops from the West Campus Satellite Energy Plant will be tied into the North West vault beginning 3/16/2020.</li> </ul>

### 3. WWAMI – Lab Renovation

Contractor: Arcon, Inc., Laramie, WY

Original Project Budget \$1,500,000 (a)  
 Adjusted Project Budget \$1,500,000



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
WWAMI Income	643,000	643,000
Academic Affairs Medical Education Quasi Account	197,000	197,000
College of Health Sciences Building Account	360,000	360,000
State Appropriation (FY17/18 Budget) for Level II study	300,000	300,000
<b>Total Project</b>	<b>1,500,000</b>	<b>1,500,000</b>

Contract Substantial Completion Date November 30, 2018

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
<b>Construction</b>	1,063	71	64	1,198	(1,138)	(60)	-
<b>Contingency</b>	71	-	(71)	-	-	-	-
<b>Design</b>	168	10	7	185	(182)	(4)	(1)
<b>FF&amp;E</b>	81	(81)	-	-	-	-	-
<b>IT/Tech</b>	68	(68)	-	-	-	-	-
<b>Admin</b>	49	68	-	117	(93)	(3)	21
<b>Total</b>	<b>1,500</b>	<b>-</b>	<b>-</b>	<b>1,500</b>	<b>(1,413)</b>	<b>(67)</b>	<b>20</b>

#### Statement of Contract Amount

<b>Original contract</b>		<b>1,101,500</b>
Change order #1	Reroute glass waste piping, chase demolition and reworking	14,410
Change order #2	Add accent color to the rooms 338A 338 338B 340	4,723
Change order #3	Change base in rooms 338 338A 338B 340 from specified match RT1 flooring to Flexco's Health design base	3,319
Change order #4	Demolish concrete benches, demolish four doors and frames, frame and finish openings	5,412

Change order #5	Replace floor drain with floor sink to accommodate slab thickness	243
Change order #6	Add mechanical chase access	1,816
Change order #7	Window sills in prep lab room 338A	2,633
Change order #8	Relocate mop sink and revise door opening in rom 338A	685
Change order #9	Revise window size to match existing and structural details to address existing wall construction	(4,000)
Change order #10	Infill existing alcoves with salvaged glassed structural tile	2,131
Change order #11	Install oak chamfer to join existing sill and furring	1,165
Change order #12	Extend walls surrounding lab space to floor deck, provide floor covering & finished ceiling in corridor, change type of task lighting along north wall, add duct smoke detector	14,030
Change order #13	Change self-closing lever handles, shift fire suppression line, image existing floor slab to avoid damages, provide new wall cabinet, provide electrical tie in to fire alarm system, replace air diffusers, install new wood trim, install door closer on locker room 353, install exhaust duct in wall, install thresholds for doors 352 & 353	42,272
Change order #14	Demolition of the floor (as needed) in the Anatomy Lab to provide new blue floor pattern	7,312
<b>Adj Contract</b>		<b>\$1,197,651</b>

<b>Work Completed:</b>
<ul style="list-style-type: none"> <li>Warranty items as identified in 11-month walk.</li> </ul>

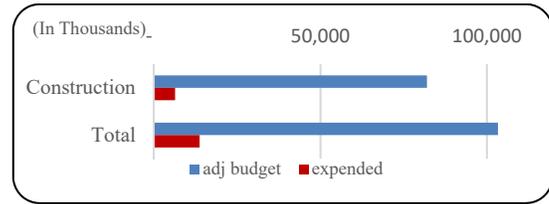
<b>Issues Encountered with Proposed Resolution for Each:</b>
<ul style="list-style-type: none"> <li>Contractor has not provided as-built drawings and O&amp;M manuals. Propose withholding retainage.</li> </ul>

<b>Work Planned for the Upcoming Month:</b>
<ul style="list-style-type: none"> <li>Warranty period.</li> </ul>

#### 4. Science Initiative

Contractor: GE Johnson Construction Wyoming  
 Jackson, WY

Original Project Budget \$ 103,000,000 (a)  
 Adjusted Project Budget \$ 103,000,000 (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
State	3,000,000.00	3,000,000.00
UW	15,000,000.00	15,000,000.00
State	85,000,000.00	85,000,000.00
UW INBRE program		325,000.00
<b>Total Project</b>	<b>103,000,000.00</b>	<b>103,325,000.00</b>

