

THE UNIVERSITY OF WYOMING

**BOARD OF TRUSTEES' REPORT
AND SUPPLEMENTAL MATERIALS**

September 15-17, 2021

**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

September 15-17, 2021

Marian H. Rochelle Gateway Center

Laramie, Wyoming

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

Update: COVID-19 – Seidel [<i>Materials provided as supplemental</i>]	6
Information: Update on Program Review and Budget Reductions – Seidel/Carman/Theobald ...	8
Information: Fall Enrollment Census Day Report – Kyle Moore	9
Consideration and Action: Approval and Adoption of Final Tuition Recommendations (per UW Regulation 2-200) [<i>Postponed from July meeting</i>] – Theobald/Kean.....	10
Annual Report: List of deleted and new Courses (per UW Regulation 2-116) – Carman/Barrett.....	16
Annual Report: Faculty Appointments per UW Reg 2-1 – Carman/Benham-Deal	24
Annual Report: UW Foundation Investments (per MOU with Foundation) – Blalock	29
Annual Report: Expenditures MHRGC Facilities Maintenance Fund (per lease agreement) – Blalock	31
Annual Report: Office of Diversity, Equity and Inclusion – Monago	34
Annual Report: Intercollegiate Athletics (per UW Regulation 3-1) – Burman	42
Annual Report: State of Wyoming Agency Report – Mai	44
Annual Report: Status of implementation of the Strategic Plan and President’s Report on Accomplishments – Seidel [<i>Verbal report</i>]	

Trustee Committees Reports

Academic and Student Affairs Committee; Michelle Sullivan (Chair)

Consideration and Action:

- Notice of Intent: Bachelor of Applied Science (BAS) Organizational Leadership61
- Notice of Intent: Hybrid Format Master’s in Social Work.....65
- Notice of Intent: Hospitality
- Notice of Intent: Bachelor of Science in Data Science.....75
- Notice of Intent: Public Humanities
- Notice of Intent: BA and Undergraduate Minor in Social Justice117
- Notice of Intent: Honors Online Major.....132
- Notice of Intent: Graduate Certificate in Community and Public Health.....139

Biennium Budget Committee; John McKinley (Chair)

Facilities Contracting Committee; John McKinley (Chair)

Consideration and Action:

- Ivinson Parking Garage and Police Facility, General Contractor Approval145
- Casper Family Medicine South Entry and Parking Lot, Approval of Budget, Architect, and Delivery Method.....147

- Hot Water Expansion and Tunnel Abandonment Project, Approval of Budget, Funding, and Designer150
- Fiscal and Legal Affairs Committee; Macey Moore (Chair)*
Trustees Legislative Relations Committee; Kermit Brown (Chair)
Trustees Research and Economic Development Committee: David Fall (Chair)
Vice President and Dean Search Committee; Laura Schmid-Pizzato (Chair)

Business Meeting

Reports

ASUW

Staff Senate

Faculty Senate

Committee of the Whole

Regular Business

Trustee Committees

[Note: Trustee committees are not scheduled to meet at the July 2021 UW Board of Trustees meeting. Reports from the Facilities Contracting Committee, and the Academic and Student Affairs Committee will take place on Wednesday, July 14, 2021]

Liaison to Other Boards

[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 will provide a written report prior to the regular July 13-16, 2021, Business Meeting.]

Proposed Items for Action:

- I. Approval of Agreements, Contracts, and Procurements – Evans
- II. Contracts and Grants – Hulme152
- III. Personnel – Academic Report – Carman

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

- Contracts and Procurement Report (per UW Regulation 7-2) – Evans163
- Capital Construction Report – McKinley/Mai170
- Foundation Monthly Giving Report – Blalock *[provided as supplemental]*
- **Annual Report:** on new Temporarily Restricted Endowment accounts established during the last year – Theobald188

- **Annual Report:** Finance and Administration’s Report on balances, transactions and investment returns for the following reserve accounts: -
Theobald/Kean.....190
 - Passenger Plane Reserve Account
 - Risk Pool/ Litigation Reserve Account
 - Residence Hall Reserve Account
 - Recruitment and Retention Reserve Account
 - Special Project Reserve Account
 - Operating Reserve Account
 - Construction Reserve Account

New Business

Date of Next Meeting: October 13, 2021 (conference call)

Adjourn Meeting

AGENDA ITEM TITLE: COVID-19 Update, Seidel

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:

President Seidel will provide a brief update on UW's efforts to help mitigate the spread of COVID-19, including a report from his COVID-19 advisory group and recommendations on face coverings and other mitigation strategies.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

At its May 2020 meeting, the Board authorized a preliminary plan to open the university campus for the Fall 2020 semester. At its July 2020 meeting, the Board moved to authorize modification to the university's plan to restart campus, to require face coverings, and allow administration to make further modifications to campus plans related to COVID-19 without Board approval. At its March 2021 meeting, the Board passed a resolution directing the university president authority to reopen the university campus consistent with health policy guidelines and directives of the state and federal governments with regard to COVID-19. At its May 2021 meeting, the Board moved to not mandate COVID-19 vaccines, to follow CDC guidance with regard to social distancing and facial coverings, and sunset the university's mandatory surveillance program as of June 30, 2021. At its August 2021 meeting, the Board moved to approve the Fall 2021 COVID-19 Campus Plan to include a temporary mask mandate, and President Seidel's additions of a mandatory education program for employees and students, one-time COVID-19 testing of all students and employees prior to the start of the semester, a stronger public information campaign, and the formation of a COVID-19 Advisory Committee led by College of Health Science Dean David Jones.

WHY THIS ITEM IS BEFORE THE BOARD:

Continued updates on UW's response to the COVID-19 pandemic.

ACTION REQUIRED AT THIS BOARD MEETING:

Board review of the University's current face covering rule:

With some exceptions, masks are required inside most University of Wyoming buildings where 6-foot social distancing is not possible under a policy that took affect August 16, 2021. Classrooms, labs and high-traffic areas, such as the Wyoming Union, are places where 6-foot distancing is not always possible, so masks would be necessary there. But some meeting spaces may lend themselves to required distancing and, of course, masks are not required for people alone in offices, residence hall rooms and private spaces. Exceptions to the indoor mask requirement are voluntary public events such as athletics and music, theater and dance performances; voluntary social events; and private, by-invitation events that involve rental and/or use of UW spaces on campus. For classes where the ability to see speakers' mouths is essential, faculty members will have the ability to

seek exceptions to the masking policy through the Provost's Office. Employees and students who have legitimate medical reasons to not wear masks can seek exceptions through Human Resources and University Disability Support Services (UDSS). The mask requirement will remain in place at least through September 20, 2021 – at which time the UW Board of Trustees will revisit the requirement and provide further direction.

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: Update on Program Review and Budget Reductions, Seidel, Carman and Theobald

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: In November, the Board of Trustees will discuss, and possibly act upon, employment decisions made in accordance to Regulation 2-13. Concurrently, the Board of Trustees will discuss FY2022-23 operating budget implications of creating a College of Computing, and academic program in Tourism & Hospitality, and a Center on Innovation & Entrepreneurship (e.g., academic/human resource policy changes, internal transfers of on-going revenue, creation of additional revenue). Establishing capacity to fund new academic programs will require reallocation of existing/new resources under current revenue projections. Absent new revenue from state and/or federal funds, reallocations of existing resources may require additional cost saving or revenue creation measures to be implemented.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Administration presented Restructuring UW for Wyoming's Future to the Board of Trustees on July 14, 2021.

WHY THIS ITEM IS BEFORE THE BOARD:

Information item.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: 2021 Fall Census Enrollment Report, K. Moore

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:

Enrollment numbers are considered final as of the 15th class day of each Fall and Spring semester. The 15th class day of Fall and Spring semesters, also known as the “Census” date, is used to report final enrollments to federal and state agencies and considered the official figures on enrollment for the term. *The accompanying presentation (one page consolidated slide) will be provided on 09/14/2021 to account for the official enrollment figures.*

Numbers reported are final and reflect the enrollments as of September 13th 2021. Numbers reported will include:

- Total Headcount
- Transfer Headcount
- Student Credit Hours (SCHs)
- First-Time Headcount
- Headcount by Classification
- First-Time In/Out of State
- Transfer Student In/Out of State
- Graduate/Professional

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

This information is reported each September.

WHY THIS ITEM IS BEFORE THE BOARD:

To keep the UW Board of Trustees up to date on enrollment figures.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT’S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: 2022-23 Academic Year Tuition Recommendations, McKinley

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:

The Administration recommends that the topic of tuition rates for the 2022-23 academic year (FY2023) be addressed at the Trustees' September 2021 meeting in order to give advance notice to all those affected by prospective tuition increases. Administration further recommends no modifications to the current policy and that tuition rates will be increased by 4% for FY2023 as detailed in the attached tuition table.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The Board of Trustees reviewed and approved its current Tuition Policy in November 2018.

At its November 2020 meeting, the Trustees approved the tuition rates for the 2021-22 academic year (FY2022).

WHY THIS ITEM IS BEFORE THE BOARD:

The Board of Trustees' Tuition Policy outlines that the Administration may make recommendations regarding tuition rate increases on an annual basis for the Trustees' consideration.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

	A	B	C
	2021-22 Academic Year (FY2022) Tuition (per credit hour)	Proposed 2022-23 Academic Year (FY2023) Tuition (per credit hour)	Percentage Increase
Undergraduate Resident Tuition	\$ 154	\$ 160	4%
Undergraduate Non-Resident Tuition	\$ 639	\$ 665	4%
Graduate Resident Tuition	\$ 299	\$ 311	4%
Graduate Non-Resident Tuition	\$ 894	\$ 930	4%
Undergraduate Non-Resident On-line ¹ Tuition (College of Health Sciences RN to BSN Only)	\$ 386	\$ 401	4%
Graduate Non-Resident On-line ¹ Tuition	\$ 476	\$ 495	4%
Law School Resident Tuition	\$ 512	\$ 532	4%
Law School Non-Resident Tuition	\$ 1,092	\$ 1,136	4%
Pharmacy Resident Tuition	\$ 527	\$ 548	4%
Pharmacy Non-Resident Tuition	\$ 1,114	\$ 1,159	4%
Master of Business Administration (MBA) Resident Tuition	\$ 798	\$ 830	4%
Master of Business Administration (MBA) Non-Resident Tuition	\$ 1,390	\$ 1,446	4%
Doctor of Nursing Practice (DNP) Resident Tuition	\$ 501	\$ 521	4%
Doctor of Nursing Practice (DNP) Non-Resident Tuition	\$ 1018	\$ 1,059	4%
Master of Science (MS) in Speech Language Pathology Resident Tuition	\$ 431	\$ 448	4%
Master of Science (MS) in Speech Language Pathology Non-Resident Tuition	\$ 1026	\$ 1,067	4%
Executive Master of Business Administration (EMBA) Tuition ¹	\$ 877	\$ 912	4%
Land Surveying Certificate Program	\$ 358	\$ 372	4%
Bachelors Reach for Accelerated Nursing Degree (BRAND) Tuition ²	\$ 571	\$ 594	4%
Distance English Master's Program	\$ 307	\$ 319	4%
MS in Health Services Administration Resident	\$ 717	\$ 746	4%
MS in Health Services Administration Non-Resident	\$ 909	\$ 945	4%

	2021-22 Academic Year (FY2022) Tuition (per credit hour)	Proposed 2022-23 Academic Year (FY2023) Tuition (per credit hour)	Percentage Increase
Dental Hygiene Resident Tuition Contract (with Sheridan College)	\$ 3,099	\$ 3,223	4%
Dental Hygiene Special Resident Tuition Contract (with Sheridan College)	\$ 4,650	\$ 4,836	4%
Dental Hygiene Non-Resident Tuition Contract (with Sheridan College)	\$ 9,940	\$ 10,338	4%
	2021-22 Academic Year (FY2022) Tuition (per credit hour)	Proposed 2022-23 Academic Year (FY2023) Tuition (per credit hour)	Percentage Increase
Online College of Business Graduate Programs (Non-MBA) Tuition ³	\$ 550	\$ 572	4%
College of Education Graduate Certificate in English as a Second Language - Resident Tuition	\$ 324	\$ 337	4%
College of Education Graduate Certificate in English as a Second Language - Non-resident Tuition	\$ 969	\$ 1008	4%
College of Education Graduate Certificate in English as a Second Language - Non-resident Online Program Tuition	\$ 516	\$ 537	4%
EdD in Education with a concentration in Educational Leadership Resident Tuition	\$ 324	\$ 337	4%
EdD in Education with a concentration in Educational Leadership Non-resident Online Program Tuition	\$ 516	\$ 537	4%
College of Education Graduate Certificate in School District Superintendent - Resident Tuition	\$ 324	\$ 337	4%
College of Education Graduate Certificate in School District Superintendent - Non-Resident Online Program Tuition	\$ 516	\$ 537	4%
MA in Education with a concentration in Educational Leadership, Higher Education, or Curriculum and Instruction - Resident Tuition	\$ 324	\$ 337	4%
MA in Education with a concentration in Educational Leadership, Higher Education, or Curriculum and Instruction - Non-resident Online Program Tuition	\$ 516	\$ 537	4%
MS in Education with a concentration in Learning, Design, and Technology - Resident Tuition	\$ 324	\$ 337	4%
MS in Education with a concentration in Learning, Design, and Technology - Non-resident Online Program Tuition	\$ 516	\$ 537	4%
Graduate Certificate in School Principal - Resident Tuition	\$ 324	\$ 337	4%
Graduate Certificate in School Principal - Non-resident Online Tuition	\$ 516	\$ 537	4%
EdD/PhD in Education with a concentration in Higher Education - Resident Tuition	\$ 324	\$ 337	4%
EdD/PhD in Education with a concentration in Higher Education - Non-Resident Online Program Tuition	\$ 516	\$ 537	4%
Course Credits for recertification through the Wyoming PTSB in the form of 5959 and 4740 courses	\$ 60	\$ 62	4%

Note(s):

1. Courses for this program and/or degree are solely on-line courses.
2. Tuition rate per credit hour is the same for in-person and on-line courses.
3. The rate would apply to resident and non-resident students in such online College of Business programs as MS Accounting, MS Finance, CFP Certificate, and other online concentrations or certificates

TUITION POLICY

In order to give advance notice to all those affected by prospective tuition increases, the Board of Trustees (Board) adopts the following policy for tuition increases for Academic Year 2020 (FY2021) and later:

- A. Unless modified under D or F below, annual tuition, other than programs with differential tuition, the Administration will recommend that tuition be increased by 4% for each academic year.
- B. Annually, the Administration will submit recommendations regarding adjustments to differential tuition rates.
- C. Revenue generated by the annual tuition increases will be distributed as follows:

2% – Salaries – To be applied first to the cost of mandatory salary increases for promoted faculty, and then second to the University's faculty and staff salary increase policy.

2% - Student Success Priorities – the Associated Students of the University of Wyoming (ASUW) and the Administration will establish priorities that are deemed most impactful or needed to enhance student success at the University of Wyoming, and will make recommendations to the Board to allocate funding accordingly.

Each year when the President submits her/his proposed annual operating budget for the University to the Board, the President shall also provide information to the Board regarding the allocation of the tuition increase funds and the specific unit budgets impacted.

- D. The Administration may recommend modifications to the policy specified in Section A or the distribution thereof specified in Section C, but shall consult with students, faculty, and staff prior to submitting such recommendations, and shall make any such recommendations on or before the November meeting of the Board.
- E. On or before the November meeting of the Board, the Administration shall provide information regarding the cost of attendance, and how UW's tuition and fee rates compare with peer universities.
- F. The Board of Trustees may accept, reject, or modify any recommendation under Sections A and B and may take any action it determines regarding tuition rates and the distribution of revenue generated from modifications to tuition.
- G. The Board shall review this policy:
 - a. Not later than four years following its adoption; and
 - b. Not later than four years following any subsequent review or modification to the policy.

AGENDA ITEM TITLE: Annual Reports, Various

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 following annual reports are provided to the UW Board of Trustees at its September meeting per *Trustees Annual Schedule of Items to Approve, Discuss, or Report*. Due to a full meeting schedule, Chairman Jeff Marsh has ask that these reports be provided in written form in advance of the September 2021 UW Board of Trustees meeting.

- **Annual Report:** List of deleted and new Courses (per UW Regulation 2-116) – Carman/Barrett
- **Annual Report:** Faculty Appointments per UW Reg 2-1 – Carman/Benham-Deal
- **Annual Report:** UW Foundation Investments (per MOU with Foundation) – Blalock
- **Annual Report:** Expenditures MHRGC Facilities Maintenance Fund (per lease agreement) – Blalock
- **Annual Report:** Office of Diversity, Equity and Inclusion – Monago
- **Annual Report:** Intercollegiate Athletics (per UW Regulation 3-1) – Burman
- **Annual Report:** State of Wyoming Agency Report – Mai

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The UW Board of Trustees last received these reports at its September 2020 meeting.

WHY THIS ITEM IS BEFORE THE BOARD:

The reports listed above are provided the UW Board of Trustees on an annual basis.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT’S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: List of deleted and new courses AY 20-21, Barrett

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:

Per UW Regulation 2-116, a list of deleted and new courses from AY 20-21 is provided for Board information. All course actions were submitted via a Course Action Request Form (CARF) and reviewed at the college level and at the University level by the Academic Program Committee.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

No.

WHY THIS ITEM IS BEFORE THE BOARD:

Per UW Regulation 2-116, a list of deleted and new courses from AY 20-21 is provided for Board review.

ACTION REQUIRED AT THIS BOARD MEETING:

None. Provided as an information item.

PROPOSED MOTION:

None.

PRESIDENT'S RECOMMENDATION:

None.

New and Discontinued Courses AY 20/21

Note: All changes were submitted via a Course Action Request Form (CARF) and reviewed at the college level and at the University level by the Academic Program Committee.

September 24, 2020 – Academic Program Committee Actions

Discontinued courses:

AG MOLB 4320 Investigations in Molec Biol

AG MOLB 4485 Computers in Biology

AG MOLB 5485 Computers in Biology

AS GEOG 4220 Spatial Modeling and Geocomp.

AS GEOG 5050 Techniques in Env. Data Mngmt.

AS GEOG 5220 Spatial Modeling and Geocomp.

ED EDST 3000

EN EE 2800 (discontinue if ES 2800 approved as new course: Problems in Design w/ Devices)

UW UWYO 1105 Academic Success Skills

Added courses:

AG MOLB 3320 Molecular Biological

AG MOLB 4053 Communications in Mol. Biology

AG MOLB 4680 Signal in Host/Microbe Interac

AG MOLB 5680 Signal in Host/Microbe Interac

AS GEOG 5040 Conservation of Nat. Resources

AS GEOL 5040 Conservation of Nat. Resources

AS GIST 5050 Database Design and Management

AS GIST 5220 Spatial Modeling & Data Analysis

CB ACCT 4960 Volunteer IncomeTax Assistance

CB FIN 4050 Bus. Application of Blockchain

CB HOSP 3000 Managing Profitability in Hosp

ED EDSE 4550 Residency Apps and Synthesis

ED EDST 3100 Teacher as Practitioner

ED EDST 3101 Practicum 3

ED LDTE 5000 Theoretical Foundations in LDT

ED LDTE 5010 Elements of Design

ED LDTE 5020 Technology & The Mind

ED LDTE 5100 Innovative Pedagogy

EN ES 2800 Physical Computing

HN ENR 0 Conservation Entrepreneurship

UW ACES 1105 Reinstated Student Success

UW GRAD 5150 Special Topics in ____:

October 22, 2020 – Academic Program Committee Actions

Added courses:

AG PLNT 2200 Field Crop Production

AS CW 2200 Creativity in the 21st Century

AS CW 3125 Studies in _____

AS GEOL 4130 Mathematical Geosciences

AS GIST 5050 Database Design and Management

AS PSYC 3400 Community Resources for Older

HN ENR 4560/5560 Conservation Entrepreneurship

HS HM 6660 Musculoskeletal

November 13, 2020 – Academic Program Committee Actions

Courses added:

AS ANTH 1325 Wyoming Archaeology

AS ENGL 2420 Survey in Rhetoric & Writing

AS INST/POLS & GEOG 4555/5555 & 4555 Political Ecology

AS LIFE 2200 Research in Action

CB FIN 3050 Fundamentals of Blockchain

CB IMGT 4500 Business Analytics

ED EMAT 5150 Elem & Midd Sch Math Adv Persp

ED EMAT 5160 HS Math from Advanced Perspect

EN CM 3100 Construction Scheduling

HS NURS 5866 DNP Seminar II

HS PHCY 5047 Pandemic Preparedness Policy

HS PHCY 6054 Infectious Diseases

February 28, 2021 – Academic Program Committee Actions

Discontinued courses:

AS THEA 1700 Voice for the Actor

HS SPPA 2250 Clinical Observation

HS SPPA 4220 Speech Disorders Across Life.

HS SPPA 4310 Acoustics of Speech & Hearing

HS SPPA 4750 Research Methods in Com. Dis.

UW HP 1000 Intellectual Communities

UW HP 1151 Freshman Honors Colloquium I

UW HP 2151 Honors Non-Western Perspective

UW HP 2152 Honors Non-Western Perspective

UW HP 2153 Honors Non-Western Perspective

Courses added:

AS GEOG 4500 Landscapes of the Americas (cross listed with GEOG 5500, INST 4500, INST 5500)

AS GEOG 5500 Landscapes of the Americas (cross listed with GEOG 4500, INST 4500, INST 5500)

AS GEOL 4470 Fire Ecology

AS GEOL 5470 Fire Ecology

AS GIST 5300 Web Mapping and Internet GIS

AS GIST 5350 Enterprise GIS Systems

AS INST 4500 Landscapes of the Americas (cross listed with GEOG 4500, GEOG 5500, INST 5500)

AS INST 5500 Landscapes of the Americas (cross listed with GEOG 4500, GEOG 5500, INST 4500)

AS RELI 2030 Violence and Resistance

ED EDCI 5551 Practicum Graduate Certificate
ED EDEX 3081 Teaching St. w/Low Inc. Dis.
ED EDEX 3110 Behavioral Supports & Interv.
ED EDEX 4120 Data Analysis/IEP Development
HN ORTM 2800 Outdoor Leadership
HN ORTM 4050 Global Tourism
HS KIN 5041 Advanced Exercise Physiology
UW ACES 1150 Major & Career Exploration

March 18, 2021 – Academic Program Committee Actions

Discontinued courses:

AS AAST 3600 Technology Bytes
AS AAST 5190 Dimensions of Racism
AS WMST 1101 First-Year Seminar
AS WMST 2420 Women and Politics
AS WMST 3610 Non-Western Women Writers
AS WMST 4050 Minority Sex/Gender Iden in Ed
AS WMST 4175 Gender, Women, and Health
AS WMST 4240 Global Sex Work & Trafficking
AS WMST 4330 European Gender & Women's Hist
AS WMST 4580 Gender, Global Change & Dev.
AS WMST 4590 Women of India
AS WMST 5050 Minority Sex/Gender Iden in Ed
AS WMST 5175 Gender, Women, and Health
AS WMST 5240 Global Sex Work & Trafficking
AS WMST 5330 European Gender & Women's Hist
AS WMST 5500 Readings in Women's Studies
AS WMST 5580 Gender, Global Change & Dev.
AS WMST 5590 Women of India

HS NURS 3435 Fund of Prof Nursing
HS NURS 3635 Hlth Assmnt & Clinical Judgmnt
HS NURS 3710 Nursing Findamentals and Lab
HS NURS 3750 Health Assessment & Promotion
HS NURS 4736 Care Vulnrble Pop Prctm
HS NURS 4741 Nsg Young Family Prctm
HS NURS 5166 DNP: Adv Pathophysiology II
HS NURS 5405 Thrtcl Fnd Nrs: Explr Lrn/Ldr
HS NURS 5410 Becoming a Leader
HS NURS 5415 Evid-Inform Decision-Making
HS NURS 5424 Rural & Global Pop Hlth & Poli
HS NURS 5440 Thrtcl Fnd Nrs: Explr Lrn/Ldr
HS NURS 5451 Advanced Leadership Strategies
HS NURS 5800 DNP: Found Integ Adv Prac Nurs
HS NURS 5805 DNP EBP For Adv Prac Nursing I
HS NURS 5810 DNP: Health Behavior Change I
HS NURS 5815 DNP: EBP for Adv Pract Nrsng II
HS NURS 5840 DNP: Ldrshp in Adv Pract Nsg
HS NURS 5845 DNP: Health Comm/Informatics
HS NURS 5850 DNP: Inn Practice Models
HS NURS 5861 DNP: Prac: Theraputic Intrvntn
HS NURS 5895 DNP: Final DNP Practicum

Classes added:

AG AGECE 1499 Agbusn Pathways for Success
AG PATB 4300 Microscopic Anatomy
AG PATB 5300 Microscopic Anatomy
AS ENGL 5071 Qualitative Analysis
AS ENGL 5600 Research in Writing Studies
AS ENGL 5835 Writing Program Administration

AS ENGL 5964 Thesis Writing Workshop

AS GEOL 4140 Diversity Inclusion Geoscience

AS GEOL 5140 Diversity Inclusion Geoscience

AS PHIL 4975 Independent Study

CB BKCH 4021 Bus. Application of Blockchain

CB BKCH 4121 Case Studies in Blockchain

EN PETE 4050 Life Cycle Analysis

EN PETE 4220 Geostats/Subsurf Characterizat

EN PETE 5050 Life Cycle Analysis

EN PETE 5970 MS Plan B Research Project

HS HLSC 4010 Admissions Strategies

HS NURS 3445 Fndmntls Hlth Assmnt Prf Prac

HS NURS 3745 Nsg Fundamntls & Hlth Assesmnt

HS NURS 3790 Hlth Promo Indivd Fam & Pop

HS NURS 4765 Healthcare Informatics in Nsg

HS NURS 4771 Yng Fmlies/Vlnrble Pops Prctcm

HS NURS 5601 Thrtcl Found Adv Nrsng Prctc

HS NURS 5602 Advanced Nursing Leadership

HS NURS 5603 Evdnc Bsd Prctc Adv Nrsng Prct

HS NURS 5604 Population and Health Policies

HS NURS 5826 Adv Hlth Assmnt for Psych NPs

HS NURS 5827 Skills for Family NP

HS NURS 5828 Skills for Psych NP

HS NURS 5864 Final PSH Practicum

HS NURS 5893 DNP Project III

UWYO UWYO 4600 Veteran Issues in Higher Ed

April 15, 2021 – Academic Program Committee Actions

Courses added:

AG REWM 5200 Hierarchical Model for Ecolog
AS AAST 2370 Blues and African American Lit
AS ART 2110 Type I: Thinking with Type
AS CRMJ 5540 Gender and Crime
AS ENGL 2370 Blues and African American Lit
AS ENGL 5055 Narrative and Storytelling
AS ENGL 5062 Ancient Rhetorics
AS ENGL 5063 Feminist Rhetorics
AS ENGL 5072 Topics in Technical Writing
AS ENGL 5073 Topics in Rhet-Comp & Tech-Com
AS ENGL 5074 Studies in Civic Discourse
AS ENGL 5355 Global Englishes
AS GWST 4440 Queer Life Through Memoir
AS GWST 5440 Queer Life Through Memoir
AS GWST 5540 Gender and Crime
AS PSYC 5786 Indep. Study Advanced Quant.
AS PSYC 5787 Indep. Study Special Psych Top
AS THEA 3830 Video Design for Live Theatre
CB ACCT 3900 Accounting Professional Sales
CB MBAM 5101 MBA Foundations
EN ATSC 5155 Weather Analysis & Forecasting
EN CHE 3200 Fundamentals of Solids Handling
EN CM 3140 Built Environment Markets
EN CM 3230 Construction Economics
HN ENR 5001 Orientation to ENRS
HS PHCY 5269 Healthcare Entrepreneur/Innov

AGENDA ITEM TITLE: Academic Personnel Appointments, Carman/Benham Deal

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:

Information is provided to the Board about personnel matters, including academic appointments.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The Board receives regular information about personnel matters, including but not limited to academic personnel appointments.