Guaranteed Maximum Price \$74,359,220  
 Contract Substantial Completion Date

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
<b>Construction</b>	82,029	-	-	82,029	(6,341)	(68,018)	7,670
<b>Contingency</b>	3,919	-	(248)	3,671	-	-	3,671
<b>Reserve</b>	1,702	-	-	1,702	-	-	1,702
<b>Design</b>	6,962	42	248	7,252	(6,054)	(1,195)	3
<b>FF&amp;E</b>	3,100	-	-	3,100	-	-	3,100
<b>Tech</b>	2,287	-	-	2,287	-	-	2,287
<b>Admin</b>	3,001	283	-	3,284	(1,316)	(297)	1,671
<b>Total</b>	<b>103,000</b>	<b>325</b>	<b>-</b>	<b>103,325</b>	<b>(13,711)</b>	<b>(69,510)</b>	<b>20,104</b>

#### Statement of Contract Amount

<b>Original contract</b>	<b>Pre-construction</b>	<b>\$142,000</b>
10/16/2019	GMP established, includes full project scope excluding alternates, reserve held for north greenhouses. (Includes pre-construction)	74,359,220
<b>Adj Contract</b>		<b>\$74,359,220</b>

<b>Work Completed/In Progress:</b>
<ul style="list-style-type: none"> <li>• Guaranteed Maximum Price contract amendment was approved 10/16/2019.</li> <li>• Construction activities commenced 10/17/2019.</li> <li>• Deep foundations, grade beams, caps and high walls are complete.</li> <li>• Plumbing and electrical underground are in progress.</li> <li>• Interior concrete slab on grade is in progress.</li> </ul>

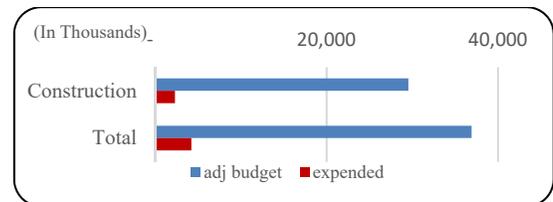
<b>Issues Encountered with Proposed Resolution for Each:</b>
<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>

<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"> <li>• Steel erection.</li> </ul>

**5. West Campus Satellite Energy Plant**

Contractor: GE Johnson Construction Wyoming  
 Jackson, WY

Original Project Budget \$ (a)  
 Adjusted Project Budget \$ (d)



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
Major Maintenance	18,000,000.00	22,000,000.00
EERB Project Reserve	12,314,336.00	12,612,600.00
SI Project Reserve	2,000,000.00	1,701,736.00
UW – Capital Reserves (BOT)	4,616,773.00	616,773.00
<b>Total Project</b>	<b>36,931,109.00</b>	<b>36,931,109.00</b>

Guaranteed Maximum Price \$ 29,058,549.00  
 Contract Substantial Completion Date October 19, 2021

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
<b>Construction</b>	29,559	-	-	29,559	(2,321)	(26,738)	500
<b>Contingency</b>	3,688	-	-	3,688	-	-	3,688
<b>Design</b>	2,623	-	-	2,623	(1,464)	(595)	564
<b>FF&amp;E</b>	110	-	-	110	-	-	110
<b>Tech</b>	25	-	-	25	-	-	25
<b>Admin</b>	926	-	-	926	(441)	(142)	343
<b>Total</b>	<b>36,931</b>	-	-	<b>36,931</b>	<b>(4,226)</b>	<b>(27,475)</b>	<b>5,230</b>

**Statement of Contract Amount**

<b>Original contract</b>	<b>Pre-construction</b>	<b>\$61,250</b>
Amendment #1	Initial Guaranteed Maximum Price for Foundation and Utilities. (Includes pre-construction)	15,486,191
Amendment #2	Final Guaranteed Maximum Price; full project scope.	13,572,358
<b>Adj Contract</b>		<b>\$29,058,549</b>

<b>Work Completed/In Progress:</b>
<ul style="list-style-type: none"> <li>• Bid Package #1 was issued for foundation and utilities. The public bid opening was held 6/18/2019.</li> <li>• Construction site is cleared and secured.</li> <li>• Initial Guaranteed Maximum Price was prepared and approved at the August 2019 Board of Trustees Meeting.</li> <li>• Construction activities commenced 9/16/2019.</li> <li>• Bid Package #2 was issued, 100% construction documents. The public bid opening was held 10/4/2019.</li> <li>• Final GMP was approved on 11/14/2019.</li> <li>• Foundation high walls and tank foundation are complete.</li> <li>• Underground plumbing and electrical are in progress.</li> </ul>