WHY THIS ITEM IS BEFORE THE BOARD:

The Board receives regular information about personnel matters, including but not limited to academic appointments. Per UW Regulation 2-1 academic appointments will be presented to the Board annually.

ACTION REQUIRED AT THIS BOARD MEETING:

Information only.

PROPOSED MOTION:

Information only.

PRESIDENT’S RECOMMENDATION:

Information only.

Academic Personnel Appointments
September 2021

ACADEMIC PERSONNEL APPOINTMENTS						
1. Faculty with Start Dates between October 2020 and June 30, 2021						
College	Academic Unit	First Name	Last Name	Rank	Appointment Type	Salary
Academic Affairs	American Heritage Center	Mary	Brown	Archivist	Fixed Term with Rolling Contract Track	\$ 62,000
College of Agriculture and Natural Resources	Animal Science	James	Pru	Professor	Tenured	\$ 126,000
	Animal Science	Shelby	Rosasco	Assistant Professor	Tenure Track	\$ 92,496
	Family and Consumer	Grace	Shearrer	Assistant Professor	Tenure Track	\$ 78,720
	Family and Consumer Sciences	Sarah	Lee	Assistant Lecturer	Fixed Term with Rolling Contract Track	\$ 60,000
	Molecular Biology	Silvia	Sanchez Martinez	Senior Research Scientist	Fixed Term	\$ 90,000
	Plant Sciences	Elizabeth	Moore	Assistant Lecturer	Fixed Term with Rolling Contract Track	\$ 70,008
	Plant Sciences	Jenna	Meeks	Assistant Research Scientist	Fixed Term	\$ 80,004
	Plant Sciences	Jenna	Meeks	Assistant Research Scientist	Fixed Term	\$ 80,004
College of Arts and Sciences	Wyoming COOP	Blake	Lowrey	Senior Research Scientist	Fixed Term	\$ 65,004
	Wyoming COOP	Gabriel	Rozman	Senior Research Scientist	Fixed Term	\$ 41,004
	Zoology and Physiology	Adam	Nelson	Assistant Professor	Tenure Track	\$ 80,004
College of Engineering and Applied Science	Atmospheric Science	Anna	Robertson	Assistant Research Scientist	Fixed Term	\$ 57,500
College of Health Sciences	Kinesiology and Health	Alisa	Siceloff	Assistant Lecturer	Fixed Term	\$ 56,004
Haub School of Environment and Natural Resources		Heather	Abernathy	Assistant Research Scientist	Fixed Term	\$ 52,500
		Rhiannon	Jakopak	Assistant Research Scientist	Fixed Term	\$ 50,004
		Odbayar	Tumendemberel	Assistant Research Scientist	Fixed Term	\$ 50,004
		Odbayar	Tumendemberel	Assistant Research Scientist	Fixed Term	\$ 50,004

Academic Personnel Appointments
September 2021

1. Faculty with Start Dates After 2020-2021 Academic Year continued						
College	Academic Unit	First Name	Last Name	Rank	Appointment Type	Salary
Libraries		Chealsye	Bowley	Assistant Librarian	Fixed Term with Rolling Contract Track	\$ 54,000
Office of the President	Center of Innovation for Flow through Porous Media	Yanbin	Gong	Senior Research Scientist	Fixed Term	\$ 75,000
	Center of Innovation for Flow through Porous Media	VM Krushnarao	Kottedda	Senior Research Scientist	Fixed Term	\$ 65,004
	School of Energy Resources	Ying	Yu	Assistant Research Scientist	Fixed Term	\$ 65,000
	School of Energy Resources	Erin	Phillips	Senior Research Scientist	Fixed Term	\$ 101,008
2. Faculty with Fiscal Year Appointments after July 1, 2021						
College	Academic Unit	First Name	Last Name	Rank	Appointment Type	Salary
College of Agriculture and Natural Resources	Family and Consumer Sciences	Isabella	Cochran	Assistant Lecturer	Fixed Term	\$ 42,882
College of Arts and Sciences	Psychology	Anne	Stevens	Clinical Assistant Professor	Fixed Term	\$ 81,588
	Wyoming COOP	Patrick	Rodgers	Associate Research Scientist	Fixed Term	\$ 48,000
College of Health Sciences	Nursing	Sherra	St Clair	Clinical Assistant Professor	Fixed Term	\$ 99,546
Haub School of Environment and Natural Resources		Maria	Mazzamuto	Assistant Research Scientist	Fixed Term	\$ 52,504
Libraries		Jessica	Rardin	Assistant Librarian	Fixed Term	\$ 54,000
		Denis	Shannon	Assistant Librarian	Fixed Term	
Office of the President	School of Energy	Stephan	Holberg	Associate Research Scientist	Fixed Term	\$ 75,000
	School of Energy Resources	Mihn	Nguyen	Assistant Research Scientist	Fixed Term	\$ 65,016

Academic Personnel Appointments
September 2021

3. Faculty with Academic Year Appointments beginning August 17, 2021						
College	Academic Unit	First Name	Last Name	Rank	Appointment Typ	Salary
Academic Affairs	WyGISC	Austin	Madson	Assistant Professor	Tenure Track	\$ 77,508
College of Agriculture and Natural Resources	Plant Sciences	Eric	Webster	Professor	Tenured	\$ 107,004
College of Arts and Sciences	Botany	Benjamin	Legler	Assistant Research Scientist	Fixed Term with Rolling Contract Track	\$ 64,000
	Botany	David	Tank	Professor	Tenured	\$ 125,004
	Communication and Journalism	Shane	Epping	Instructor*	Tenure Track	\$ 69,000
	English	Kalie	Leonard	Assistant Lecturer	Fixed Term	\$ 48,000
	Mathematics and Statistics	Jared	Studyvin	Assistant Lecturer	Fixed Term with Rolling Contract Track	\$ 66,000
	Music	Erik	Erlandson	Assistant Lecturer	Fixed Term	\$ 40,008
	Music	Will	Flagg	Assistant Lecturer	Fixed Term	\$ 54,900
	Psychology	Christina	McDonnell	Assistant Professor	Tenure Track	\$ 82,248
	Psychology	Kasey	Stanton	Assistant Professor	Tenure Track	\$ 82,248
	Zoology and Physiology	Nicole	Bedford	Assistant Professor	Tenure Track	\$ 80,004
College of Education	Counseling, Leadership, Advocacy and Design	Andrew	Southerland	Assistant Lecturer	Fixed Term	\$ 52,188
	Teacher Education	Josh	Montgomery	Assistant Lecturer	Fixed Term	\$ 59,868

Academic Personnel Appointments
September 2021

3. Faculty with Academic Year Appointments beginning August 17, 2021 (continued)						
College	Academic Unit	First Name	Last Name	Rank	Appointment Typ	Salary
College of Engineering and Applied Science	Civil and Architectural Engineering	Shelley	Macy	Assistant Lecturer	Fixed Term	\$ 63,204
	Civil and Architectural Engineering	Ryan	Webb	Assistant Professor	Tenure Track	\$ 85,740
	Mechanical Engineering	Kari	Strube	Assistant Lecturer	Fixed Term with Rolling Contract Track	\$ 70,008
	Mechanical Engineering	Ramsankar	Veerakumar	Assistant Instructional Professor	Fixed Term with Rolling Contract Track	\$ 75,000
College of Health Sciences	Communication Disorders	Rachel	Ritter	Clinical Assistant Professor	Fixed Term	\$ 59,452
	Kinesiology and Health	Lacey	Gaetcher	Assistant Lecturer	Fixed Term	\$ 56,004
	Kinesiology and Health	Kelly	Simonton	Assistant Professor	Tenure Track	\$ 71,616
	Kinesiology and Health	Angela	Simonton	Assistant Lecturer	Fixed Term	\$ 54,000
	Nursing	Megan	Beach	Assistant Lecturer	Fixed Term with Rolling Contract Track	\$ 66,000
	Nursing	Shannon	Schneider	Assistant Lecturer	Fixed Term	\$ 66,000
	Social Work	Sarah	Green	Assistant Lecturer	Fixed Term with Rolling Contract Track	\$ 60,000
Haub School of Environment and Natural Resources		Sara	Ghezzi	Assistant Professor of Practice	Fixed Term with Rolling Contract Track	\$ 80,004
Honors College		Matthew	Henry	Assistant Instructional Professor	Fixed Term	\$ 57,000
		Hosanna	Swanner	Assistant Lecturer	Fixed Term	\$ 48,000
Libraries		Janice	Grover-Roosa	Associate Librarian	Fixed Term	\$ 54,000

*The title of this tenure track position will convert to Assistant Professor upon receipt of documentation of degree

AGENDA ITEM TITLE: Annual Investment Report of the UW Foundation,
(Blalock)

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:

The University of Wyoming Foundation’s endowment pool grew from \$589.0 million on June 30, 2020 to \$790.4 million as of June 30, 2021. This growth resulted primarily from both public and private equity investment returns. Total return for the fiscal year was 35.9% which is 28.9% more than our 7% cost of capital, and 2.7% greater than our asset allocation policy benchmark return.

Capital markets in fiscal year 2021 experienced extreme shocks. Starting from the huge demand shock from COVID and moving into massive stimulus via fiscal and monetary policy, the S&P 500 was up over 40% over the twelve months ending June 30, 2021. Another indicator of nominal (as in not inflation adjusted) wealth, the Case Shiller National Home Price Index, was up 16.6% year-over-year through the latest data in May 2021. This inflation, which is the highest year-over-year home price increase over the past 30 years is concerning. Future graduates of the University of Wyoming may face housing costs that far outstrip their immediate means. With that in mind, we continue to make adjustments to our portfolio that we think position us for a variety of outcomes, including high inflationary regimes to continue providing a return over time that is high enough to meet our cost of capital.

Below we highlight the drivers of return for fiscal year 2021.

Asset Class	Current Weight	Contribution FY21
Equity	43.8%	19.9%
Fixed Income	19.8%	3.8%
Private Equity	26.2%	11.0%
Real Assets	10.3%	1.2%
Total	100.0%	35.9%

As of June 30, 2021

The overwhelming majority of returns came from Equities. Within that category, the Doubleline Shiller Cape gained 48.2% and Artisan Developed World fund gained 52.8%. Private Equity provided the balance of the return for the year. Within Private Equity, one of the largest contributors was an investment in a venture fund called Prime Movers Lab Fund I, which grew over \$20 million, or 315%.

In summary, we continue to seek opportunities to reduce portfolio complexity, reduce fees, and in turn increase long-term compounded returns. We made great progress on all three fronts in fiscal year 2021.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Report presented annually at the September Board of Trustee meetings.

WHY THIS ITEM IS BEFORE THE BOARD:

This reporting is part of the MOA between UW and the UW Foundation.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: Annual Report of Expenditures MHRGC Facilities Maintenance Fund
(Blalock)

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:

As part of the reporting process to the UW Board of Trustees, the UW Foundation presents a summary of the activity and remaining balance of the FF&E Replacement Fund for the Marian H. Rochelle Gateway Center as of the end of fiscal year 2021. Contributions from the university and the foundation to-date, interest earnings to-date, and expenditures to-date are included—giving the ending balance for the fund. A summary listing of the expenditure activity, as well as invoices of said activity, is also presented.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Report presented annually at the September Board of Trustee meetings.

WHY THIS ITEM IS BEFORE THE BOARD:

This reporting is part of the lease agreement between the UW Foundation and the UW Board of Trustees for the Marian H. Rochelle Gateway Center.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

University of Wyoming Foundation
MHRGC - Reserve for MHR Gateway FF&E Replacement
Balance as of June 30, 2021

Funds Received from the University of Wyoming	\$ 829,000
Funds Received from the University of Wyoming Foundation	977,400
Funds Received from Interest Income	47,885
Expenditures To Date*	<u>(362,213)</u>
Balance of Reserve for MHR Gateway FF&E Replacement	<u><u>\$ 1,492,072</u></u>

*see attached expenditure detail sheet and invoices

University of Wyoming Foundation
MHRGC - Reserve for MHR Gateway FF&E Replacement
Detail of Expenditures as of June 30, 2021

FY2019

Summary of FY2019 expenditure activity \$ **28,971.99**

FY2020

Summary of FY2020 expenditure activity \$ **275,411.07**

FY2021

Date	Vendor	Description	Amount
8/18/2020	University Operations	Chiller in alarm, key shop, exterior receptacle repair	\$ 919.80
10/15/2020	Newark US	Replacement of lighting for displays	865.12
11/3/2020	University Operations	Work on Chiller, Boiler, & Air Handler	467.56
12/10/2020	University Operations	Review & evaluate air flow problems on the 2nd floor	1,248.14
12/15/2020	Frontier Cycles	Replace Winch on 2019 Polaris Ranger	955.49
Various	Various	Various small item expenses	149.50
1/6/2021	University Operations	Recommision air handlers	1,140.00
Various	Ellucian Company	CRM Advance - Implementation expense	51,623.29
6/4/2021	Crescent Electric	Work on lighting control for the building	461.10
			\$ 57,830.00

Grand Total FY2019, FY2020, & FY2021 \$ 362,213.06

AGENDA ITEM TITLE: Office of Diversity, Equity, and Inclusion Annual Update, Monago

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.*

EXECUTIVE SUMMARY:

This is a brief report highlighting the state of diversity, inclusivity, equity, and social justice at the University of Wyoming since the founding of the Office of Diversity, Equity, and Inclusion (ODEI) in 2017 through the Fall 2021 or the end of the tenure for Dr. Emily A. Monago, Founding Chief Diversity Officer for the ODEI Unit. The programs and initiatives summarized in this annual update and led by ODEI is not exhaustive and provide a brief summary of highlighted efforts. It is the hope that all the initiatives listed will lay a great foundation from which the University of Wyoming will continue to create greater inclusivity for the campus and community. The documents guiding the work of this Unit are the:

This is a brief report highlighting the state of diversity, inclusivity, equity, and social justice at the University of Wyoming since the founding of the Office of Diversity, Equity, and Inclusion (ODEI) in 2017 through the Fall 2021 or the end of the tenure for Dr. Emily A. Monago, Founding Chief Diversity Officer for the ODEI Unit. The programs and initiatives summarized below and led by ODEI is not exhaustive and provide a brief summary of highlighted efforts. It is the hope that all the initiatives listed will lay a great foundation from which the University of Wyoming will continue to create greater inclusivity for the campus and community. The documents guiding the work of this Unit are the:

- 2017-2022 UW Strategic Plan: Breaking Through
- 2017-2022 UW Strategic Diversity, Equity, and Inclusion Plan
- 2018 Great Colleges to Work For Survey
- 2019 Diversity Campus Climate Survey

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE BOARD:

Annual Report

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

The State of Diversity and Movement toward Inclusivity at the University of Wyoming

The Office of Diversity, Equity, and Inclusion Unit

Selected Highlights

Board of Trustees Meeting: September 15-17, 2021

Brief Background: The Office of Diversity, Equity, and Inclusion (ODEI) was founded in July 2017. Shortly after the founding of the ODEI, the Social Justice Research Center (SJRC) became an area within the ODEI. In 2021, the Office of Student Ombuds was created. All three areas from the ODEI Unit. In 2017 the ODEI in partnership with faculty, staff, students, alumni, community members and supporters developed the University of Wyoming Strategic Diversity, Equity, and Inclusion Plan 2017-2022. Research indicates that diversity initiatives cannot be sustained and are generally less successful if developed and implemented in isolation and by one office. Collaboration and partnerships are critical for effective inclusivity initiatives. Therefore, it is best practice for diversity offices to form collaborations and partnerships with the campus community. The coordinated efforts require sustained leadership for institutionalization and positive systemic changes.

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- 2017-2022 UW Strategic Plan: Breaking Through
- 2017-2022 UW Strategic Diversity, Equity, and Inclusion Plan
- 2018 Great Colleges to Work For Survey
- 2019 Diversity Campus Climate Survey

Selected highlights of the ODEI Unit from Fall 2017 to Fall 2021

The National Coalition Building Institute Police and Community Building Workshop: The ODEI, SJRC, the ODEI-Community Engagement Subcommittee, UW Police Department, City of Laramie Police Department, Office of the Sheriff, ASUW, U.S. Department of Justice Denver representative, and other campus and community partners, engaged in a series of conversations to bring the National Coalition Building Institute for Police and Community workshop to Laramie on October 6-7, 2021. The workshop is exclusively for law enforcement and fire fighter partners on October 6. Thursday, October 7, the workshop is open to campus and community partners. Registration opened on August 20, 2021. This nationally recognized and award-winning workshop will start the ongoing work through establishing continuous relationships that build trust and coalitions among police and safety units, campus, and community partners.

Restorative Justice and Practices Team: The ODEI Launched the Restorative Justice and Practices (RJP) Team in Fall 2019. The two-day workshop held on October 15th and 16th, consisted of thirty-one UW graduate students, faculty, and staff. The ODEI collaborators involved in the training were a team of RJP experts from the University of Michigan who led the workshop. The ODEI contracted with UW employee Connor Novotny to be the director to lead the RJP Team. His role was compensated with a small professional development stipend funded by the Social Justice Endowment. He has led meetings and scenarios with the team to keep their skillsets sharp so that they were prepared to support the campus community throughout 2019-2021. In August 2021 the Division of Student Affairs funded the RJP position full-time by hiring Connor Novotny to be UW's first Project Coordinator, Senior for RJP. Connor will continue to provide leadership for the ODEI RJP Team and utilize their support in this new role.

Bias Education and Engagement Team (BEET): The team is co-chaired by the Chief Diversity Officer in ODEI and Vice President for Student Affairs. The program is in place to offer campus support and resources when incidents of bias happen in the campus community. The BEET is scheduled to launch 2021-2022 and facilitates a campus community environment of inclusion that aligns with the mission, values, and goals of the University of Wyoming through education and engagement opportunities. The BEET is a team of UW employees who promote civil dialogue and engagement across differences that support a diverse, equitable, inclusive, and welcoming environment. The BEET does not conduct investigations, impose discipline, nor sanctions.

Diversity: Inclusion in the Modern Workplace: This Everfi course was launched to provide campus-wide baseline knowledge for diversity, equity, and inclusion and facilitate a shared language and knowledge of DEI terms and concepts related to creating an inclusive campus community. The course was made available to 2,327 benefited employees. There were 1,900 employees who completed the course in March 2020. This created an 82% baseline completion rate for campus-wide diversity education at UW for full-time employees. This course is now integrated into the onboarding process for all new employees. Trustees who wish to review the course can contact Kaila Mills at kmills7@uwyo.edu for a link to the course.

Employee Networks: This past year saw great programs and events from all of our Employee-Network (E-Net) Team Leaders. Employees were supported by the E-Nets during the difficulties we faced in 2020. Their events allowed for conversations regarding relevant issues locally, statewide, nationally, and globally in a virtual setting. The topics ranged from the need to connect with others, understand historical and current events specific to each community, mentoring opportunities, and engagement with the cabinet at UW. Some events allowed for their cabinet champions to collaborate with E-Net team leaders for community listening sessions. A few highlights: In Spring of 2021, the Women's E-Net held an event that included a panel of women in leadership and administrative roles at UW which had over 50 attendees. They shared their personal stories and their professional journeys to leadership. In the same semester, the LGBTQ+ E-Net held a collaborative event with Laramie PrideFest to coincide with Pride Month 2021. It was well attended and ODEI provided support. The Asian and Pacific Islander E-Net held a session and invited scholars to discuss Anti-Asian hate crimes and sentiment as a result of the pandemic. Historical discussions involving the Asian American experience in Wyoming and their descendants were also discussed and provided deep conversations and reflection as we move forward. The E-Nets have grown in attendance since its launch in fall of 2019 and look forward to the upcoming academic year for continued community support for diverse employees. Research indicates that E-Nets or Employee Resource Groups are effective recruitment and retention tools for diverse employee populations.

UW Accessibility Committee: During 2020-2021 this committee participated in abundant collaborations and brainstorming by members of the Accessibility Committee that improved advocating for employees and students with disabilities at UW. The committee is co-chaired by ODEI and University Libraries. Some of the 2020-2021 initiatives include the need to have more curb cuts across campus for this upcoming calendar year. Several locations were identified with two being selected as priority for modification. In addition to the planning, the committee leadership was able to secure funding for these two locations by partnering with ASUW 2020-2021 President, Riley Talamantes. A total of \$10,000 has been set aside to support this initiative.

National Disability Employment Awareness Month in October 2021: The UW Accessibility Committee is collaborating with Institutional Marketing for a campaign video acknowledging the contributions of UW employees with disabilities. This campaign video will align with the national recognition month of employees with disabilities with the hopes of raising awareness for hiring more individual with disabilities. The video is scheduled to be made available this fall. In addition there will be another Self-ID Campaign planned to help create a better understanding of UW's attainment of the national benchmark for employment of 7% for individuals with disabilities. UW during the benchmark year of 2017, employed 1.76% individuals with disabilities. During 2021 we were able to increase this to 3.37%. There is movement toward making UW more inclusive for employment of individuals with disabilities. We anticipate that the Fall 2021 Self-ID Campaign will bring UW closer to the federal benchmark.

Search Equity Advisors: The ODEI is guided by the [UW Regulation 4.1](#) to oversee the search, hiring, and promotion process. To enhance this work, ODEI has formed a partnership with Academic Affairs to create the Search Equity Advisors (SEA) program. Special recognition goes to the co-directors for the SEA: Dr. Teena Gabrielson, professor and associate dean, College of Arts and Sciences and Christi Carter, director for strategic inclusivity initiatives, Office of Diversity, Equity, and Inclusion for developing a customized program for UW. The SEA program is a 14-hour workshop designed to develop and maintain nonjudgmental partners to assist on faculty searches in order to advance inclusivity and equity in the search and hiring process. Dr. Paddington Hodza, research scientist and associate director for the Wyoming Geographic Information Science Center, is utilizing this SEA program for his Academic Affairs Fellowship. The first cohort of 9 faculty members participated in the pilot program of SEA on August 9 to 11, 2021. The ODEI is working in partnership with Dr. Gabrielson and Tom Koczara, Head of HR to launch the SEA program for staff searches.

All Gender Restrooms: A committee of staff, students, faculty, and administrators formed to discuss the need to have more inclusive bathrooms across campus. The ODEI collaborated with the ODEI Council on Diversity, Equity, and Inclusion - Physical Inclusive Spaces subcommittee and ASUW to form a partnership to increase campus-wide access to all gender restrooms by adding 30 inclusive restrooms, simply by changing signage. We want to recognize the leadership of ASUW 2020-2021 President, Riley Talamantes for facilitating \$80,000 to support renovations to make more restrooms ADA accessible and gender inclusive on campus.

Professional Development for Women: This past year was historic for the University of Wyoming. Due to the pandemic, the Academic Management Institute (AMI), the goal is to provide professional development for women leaders in higher education, allowed for more than four participants from each institution to be nominated for the 2020-2021 cohort. The ODEI facilitated 20 UW women participating in this event virtually. Through the ODEI efforts, UW has reconnected with the AMI and has representation on the board of AMI. UW was at the table to facilitate renaming of this organization to the Colorado and Wyoming Network of Women Leaders in Higher Education. Christi Carter has also been voted Vice Chair of AMI term 2021-2024. This partnership between Wyoming and Colorado ensures support for the professional development of women leaders in higher education at UW and across the State of Wyoming.

Compendium of Inclusivity: was launched on August 12, 2021 and closes on September 10, 2021. It was sent to UW Deans, Directors, and Unit Leaders to be completed by designated personnel. The compendium is a compilation of information designed to provide current area-specific support for the Inclusivity Pillar that can help UW make lasting and strategic decisions for DEI efforts for the campus community. The Compendium of Inclusivity covers the following areas:

1. Rural, first-generation, low-income, and transfer student success
2. Student recruitment and enrollment
3. Student retention and graduation
4. Curriculum
5. Financial aid, endowments, and scholarships
6. Programs and services
7. Policies, procedures, and practices
8. Scholarship and research
9. Faculty and staff recruitment and hiring
10. Faculty and staff retention
11. Faculty and staff professional development
12. Standing or ad hoc committees
13. College, department, or unit strength(s) or signature program(s)/initiative(s)
14. Inclusivity initiative(s) that needs more resources/support to be successful
15. The conclusion has four brief closing questions

These leaders were also requested to support the Inclusive Excellence Audit developed by the ODEI-Recruitment and Retention (R&R) Subcommittee of the Council on Diversity, Equity, and Inclusion. This audit will help Colleges, Departments, and Units achieve their goals of inclusivity by determining the extent of the development of their current infrastructure, professional development in leadership, methods of communication, support for the ODEI and Human Resources self-ID campaigns, resource development, etc. The R&R subcommittee piloted the audit last year and plans to launch the finalized Inclusive Excellence Audit during Academic Year 2021-2022. Special thanks to Kaila Mills, project coordinator, senior, Morgan Lu, ODEI program coordinator of diversity education and doctoral student in the School of Nursing, and Paige Grossmann, ODEI project coordinator for assisting in editing and making the compendium available online.

National Institute of Food and Agriculture (NIFA) and United States Department of Agriculture (USDA) College of Agriculture Audit: Christi Carter from the ODEI and Sue Koller from Office of Institutional Analysis are collaborating to support the College of Agriculture with their NIFA/USDA audit. ODEI has been participating in NIFA informational sessions as they discuss best practices and data requirements needed for this audit. It is crucial for the College of Agriculture to do well on this audit as it impacts USDA grants and future allocation to the University of Wyoming. The ODEI is a critical partner for its success.