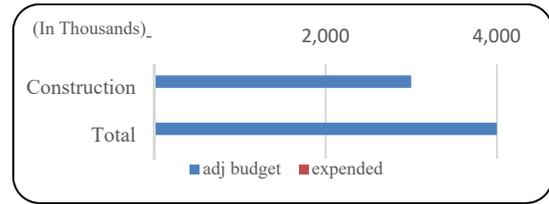
<b>Issues Encountered with Proposed Resolution for Each:</b>
<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>

<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"> <li>• Interior slab on grade.</li> <li>• Exterior backfill.</li> <li>• Steel erection.</li> </ul>

## 6. 11<sup>th</sup> & 12<sup>th</sup>/Lewis Street Reconstruction

Contractor:

Original Project Budget \$ (a)  
 Adjusted Project Budget \$ (d)



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
EERB Project Reserve	4,000,000.00	4,000,000.00
<b>Total Project</b>	<b>4,000,000.00</b>	<b>4,000,000.00</b>

Guaranteed Maximum Price \$  
 Contract Substantial Completion Date

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
<b>Construction</b>	3,000	-	-	3,000	-	-	<b>3,000</b>
<b>Contingency</b>	450	-	-	450	-	-	<b>450</b>
<b>Design</b>	365	-	-	365	(17)	(496)	<b>(148)</b>
<b>FF&amp;E</b>	-	-	-	-	-	-	-
<b>Tech</b>	-	-	-	-	-	-	-
<b>Admin</b>	185	-	-	185	-	(30)	<b>155</b>
<b>Total</b>	<b>4,000</b>	-	-	<b>4,000</b>	<b>(17)</b>	<b>(526)</b>	<b>3,457</b>

### Statement of Contract Amount

<b>Original contract</b>		\$-
<b>Adj Contract</b>		\$-

#### **Work Completed/In Progress:**

- Design team selection.

#### **Issues Encountered with Proposed Resolution for Each:**

- None at this time.

#### **Work Planned for Upcoming Month:**

- Begin Schematic Design.

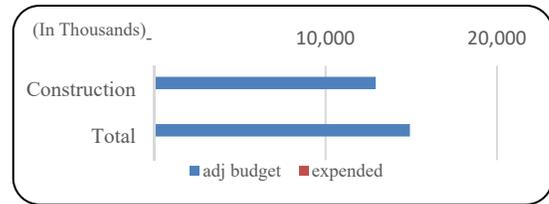


## 8. Wyoming Hall Utility Relocation

Contractor:

Original Project Budget \$ (a)

Adjusted Project Budget \$ (d)



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
UW – Construction Reserve Account	10,000,000.00	10,000,000.00
Major Maintenance	4,929,300.00	4,929,300.00
<b>Total Project</b>	<b>14,929,300.00</b>	<b>14,929,300.00</b>

Guaranteed Maximum Price \$  
 Contract Substantial Completion Date

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
<b>Construction</b>	12,929	-	-	12,929	-	-	12,929
<b>Contingency</b>	1,200	-	-	1,200	-	-	1,200
<b>Design</b>	331	-	-	331	-	-	331
<b>FF&amp;E</b>	-	-	-	-	-	-	-
<b>Tech</b>	240	-	-	240	-	-	240
<b>Admin</b>	229	-	-	229	-	-	229
<b>Total</b>	<b>14,929</b>	-	-	<b>14,929</b>	-	-	<b>14,929</b>

### Statement of Contract Amount

<b>Original contract</b>		\$-
<b>Adj Contract</b>		\$-

### Work Completed/In Progress:

- 75% Construction documents complete. Documents will be delivered for City review on March 9<sup>th</sup>.
- Geotechnical investigation underway.
- Site survey complete.

### Issues Encountered with Proposed Resolution for Each:

- City coordination. Work with Administration to develop funding negotiation and schedule strategy.





**Statement of Contract Amount**

<b>Original contract</b>		\$-
<b>Adj Contract</b>		\$-

**Work Completed/In Progress:**

- Pricing for the renovation of the existing facility is complete.
- Design is underway for the new bus maintenance facility.

**Issues Encountered with Proposed Resolution for Each:**

- None at this time.

**Work Planned for Upcoming Month:**

- Continue designing the new facility.
- Begin construction on the renovation.