Inclusionary and Global Leadership Program: The inclusionary and global leadership (ILGP) program is a six-week competency-based leadership curriculum focused on equipping participants with the foundational skills necessary to be inclusive leaders in an increasingly diverse world. Participants discuss and engage in concepts such as microaggressions, implicit bias, cross cultural communication, intersectionality, racism, and much more. The program was piloted in 2019-2020 with graduate students, then updated and piloted with staff during 2020-2021. Thank you to representatives of Staff Senate for participating in the pilot program. The IGLP is now being fully launched for graduate students and staff on September 14, 2021. This program will be co-presented by Morgan Lu, ODEI program coordinator of diversity education and doctoral student in the School of Nursing and Kaila Mills, ODEI project coordinator, senior.

- Past participants have said that, “The most helpful thing about [the Inclusionary and Global Leadership Program] is having the opportunity to engage with peers on [difficult] subjects.”
 - One participant even said that, “This course was immensely helpful in bring[ing] about much-needed awareness.” They stated that they, “learned many techniques [for how] to be a more effective ally, and [how] to make meaningful changes.”
 - They even said that, “every concept [discussed] was really important to [their] leadership [abilities]... [from] Considering other cultures outside of [their] own, to how to be an anti-racist leader, [and even] talking about microaggressions.”

A special thank you to both Morgan Lu, ODEI program coordinator for the IGLP and doctoral student in the School of Nursing and Ashley Babcock, Haub School for Environmental Sciences and SJRC Graduate Intern for co-facilitating this program during 2020-2021.

Transgender Day of Remembrance: Since 2017, the ODEI has established an ongoing community engagement to support Transgender Day of Remembrance. In 2019 this developed into an ODEI partnership with the community and UW School of Music to develop and implement the November 2019 Transgender Day of Remembrance. The ODEI secured the keynote presenter, Fleurette (Flo) King from Colorado State University. The ODEI co-led this collaborative initiative with Rev. Kenneth Ingram, St. Paul’s UCC in Laramie and partnered with community partners, local faith leaders, the UW School of Music and other allies. Christi Carter was the Music Director for the event and was the soloist for the music selection which involved students from UW choir groups. This programming was held for the Laramie community and UW students, faculty, and staff. The ODEI has ongoing engagement with this initiative. The event was virtual in 2020. The ODEI plans to continue to support this important community partnership in 2021.

Note: In 2020 there were 44 violent transgender deaths reported. This surpasses the 2017 national high of 31 known transgender murders. In 2021 there have been 29 known killings of transgender people (Citation: [44 Trans Americans Violently Killed in 2020, the Deadliest Year Ever \(out.com\)](#)).

Diverse Graduate Student Mentoring Program: The ODEI Diverse Graduate Student Mentoring Program is designed to create an environment where Black, Indigenous, Asian, and other graduate students of color feel supported, encouraged, connected, and empowered by volunteer faculty and staff who act as mentors for the program. Although the program is developed around issues that may affect the recruitment and retention of graduate students of color, all graduate students who believe they will benefit from the program are welcome to join. We hope that this program will eventually grow and connect with other initiatives to also support graduate students living and working in Wyoming after graduation.

The Office of the Student Ombudsman: This office launched in Fall 2021 and serves to assist in conflict resolution support and to assist students in handling conflicts or complaint processes for any matter of University relations. The Office does not supersede nor circumvent the official complaint or grievance processes but serves to protect the interests, rights, and privileges of University of Wyoming undergraduate, graduate, and professional students. The Office will serve as an independent, impartial, neutral, problem-solving resource for students as well as for faculty and staff regarding student-related issues. The Office does not provide legal advice, nor does it advocate for either party in the complaint. This initiative is housed within the Office of Diversity, Equity, and Inclusion Unit and is a partnership among Academic Affairs, Student Affairs, and ASUW. The area is currently staffed part-time by an Academic Affairs Fellow and a Graduate Assistant who is funded by the College of Graduate Education.

Black 14 Social Justice Summer Institute: The Black 14 Social Justice Summer Institute is a multi-day overnight program that provides high school students with the opportunity to research contemporary issues related and important to the Black community at the local, state, national, and world-wide levels. At the same time, the institute strives to have a positive impact on the college completion rate of Black students. The six-year college completion rate for Black students is 38 percent when nationally 54.8 percent of all college students complete college within six years. The Black 14 Social Justice Summer Institute will introduce students to curricular and co-curricular engagement opportunities in addition to UW mentoring and support while they are still enrolled in high school as a rising junior or senior.

The Black 14 Social Justice Summer Institute utilizes the history of the Black 14 as an entry point for students to learn about social justice, resistance to systemic change, and oppression. This will enhance their knowledge of social justice, leadership, teamwork, and communication skills that facilitate positive change, while exposing them to the experiences of living, researching, and studying at the University of Wyoming. Students will also be introduced to persistence strategies for successful attainment of college degrees and personal resilience for lifelong success. Selected participants will live in the residence halls and dine on campus. Information will be provided to support admissions, registration, and financing a college education, while experiencing the culture and natural environment of Wyoming.

A special thank you to and the Black 14 and Keener Fry, executive director for UW Alumni Association and his team for collaboration, partnership, and support.

Black 14 Mind, Body and Soul Initiative: The Black 14 developed a program to support underserved populations during the 2020 Pandemic and beyond. In November 2020, the Black 14 Mind, Body, and Soul Initiative provided 450 tons of food to rural and urban communities across the United States, including the Wind River Reservation. Their partners were the Jesus Christ Church of Latter-day Saints, Dr. Emily Monago, Office of Diversity, Equity, and Inclusion; Dr. Kate Muir Welsh, associate professor, College of Education and director, Social Justice Research Center; Melvin Arthur, research assistant, Kinesiology and Health and Team Leader for the Native American and Indigenous People Employee-Network who

facilitated the distribution on the Wind River Reservation of 80 tons of food; Dr. Kim Chestnut, Vice President for Student Affairs; and Ryan O'Neil, Dean of Students; who coordinated volunteers to unload food trucks at the Cathedral Home for Children and at the University of Wyoming Food Pantry with each receiving 40 tons of food. Student athletes and other student volunteers were there to assist along with members of the church and community. The remaining food was delivered food to the cities of Baltimore, MD; Boys Town, NE; Charleston, SC; Denver, CO; Pittsfield, MA; and Wilmington, NC.

We hope to grow this initiative to provide computers and internet access in remote, rural, urban, Native American Reservations, and other underserved areas with limited or no access to broad band internet services, computers, and/or experience food insecurity and hunger. This initiative is designed to support continuous learning opportunities, access to telehealth services, food, and other needs for underserved populations.

The Racial and Intersectional Microaggressions Survey and Workshops: The bias and microaggressions workshops were launched during 2017-2018 for employees to attend. After 2018 the workshops were provided upon request. Plans to launch the Racial and Intersectional Microaggression (RIMA) Survey and workshops are postponed due to staffing changes in the ODEI. We hope this will resume under new leadership. The University of Wyoming could be the second in the Rocky Mountain Region to implement the RIMA. The survey assesses the campus climate environment at the intersections of race, disability, and LGBTQIA+. It is planned to be administered to students, faculty, and staff. The ODEI has secured permission to administer the survey. The survey has been forwarded to the Wyoming Survey and Analysis Center (WYSAC) to further customize for UW should the new leadership wish to follow up. Paired with the RIMA survey are the interrupting and stopping microaggressions workshops for students, faculty, and staff. The goal of the RIMA survey and workshops are for the states in the Rocky Mountain Region to work together to create a regional climate of inclusion as one of the projects of the Rocky Mountain Association of Diversity Officers in Higher Education (RMADOHE). To our knowledge, we have the opportunity to be the first region in the nation to conduct a survey and workshop series of this type for college and university campuses. RMADOHE includes the states of Colorado, Wyoming, Arizona, New Mexico, Montana, and Utah. Dr. Emily Monago is the president for RMADOHE and will provide leadership for the association until her last day at the University of Wyoming on September 10, 2021.

It has been an honor to serve the University of Wyoming and the campus community. Thank you, ODEI and SJRC for your tireless dedication and support. Thank you, all campus and community partners. Thank you, Office of the President, UW Board of Trustees, and Cabinet for your support.

Respectfully, Dr. Emily A. Monago, Chief Diversity Officer and the ODEI/SJRC/Ombuds Team: In the ODEI: Christi Carter, Kaila Mills, Morgan Lu, and Paige Grossman; In the SJRC: Dr. Kate Muir Welsh, Conor Mullen, Ashley Babcock, and Darylann Aragon; in the Office of Student Ombuds: Dr. Dilnoza Khasilova.

AGENDA ITEM TITLE: Fall 2021 Department of Intercollegiate Athletics Annual Report,
Burman

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:

The Department of Intercollegiate Athletics (DIA) is embarking on a very exciting 2021-22 academic/athletics year. We must look forward and not allow ourselves to be caught up in the drama and challenges of the Pandemic of 2020-21. We have learned a great deal over the past eighteen (18) months and we will use that information to help us navigate 21-22 in a more successful manner. COVID cannot define 21-22!

The coming season and academic calendar are the most important seasons in the history of the institution. The landscape of college athletics has recently experienced dramatic changes as conference realignment, changes to NCAA structure/importance, Name/Image/Likeness (NIL) and Supreme Court decisions have paved the way for a seismic shift in the world of college athletics. The next few years may determine where the University of Wyoming sits as it relates to its peers in the region. Transition is going to happen and UW must choose to continue to compete at a level equal to our peers or we will be forced out. It will be an institutional decision. Do we want to stay with Colorado State, Air Force Academy, Boise State, etc. or do we not? I believe the department is positioned well for success as it relates to personnel, structure and process, but we must continue to strive to enhance facilities, grow revenue and enhance the importance of athletics. This process will not be for the faint-of-heart; it will require commitment from many important constituents internally and externally.

I am confident we have the best coaching staffs we have had in my tenure at Wyoming. However, we have also asked our employees to take on-going pay-cuts, operate with reduced personnel (we currently have not filled approximately 15 positions) and operate with reduced budgets including utilizing our limited foundation reserves. The challenge will be how to keep our best and brightest coaches and administrators at UW. The key to that challenge is to grow revenue and grow it quickly.

To meet that end we are working diligently to create enhanced revenue streams in the following areas:

- Ticket Revenue (increase season and single game tickets)
- We need to invest in the west side stadium project immediately. We need chair back seating, premium seating and more amenities. The Wildcatter is 100% sold out and will be for the foreseeable future.

- Game Guarantees (going on the road and playing games against teams who will compensate)
- Cowboy Joe Club (Annual giving needs to be the focus)
- UW Trademarks and Licensing (added this division to the DIA in July and we will see significant growth in revenue in coming years)
- Mountain West Conference revenues (media rights, MWC Tournament and CFP events)
- Student Fees and student engagement (UW Athletics receives significantly less revenue from fees than our counter parts in the MWC. Need to continue to increase without burdening students.

In closing, I think it is important for the Board of Trustees to be aware of the challenges we are facing:

The changing intercollegiate landscape MAY lead to a shakeup in conference membership and, if that occurs, we must be positioned to survive such turbulence. This will clearly lead to additional costs associated with maintaining a program at the level we desire. Winning programs will maintain relevance in spite of limited market size.

Challenges to our state support needs to be addressed. The DIA is very important to the people of Wyoming, but every few years we are faced with discussions related to support from the state – both our annual match and our block grant support. UW Athletics must be supported strongly by the State of Wyoming – otherwise we will have to dramatically increase student-fees. This creates great pressures on the students and the institution.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE BOARD:

The UW Board of Trustees receives a report annually.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: State Agency Report, Mai

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 state agency report can be found in the supplemental materials report. It provides the university's progress in delivering on the strategic plan goals, objectives, and metrics for the "Breaking Through 2017-2022 Strategic Plan". This report is provided to the Board of Trustees for informational purposes and is submitted annually to the State of Wyoming.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The Board receives the University of Wyoming state agency report annually.

WHY THIS ITEM IS BEFORE THE BOARD:

To update the Board on the state agency report at the University.

ACTION REQUIRED AT THIS BOARD MEETING:

None

PROPOSED MOTION:

None

PRESIDENT'S RECOMMENDATION:

None

General Information for
University of Wyoming FY 2021 Annual Report
(July 1, 2020 - June 30, 2021)

Agency Head

Dr. Edward Seidel, President, University of Wyoming

Agency Contact

Bill Mai, Vice President Government and Community Affairs, University of Wyoming (307) 766-4941
Old Main 206
Dept. 3434
1000 E. University Avenue
Laramie, Wyoming 82071
William.mai@uwyo.edu

Website

www.uwyo.edu

Locations

University of Wyoming, Laramie

Branch Campus: University of Wyoming-Casper, Casper

UW County Extension Offices: Laramie (Albany), Greybull (Big Horn), Gillette (Campbell), Rawlins (Carbon), Douglas (Converse), Sundance (Crook), Lander (Fremont), Riverton (Fremont), Torrington (Goshen), Thermopolis (Hot Springs), Buffalo (Johnson), Cheyenne (Laramie), Afton (Lincoln), Kemmerer (Lincoln), Casper (Natrona), Lusk (Niobrara), Cody (Park), Powell (Park), Wheatland (Platte), Sheridan (Sheridan), Pinedale (Sublette), Rock Springs (Sweetwater), Jackson (Teton), Evanston (Uinta), Worland (Washakie), Newcastle (Weston), Fort Washakie (Wind River Indian Reservation)

Research and Extension Centers: Laramie, Lingle (James C. Hageman SAREC), Powell, Sheridan

Regional Centers: Torrington (Eastern Wyoming College); Cheyenne (Laramie County Community College); Sheridan (Sheridan College); Gillette (Gillette College); Cody; Powell (Northwest College); Rock Springs (Western Wyoming Community College); Riverton (Central Wyoming College); Jackson

Research Sites: Donald L. Veal Research Flight Center, Laramie; Elk Mountain Observatory, Elk Mountain; National Park Service Research Center at AMK Ranch, Grand Teton National Park; Red Buttes Environmental Biology Laboratory, Albany County; Wyoming Infrared Observatory, Jelm Mountain

Family Medicine Residency Program Clinics: Casper and Cheyenne

Year Established

1886

Statutory References

Wyoming Constitution (1890) Article 7, Section 1, Sections 15 through 17 and Section 23; W.S. 9-2- 118; W.S. 9-2-123; W.S. 9-4-719; W.S. 9-4-1003; W.S. 19-14-106; W.S. 21-7-601; W.S. 21-16-201 and 21-16-202; W.S. 21-16-501 through 21-16-505; W.S. 21-16-901 through 21-16-904; W.S. 21-16- 1001 through 21-16-1003; W.S. 21-16-1201 through 21-16-1204; W.S. 21-16-1301 through 21-16-1310; W.S. 21-16-1401 through 21-16-1403; W.S. 21-16-1501; W.S. 21-16-1601 through 21-16-1603; W.S. 21- 17-101 through 21-17-450; W.S. 21-19-101 through 21-19-106; W.S. 41-2-125

Number of Authorized Personnel

Does not apply.

Organization Structure

Board of Trustees; Office of the President; Athletics; Academic Affairs; Finance and Administration; Diversity, Equity, & Inclusion; Government Relations; General Counsel; Information Technology; Institutional Advancement; Marketing & Communications; Research & Economic Development; and Student Affairs (see organizational chart for details).

Clients Served

Enrolled undergraduate, graduate, and non-degree students; continuing education participants; schools; youth; alumni; industry sectors; business assistance clients; community assistance clients; clients requesting information; agricultural assistance clients; research clients; health care patients; cultural programs patrons; athletics fans; public radio listeners and donors; and other Wyoming citizens.

Mission and Philosophy

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.

Budget Information

REVENUE BY SOURCE OF FUNDS – FY2021		
Tuition & Educational Fees, Net	\$57,882,019	14%
Sales of Goods & Services	\$36,921,679	9%
Grants & Contracts ¹	\$8,862,358	2%
Other Operating Revenue ²	\$29,482,417	7%
Appropriations	\$220,637,945	53%
Gifts	\$44,773,687	10%
Investment Income	\$3,782,000	1%
Other Non-Operating Revenues	\$1,412,412	0%
Prior Fund Balance	\$15,110,301	4%
Total	\$418,864,818	
REVENUE BY FUND TYPE – FY2021		
Unrestricted Operating	\$351,671,589	84%
Designated Operating	\$41,048,355	10%
Restricted Expendable (Gifts)	\$26,144,874	6%
Total	\$418,864,818	
OPERATING EXPENSES – FY2021		
Salaries, Wages, and Benefits	\$289,669,454	69.2%
Services, Travel, and Supplies	\$87,951,569	21.0%
Utilities, Repairs and Maintenance, and Rentals	\$18,138,497	4.3%
Interest, Claims, and Other Expenses	\$13,105,271	3.1%
Capital Expense	\$846,567	0.2%
Other Non-Operating Expenses	\$872,862	0.2%
Internal Allocations and Transfers ³	\$8,280,598	2.0%
Total	\$418,864,818	

¹Excludes externally sponsored grant expenditures.

²Other Operating Revenue is mostly comprised of Federal Mineral Royalties in addition to miscellaneous revenue generated from various activities across the University.

³Includes provisions for replacement & depreciation and debt service.

On March 11, 2020 the World Health Organization declared a pandemic, and on March 13, 2020, the State of Wyoming declared a state of emergency related to the spread of COVID-19. The outbreak of the disease has affected travel, commerce, financial and commodity markets globally and is widely expected to affect economic growth worldwide. In an attempt to contain the disease, the University extended spring break for one week for faculty to prepare for remote teaching, discontinued the spring season of University Athletics on March 13, 2020 and cancelled all practices and events; announced that all classes would transition to online delivery when classes resumed on March 30, 2020 and would extend through the end of the semester; suspended all institutionally sponsored travel through May 15, 2020 and cancelled all campus events and activities until further notice. The University also requested all students living in the residence halls to make plans to move

out by Sunday, April 5, 2020. This request did not impact students living in University apartments.

In an effort to respond to the challenges and uncertainties posed by the COVID-19 pandemic the University extended its online/virtual learning class structure for graduate and undergraduate classes through the summer of 2020, and temporarily suspended most on-campus operations and transitioned to conducting business remotely whenever possible.

On June 10, 2020, the Board of Trustees approved a plan to restart on-campus educational experiences for the Fall 2020 semester, with a mix of in-person and online courses and measures to reduce the risk of COVID-19 transmission.

The University's "Plan to Restart Campus and Restore Normal Operations" was revised August 12, 2020 in response to evolving information about COVID-19 showing that testing, contact tracing and rapid isolation combined with measures such as required face protection and physical distancing are crucial to minimize the spread of the virus on college campuses. The revised plan called for a four phased approach to returning to campus, which included online, hybrid and in-person instruction throughout the Fall 2020 semester.

Spring 2021 semester's calendar was revised to include a limited contact period seven days before classes started. The first two days of class were remote with face-to face classes beginning January 25, 2021. All courses were scheduled to convert to online delivery on April 5, 2021, however due to the significant decline in COVID-19 cases and the increased availability of vaccines, the University adjusted its spring semester plan, allowing students and faculty the option of continuing in person experiences throughout the semester. Physical distancing measures, testing, contact tracing, rapid isolation and face protection measures continued throughout the semester.

Every department at the University was impacted by COVID-19 during FY2021 and progress toward meeting year five goals was significantly impeded.

Strategic Plan and Key Performance Indicators

Breaking Through 2017-2022 Strategic Plan

In September 2017, the University formally launched a five-year strategic plan, *Breaking Through: 2017-2022*. The strategic planning process occurred during the 2016-17 academic year and included more than 100 meetings and listening sessions with internal and external stakeholders, including 10 sessions in communities across the state. The plan is comprised of four main goals, each with a set of objectives and key performance indicators that allow the university to measure and track its success.

The University of Wyoming FY21 Annual Report provides the university's progress in delivering on the strategic plan goals, objectives, and metrics. A PDF copy of the strategic plan and the annual report are available online at www.uwyo.edu/strategic-plan.

Goal 1: Driving Excellence

Join together as an intellectual community already renowned for its regional, national and global relevance and impact by fostering and rewarding excellence in teaching, scholarship, innovation and creative endeavor.

Objectives:

Promote and strengthen the university as a scholarly and creative enterprise

- Build national reputation and stature through strategic initiatives
- Elevate expectations for research and creative activities
- Expand capacity of the Office of Research and Economic Development
- Invest in computational and library resources and fund seed grants

Foster entrepreneurship and collaboration in research and teaching that bridge disciplines and engage public concerns

- Fully recognize the role of interdisciplinarity and integration in teaching, research, service and outreach in performance evaluations and tenure and promotion decisions
- Promote academic programs that address workforce needs of the state and region

Enhance local and global relevance, engagement and impact by recruiting a regional, national, international and diverse community of students and faculty

- Establish an Office of Global Engagement to expand recruitment of international students and broaden the exposure of faculty and students to international events and cultures
- Increase faculty and student participation in programs abroad
- Grow interactions with historically black, Hispanic-serving and tribal colleges, as well as international institutions of higher learning

Achieve consistently excellent teaching and mentoring that give students the knowledge, ability, determination and innovation to meet tomorrow's challenges with sustainable solutions

- Develop a professional advising program for students that includes services centralized in colleges
- Incentivize revision and development of courses and curricula that includes technology-enhanced learning, online delivery and high-impact teaching practices
- Embrace informed and innovative approaches to assessment and improvement of student learning

Progress Metrics:

Performance Indicator	Baseline	Year 1	Year 2	Year 3	Year 4	2022 Goal
Changes in external recognition of scholarly work	Invest in a database	Software not yet acquired	Software acquired. Deans exploring use of database. Policies and procedures for appropriate use currently under development.	Deans and Associate Deans have access to the data base. Fair use policy drafted. Fellow using database to examine academic parameters for excellence in research.	COVID-19 related delays in full implementation	1 decile improvement from baseline indicators
External Research Funding: Awards and Expenditures	\$85.18 million in external awards/\$108.13 million in expenditures	\$80.67 million in external awards/\$84.67 million in expenditures	\$87.2 million in external awards/\$83.12 million in expenditures	\$91.8 million in external awards/\$81.3 million in expenditures	Federal awards = \$97,029,127.05 (133,529,127.05 - WY CARES of 36,500,000.00) Federal expenditures = \$89,360,174.65	\$115 million external funding
Income- bearing IP licenses	2 to 3 per year	1	2	2	2 licenses & 1 option to a license	5 or more per year
Degree programs created, substantially modified, or eliminated	192 degree and certificate programs	2 new programs; 4 programs modified; no eliminations	Cumulative, 5 new programs; 5 programs modified; 6 programs eliminated	Cumulatively, 10 new programs and 4 new certificates; 5 programs modified; 8 programs eliminated	12 new programs; 2 eliminations	8 new academic programs; 4 modified or eliminated
Number of international students (undergraduate and graduate)	791	785	706	623	509	1,050
Number of students and faculty participants in study abroad	395 students; 30 faculty	470 students; 38 faculty	618 students; 50 faculty	192 students; 12 faculty	56 students; 4 faculty	600 students; 50 faculty

In addition to the measures reported above, a number of initiatives advanced in FY21 further demonstrate the university's progress in delivering upon the objectives of Goal 1. Links to examples are included below.

[UW College of Health Sciences Educators Honored as Wyoming Women of Influence](#)
[UW Launches Center for Blockchain and Digital Innovation](#)
[UW Data Science Team Leads \\$6 Million NSF Grant to Build, Test Computational Models](#)

Goal 2: Inspiring Students

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

Objectives:

Welcome, support and graduate students of differing backgrounds, abilities and needs and from different cultures, communities and nations

- Implement a student-centric enrollment management strategy to grow enrollment and enhance recruitment and retention of students
- Enhance our relationship with Wyoming and regional high schools through visits and pre-college summer and academic opportunities on campus
- Establish dual-enrollment, program articulation and other transfer processes with the state's community colleges
- Improve retention, 4-year and 6-year graduation rates for undergraduates and graduation rates for graduate and professional students
- Build new living and learning communities to enhance retention
- Augment student support services to ensure that students thrive emotionally and physically
- Grow the number of students at a distance enrolled in hybrid and fully online degree programs
- Offer programming on diversity and inclusion through the office of the chief diversity officer

Engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges

- Provide high-impact learning experiences in research, creative activities, internationalization, internships, entrepreneurship, leadership and community service
- Incentivize greater faculty and staff involvement in student life
- Institute an experiential transcript
- Expand career placement services

Build pathways to academic, cultural, professional and entrepreneurial opportunity and leadership at undergraduate and graduate levels

- Establish an Honors College
- Establish an office to support graduate education
- Establish a center for entrepreneurship and infuse innovation throughout the curriculum
- Establish a center for integrated STEM education to support the engineering, science and trustees' education initiatives
- Expand and grow quality of undergraduate and graduate scholarly experiences

Progress Metrics:

Performance Indicator	Baseline	Year 1	Year 2	Year 3	Year 4	2022 Goal
Overall enrollment (Enrollment growth projected for both in- state and out-of-state students)	12,366	12,397	12,450	12,249	11,829	13,500
Enrollment of transfer students	967	1,086	1,075	982	935	1,200
Enrollment of underrepresented students	12.7%	12.9%	13.1%	12.7%	12.7%	17%
Retention rate for FTFT (First-time, Full-time, Baccalaureate Degree- seeking)	76.4%	78.1%	78.0%	75.7%	79.4%	80%
Construction of new residence halls	Create a 10-year plan for Student Housing	10-year housing plan developed; currently under review by legislature's UW Housing Task Force	House Bill 293 passed legislature; UW Housing Task Force working to move construction forward. Architects selected.	The Board of Trustees has authorized administration to execute an agreement for Level 3 construction management services.	Housing design completed and construction to begin in 2022.	10-year plan in implementation; 2-3 new residence halls in construction or completed
Student participation in support services	24.7%	31.5%	Survey conducted every two years. Next administration: spring 2020.	29.3%	Student Satisfaction Survey has not been conducted since Spring 2020.	40.0%
4- and 6-year graduation rates for undergraduates	26.6%/55.4%	26%/58.2%	27.1%/56.7%	31.2%/59.6%	33.1%/59.2%	33%/60%

Percentage of students completing an experiential transcript	Institute co-curricular transcript	SOAR under development	25%	19%	21%	25% of seniors have a co-curricular transcript
Placement in jobs or advanced degree programs one year following graduation	66%*	Follow-up survey in progress	77.9%	83%	75%	80%
Percent of graduates with credential from Honors College	5.9%	4.9%	5.5%	5.3%	5.6%	8.0%

**Baseline placement data are 6-month figures; subsequent reports will include one-year placement rates.*

In addition to the measures reported above, a number of initiatives advanced in FY21 further demonstrate the university's progress in delivering upon the objectives of Goal 3. Links to examples are included below.

[Three UW Students to Study Abroad Under U.S. State Department Program](#)

[Y Cross Ranch Funding Provides Significant Support to UW Students](#)

Goal 3: Impacting Communities

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

Objectives:

Facilitate collaboration between the university and its constituents to address complex economic, environmental and social challenges through research, education, entrepreneurship, economic diversification and growth

- Establish an Office of Engagement and Outreach
- Support economic development in Wyoming through ENDOW and other opportunities
- Enhance extension programming

Build a statewide community of learners by collaborating with schools, community colleges and tribal nations to connect students and citizens

- Bring outreach educational and cultural opportunities to the state
- Expand partnerships with the Eastern Shoshone and Northern Arapaho tribes

Engage strong and celebratory alumni who connect UW to regional, national and international communities, welcome graduates into a lifetime association with the university, and boost all our endeavors through a culture of giving

- Engage in a variety of strategies to establish contact with a greater number of alumni
- Engage alumni in student recruitment and mentoring
- Develop and promote competitive athletic teams that conjure enthusiasm and pride for UW

Progress Metrics:

Performance Indicator	Baseline	Year 1	Year 2	Year 3	Year 4	2022 Goal
Carnegie Community Engagement Classification	Not designated	Conducted Engagement survey and held campus and community listening sessions, resulting in the publication of <i>Envisioning Community Engagement and Outreach</i>	Office of Engagement and Outreach launched January 2019; personnel hired	Launched UWYO Events Statewide Calendar, launched Faculty Engagement Fellowship Program, Launched the Malcolm Wallop Civic Engagement Program	This is on hiatus, open to new discussion pending UW's leadership change.	Qualified to submit for 2024 deadline
Attendance at intercollegiate athletic events	275,372	303,726	256,901	253,004	25,969	310,000

In addition to the measures reported above, a number of initiatives advanced in FY21 further demonstrate the university's progress in delivering upon the objectives of Goal 3. Links to examples are included below.

[UW TEI and College of Education Aim to Improve Quality of K-12 Online Learning with Free Workshop](#)
[UW's Wind River Startup Challenge to Launch Sept. 1](#)
[Buffalo High School Start-Up Challenge Names First-Round Winners](#)

Science Initiative

Under the direction of the Learning Actively Mentoring Program (LAMP) Director Rachel Watson, our LAMP instructors and learning assistants worked diligently to develop engaging online and hybrid learning opportunities for their students, and also assisted STEM and non-STEM faculty across campus and at the community colleges to help develop effective learning experiences. While we had to cancel our 2020 LAMP Summer Institute, we have a bumper crop of faculty and graduate students participating this year, offering both in-person and online Summer Institute experiences. To date, LAMP instructors have improved student learning and success for nearly 21,000 learners across 464 active learning courses at UW.

In spite of COVID-19, the Wyoming Research Scholars Program (WRSP), facilitated by Director Jamie Crait, supported the largest class since its inception. Faculty and graduate student mentors worked closely with 63 undergraduate scholars to provide rich research opportunities, whether continued in person or adjusted for online participation. Students continue to rave about the program, noting its positive influence on their current and future educational and career opportunities. These accomplished students continue to present at national conferences and publish in leading peer-

reviewed journals, which further supports their future success. 135 UW students have now had the opportunity to engage in the most authentic form of active learning through the WRSP.

Though the SI Roadshow was limited to one in-person visit at the end of the academic year, our team connected with K-12 teachers and students who sought out engaging STEM education opportunities during a year of limited contact. Under the leadership of Roadshow Director, Karagh Brummond, our growing team of enthusiastic undergraduate and graduate students developed and offered a variety of synchronous and asynchronous online learning experiences. Through SI outreach and engagement activities, we have also helped foster the formation of a graduate student Community Outreach Program for STEAM Engagement (COPSE) aimed at drawing more graduate students into learning about and implementing high-quality K-12 outreach programs. The reach of the SI Roadshow continues to grow, having connected with close to 5,000 teachers and students across Wyoming.

Goal 4: A High-Performing University

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

Objectives:

Build human capital

- Enhance workplace conditions to recruit, retain and reward all UW employees and encourage innovation and commitment
- Implement career ladders for staff
- Provide and incentivize participation in professional development that enhances technical skills of employees
- Develop mentoring and leadership programs for faculty and staff
- Increase the number of endowed faculty positions, including new types such as distinguished professorships, or state engagement professorships
- Hire strategically to ensure robust disciplinary and interdisciplinary scholarship and to support academic and co-curricular opportunities that meet the needs of 21st century students

Strengthen marketing effectiveness

- Effectively communicate UW's opportunities to prospective students, regional partners and national and global markets
- Institute a centralized plan that tells our story and positions UW for recognition in all of these contexts
- Develop a comprehensive branding, public relations and marketing campaign

Enhance financial resources

- Stabilize, diversify and enhance revenue streams
- Launch a substantial and strategic capital campaign
- Develop a coordinated plan for managing intellectual property, entrepreneurship and technology development and transfer
- Drive operating efficiencies to save costs while maintaining services
- Analyze tuition and fee structure

Enhance institutional operations and planning

- Build a more highly functioning university by embracing transparency at all levels of administration and operations as well as by streamlining, updating and consistently implementing governing regulations and policies
- Create and implement university-wide plans such as a campus master plan, housing plan, capital and fiscal plans
- Create and implement metric-based strategic plans for all university units
- Honor UW's commitment to the environment by instituting sustainability initiatives in daily operations, renovations and new construction

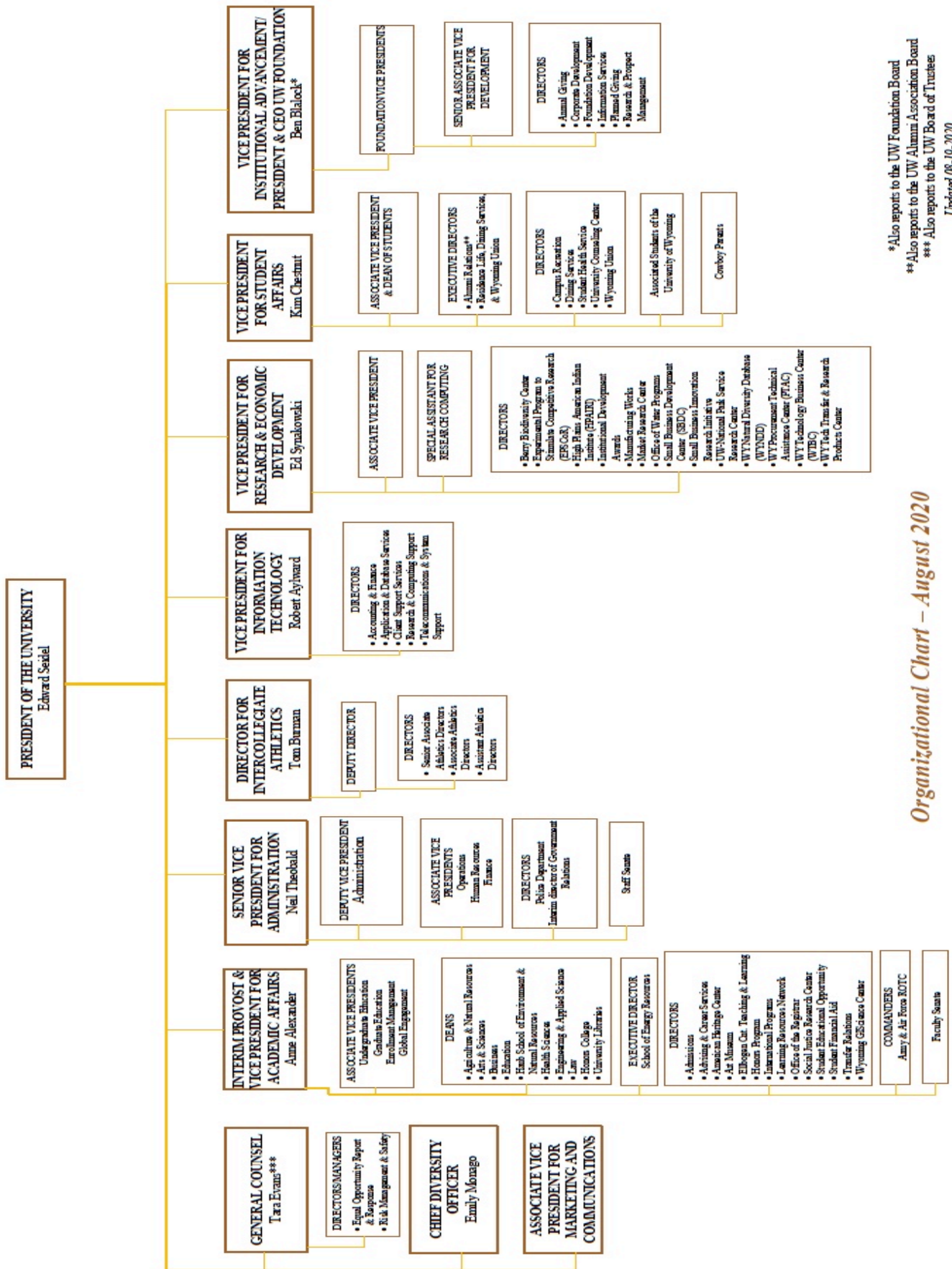
Progress Metrics:

Performance Indicator	Baseline	Year 1	Year 2	Year 3	Year 4	2022 Goal
Campus climate and environment	Fall 2018 Campus Climate Survey	Survey will be conducted Fall 2018.	54% of all respondents agree that UW is a welcoming place for all races; and 63% of all respondents agree that UW encourages inclusion of individuals regardless of gender	During 2019-2020: Launched new initiatives recommended by the survey consultants that would have a positive impact on the UW campus climate	Launched the revised 6-week Inclusionary and Global Leadership Program. The program has been expanded to include staff beginning Fall 2021. Developed a director position to lead the RJP Team. Division of Student Affairs funded UW's first Project Coordinator, Senior for RJP.	64% of all respondents agree that UW is a welcoming place for all races; and 73% of all respondents agree that UW encourages inclusion of individuals regardless of gender
Employee job satisfaction	Participate in Chronicle of Higher Education "Great Colleges" job satisfaction survey	Job satisfaction and support: 61%; Survey average across workplace categories: 46%	UW Strategic Improvement Working Group appointed Spring 2019; currently developing and implementing improvement plans.	UW Strategic Improvement Working Group appointed Spring 2019; continuing to develop and implement improvement plans.	No employee satisfaction surveys have been administered since 2018.	Job satisfaction and support: 71%; Survey average across workplace categories: 56%

Number of endowed faculty positions	36	41	46	59	50	60
Total annual university revenue	\$505.6 million	\$520.7 million	\$523.3 million	\$529.3 million	\$516.5 million	\$555 million
Growth of university endowment	\$450 million	\$464.3 million	\$513.2 million	\$531.6 million	\$584.3 million	\$650 million
Deployment and full utilization of Enterprise Management Systems	Initiated	Financial Management and Budgeting systems implemented.	Human Capital Management system implemented.	Systems are fully deployed and are being used across the institution.	Systems are fully deployed and are being used across the institution.	Completion
Review and update of all university regulations and policies	Initiated	23 UW Regulations modified and 3 new regulations approved as part of the regulatory structure review.	18 UW Regulations modified, 26 UW Regulations sunset, 4 new regulations approved, and 12 new SAPs approved as part of the regulatory structure review.	25 UW Regulations modified, 1 new regulation approved, and 4 new SAPs approved as part of the regulatory structure review.	17 UW Regulations modified, 1 new approved and 7 new SAPs approved as part of the regulatory structure review. [There are 6 regulations remaining.]	Completion
Campus Sustainability Ranking (STARS)	Not designated	UW joining STARS program	First STARS report prepared and submitted to AASHE. Awaiting first rating.	Bronze rating received	Bronze rating	Bronze

In addition to the measures reported above, a number of initiatives advanced in FY21 further demonstrate the university's progress in delivering upon the objectives of Goal 4. Links to examples are included below.

[Donor Impact Doubled on Sixth Annual UW Giving Day](#)
[Statewide Survey Finds Strong Perceptions of UW, Education Quality](#)
[UW Extension 4-H Educators Recognized Nationally for Excellence](#)



*Also reports to the UW Foundation Board
**Also reports to the UW Alumni Association Board
*** Also reports to the UW Board of Trustees
Updated 08-10-2020

Organizational Chart – August 2020

**Narrative for the Western Interstate Commission for Higher Education (WICHE) FY 2021
Annual Report**
(July 1, 2020 - June 30, 2021)

General Information

WICHE has no administrative staff or director. Administrative support for the agency is provided through staffing at the College of Health Sciences in the University of Wyoming.

Agency Contact

David Jones, Dean, University of Wyoming College of Health Sciences
(307) 766-5712
University of Wyoming
1000 E. University Avenue
Dept. 3432
Laramie, Wyoming 82071
dljones@uwyo.edu

Year Established

The Western Interstate Commission for Higher Education was established by statute in 1953.

Statutory References

Wyoming Statutes, Title 21, Chapter 16, Article 2.

Number of Authorized Personnel

There are three WICHE commissioners appointed by the Governor. In FY 2021, Wyoming's representatives were UW College of Health Sciences Dean David Jones, Laramie; Senator Fred Baldwin, Kemmerer; and Western Wyoming Community College President Kim Dale, Rock Springs.

Organization Structure

WICHE is a separate operating entity funded by state legislative appropriation. The functions of the agency are performed by personnel within the University of Wyoming under the umbrella of the College of Health Sciences.

Clients Served

WICHE serves Wyoming residents from the undergraduate level through graduate and professional programs.

Budget Information

FY 2021 General Fund Expenditures: \$2,262,501

Meeting frequency

The WICHE Commission meets twice per year. WICHE Certifying Officers meet once a year.

Mission and philosophy

The mission of WICHE, based upon its enabling legislation, is to provide residents within Wyoming and the other western states within the compact an opportunity to obtain high-quality, cost-effective education without replicating programs in every state.

Major Accomplishments/Efficiencies

The annual report published by the WICHE office is available on the web at: <http://www.wiche.edu>. Wyoming highlights are available at <http://wiche.edu/state-highlights/wyoming>.

Professional Student Exchange Program

Through WICHE's Professional Student Exchange Program (PSEP), Wyoming sent 75 students to out-of-state programs in 2020-21 in 9 different fields.

Field	# of Wyoming students
Dentistry	5
Medicine	11
Occupational Therapy	4
Optometry	6
Osteopathic Medicine	3
Physical Therapy	15
Physician Assistant	3
Veterinary Medicine	27
Podiatry	1
TOTAL	75

Western Regional Graduate Program

Wyoming sent 56 students to out-of-state institutions via the Western Regional Graduate Program, while receiving 5.

Western Undergraduate Exchange

1,025 Wyoming students participated in Western Undergraduate Exchange (WUE), attending schools in other WICHE states while 1,843 WUE students attended Wyoming institutions from other WICHE states.

Internet Course Exchange

The University of Wyoming is a member of WICHE's Internet Course Exchange (ICE), an alliance of member institutions and systems that share distance delivered courses among two- and four-year institutions in the 16-state/island WICHE region.

Interstate Passport Program

The Interstate Passport program to block transfer lower division general education courses is under development and will facilitate transfer of students from other Passport institutions.

AGENDA ITEM TITLE: Accelerated Bachelor Of Applied Science (BAS) in Organizational Leadership(OL), Carman/Pickett

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:

To provide a more desirable degree program for adult learners, it would be beneficial for UW-Casper to offer an accelerated version of the Bachelor of Applied Science (BAS) in Organizational Leadership (OL) degree. This proposed initiative helps get UW to the forefront of a shift in the way nontraditional students learn that is rapidly gathering steam in higher education.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Board has requested UWC to provided at least one proposal for the innovation funds.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the Accelerated Bachelor of Applied Science (BAS) in Organizational Leadership (OL).

PROPOSED MOTION:

“I move that the Notice of Intent for the Accelerated Bachelor of Applied Science (BAS) in Organizational Leadership (OL) be approved.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

**University of Wyoming
Board of Trustees' Academic and Student Affairs Committee**

Notice of Intent

Date: August 20th, 2021

Accelerated Degree Program for Working Adults

Context and Rationale

To provide a more desirable degree program for adult learners, it would be beneficial for UW-Casper to offer an accelerated version of the Bachelor of Applied Science (BAS) in Organizational Leadership (OL) degree. This proposed initiative helps get UW to the forefront of a shift in the way nontraditional students learn that is rapidly gathering steam in higher education. There is an increasing number of nontraditional students and online program availability (Barbera et al., 2020). The target market for a 100% online BAS degree program should be adult nontraditional students. Considering that the main selling point of a BAS degree is the transferability of Associate of Applied Science (AAS) degrees, the mindset of nontraditional adult students and Career and Technical Education (CTE) students should be at the forefront of any program considerations.

“With an increased number of nontraditional students attending college, higher education programs should be prepared to provide flexible and high-quality experiences for this unique population of students” (Mkhatshwa & Hoffman, 2019, p. 148). The ideal program best poised for significant enrollment growth will be a unique offering unlike what most public universities provide. Research shows that “the type of classes offered or assignment options could be set up differently than those for traditional students while still achieving the same competencies” (Slover & Mandernach, 2018, p. 111). This program could both grow the Wyoming workforce and bring in significant out of state revenue. This request has four components: Offering an accelerated option for an existing program, the associated funding to launch that program, a modified tuition model similar to the existing online BSN completer program model in order to be competitive nationally, and the creation of a marketing specialist position to be used by the BAS program as well as the distance education unit.

Curricular Description

In this program, students would take one course at a time, each five weeks in length. This unique calendar setup keeps students engaged the entire year, allows them to maintain full-time status for financial aid purposes, and eliminates the guesswork of scheduling that can often overwhelm adult students. The program runs year-round, except for a two-week holiday break. With 10 3-credit courses, a student can complete 30 credits per year and finish the degree in approximately two years (assuming they need 60 credits after transferring in). Although the existing BAS can

technically be completed in two years, this setup accelerates students through courses so they make faster progress and develop a connection to the University early, all while having their entire program mapped out for them in advance. They would also maintain full-time status with this setup but have less of a time commitment each week than a traditional full-time schedule would require. A three-credit course generally requires approximately 48 hours of class time (including out of class reading and work) over a 16-week semester. With five-week courses, taken one at a time, a student should only need to commit approximately 10 hours per week. Many adult nontraditional students are heavily dependent on financial aid and student loans, and this option allows them to receive financial aid as a full-time student. In addition, the flexibility of five-week modules allows for six starts per year, rather than two, and could possibly expand with enrollment.

With an accelerated program all courses and the order in which they are taken are predetermined for students. This eliminates the guesswork of which electives to take and removes the stress of understanding prerequisite requirements. This proposed program would use the same courses as the current BAS/OL just converted to an accelerated format. This eliminates the need to create new courses that must pass through a lengthy approval process. There is a large number of courses to choose from for online, nontraditional students in the BAS (considering electives). To make the program easier to market, easier to schedule, and deliver a consistent, straightforward experience, some of these courses would be removed as options for the accelerated program, and the remaining courses would be planned for the students.

Student Demand and Projected Enrollment

Major state institutions such as Arizona State University have experienced a 50% or greater online enrollment increase per year over multiple years (Arizona State University, 2018). Considering those enrollment numbers are for online in general, and not one specific program, we will propose more conservative growth numbers. With proper marketing, an initial enrollment of 50 students can be expected in year two. (Year one of funding will be used to hire personnel, bring in a financial aid consultant, and put together marketing materials.) Although enrollment info for specific BAS programs at other institutions is limited at best, one of the authors, Dr. Josh Valk, has personally been a student and employee when institutions launched new remote programs, and generally the initial enrollment is at least 100. Since this is an entirely new venture, 50 is a conservative estimate. Target growth is a year-over-year increase in new enrollments by 25% in years 3 – 4, and 12.5% in year 5. Although other schools (previously referenced) have experienced much higher growth rates, for planning purposes we are putting forward a more conservative growth estimate.

Budget

Four new employees would need to be added to support this program, as well as adjunct faculty and a one-time financial aid consultant. Over three years the total staffing cost based on enrollment projections is \$715,536. With a \$225,000 marketing allocation, and other expenses

the total projected investment is \$1,150,786. However, this is the total investment needed for the first three years, and does not account for revenue generated by the program. If the enrollments grow as expected, year two and three funding could be reduced (and potentially even eliminated for year three) because the program will become self-sustaining. With the projected growth and related revenue, the initial investment required to get the program off the ground is \$686,683, which covers all anticipated expenses for the first year and 50% of the anticipated expenses for the second and third years including staffing, marketing, and external consultant work. By the end of year three the program will be fully funded and self-sustaining.

Timeline

All of the coursework in the program already exists. The program would require updating syllabi to reflect five-week courses, hiring and on-boarding of additional staff, and the development and implementation of a robust marketing campaign. Initial enrollment should start in Fall 2022. The new Associate Director and financial aid consultant would be hired immediately, with other staff and adjunct faculty phased in over the first three years.

Other Necessary Approvals

Beyond UW approvals, there are no additional pieces, such as specialized accreditation or licensure considerations. UW will notify the Higher Learning Commission of this new, accelerated option, but that is unlikely to prompt any changes or specialized review.

Alignment with University Mission

The proposed Accelerated Bachelor of Applied Science in Organizational Leadership aligns closely with the University's mission. Although Wyoming has a high percentage of associate degree holders, bachelor's degree attainment is low. This program could provide those working adult students an option to further their education.

Brent Pickett
Dean, UW-Casper

Josh Valk
Director, BAS Program

AGENDA ITEM TITLE: Masters of Social Work program extension to UW Casper campus, Carman/Pickett

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 proposal is for an extension of the Laramie Masters of Social Work Program (MSW) to the UW Casper campus. The expansion is designed to address the growing need for social work professionals in Wyoming by increasing accessibility to graduate education through a second geographical location and a part-time delivery model.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Board has requested UWC to provided at least one proposal for the innovation funds.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the Masters of Social Work to extend a new location on the UW Casper campus.

PROPOSED MOTION:

“I move that the Notice of Intent for the Masters of Social Work to extend a new location on the UWC campus be approved.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

Notice of Intent – University of Wyoming Board of Trustees

Date: August 23, 2021

A. Name

- Masters of Social Work: UW Casper Campus (hybrid modality and for part-time students)

B. Description of Expanded Academic Program:

The proposal is for an extension of the Laramie Masters of Social Work Program (MSW) to the UW Casper campus. The expansion is designed to address the growing need for social work professionals in Wyoming by increasing accessibility to graduate education through a second geographical location and a part-time delivery model. The current full-time MSW program has been fully accredited by the Council on Social Work Education (CSWE) since 1997 and is designed to train social workers for rural and frontier areas of practice. The Laramie MSW program is structured as a hybrid delivery format utilizing traditional face-to-face instruction, synchronous Zoom instruction, and on-line delivery. The hybrid model effectively meets accreditation requirements and the proposed expansion to Casper would be fully accredited implementing the same hybrid model in a part-time format. The proposed part-time program builds on the existing expertise, resources, and experience of the UW Division of Social Work, thus insuring accreditation by CSWE.

A part-time program would permit working adults to maintain their current positions while obtaining an advanced degree. Two locations (Laramie and Casper) and two timeframes (full-time and part-time) will increase access for Wyoming residents and those in neighboring states while addressing Wyoming's increasing need for professional social workers. Students would be required to meet on the Casper campus three weekends a semester, rather than five as Laramie MSW students do, carry six academic credits per semester rather than 16 credits, attend synchronous Zoom classes one or two evenings per week, and complete on-line electives. Internships would be completed in qualified agencies in each student's home community.

Students who have completed a Bachelor of Social Program from a CSWE accredited program are eligible to obtain an MSW in three full-time semesters (Advanced Standing Program). The part-time program would extend Advanced Standing Program to six part-time semesters. Students with a Bachelor's degree in another discipline are required to complete five full-time semesters in order to obtain an MSW (Standard Program). The part-time Standard Program would be extended to nine part-time semesters over three calendar years.

Curriculum for the proposed expanded program would be identical to the Laramie MSW Program that meets the requirements of CSWE. Curriculum is designed to meet the nine Core Competencies required by CSWE which serve as the learning outcomes for the program. The learning outcomes include: professional and ethical conduct, diversity, human rights, research, policy, engagement, assessment, intervention, and evaluation of client systems at multiple levels (CSWE Educational Policy and Accreditation Standards). Course content and internships are designed to meet the competencies and students are required to demonstrate proficiency in each of the nine areas prior to graduation.

C. Relationship to Other Offerings

Students graduating from UW with a BSW from either the Laramie or Casper campuses are qualified for admission to the UW MSW Program. The Program also draws students from other

UW disciplines who have undergraduate degrees in psychology, sociology, the arts and sciences, human development and family studies, and education.

D. Market Analysis

Market analysis – Refer to section I: Rationale

E. Preliminary Budget

Pro forma analysis indicates the program will become self-sustaining in year two based on the following assumptions: Beginning in year one 15 Advanced Standing students will be admitted. Subsequent years will include fifteen Advanced Standing students and 10 Standard students. Staffing will consist of a program coordinator, part-time administrative assistant, and necessary adjunct faculty.

Year one: tuition revenues will generate an estimated \$102,150; and expenses, consisting of staffing, marketing and accreditation, travel requirements, are estimated at \$147,552 for a loss of \$45,402. However, in year two with the enrollment of an additional two cohorts there is a net revenue of \$78,106. Years three and four are estimated net revenues of \$198,157 and \$363,713 respectively.

F. Proposed timeline for implementations over five years

The first year of the program, 15 Advance Standing students would be admitted. In the second year and each subsequent year, 15 Advanced Standing and 10 Standard Students would be admitted. At the end of the fourth year and each subsequent year, approximately 22 professional social workers would graduate from the program, given relatively low student attrition rates.

G. Required Approvals

As stated above the proposed program is an expansion of the current accredited program with an identical course delivery system and curriculum. Therefore, the program would begin as fully accredited and become part of CSWE's seven year re-accreditation cycle. There would be no need for Higher Learning Commission or other approvals.

H. Alignment with the University's Mission, Strategic Plan, and Academic Programs

The Social Work Division's stated mission:

"The Division of Social Work envisions a global community in which our graduates serve as ethical social work leaders who promote social, economic and environmental justice, human rights, and health and well-being for individuals, families, organizations, and communities."

The Division's Mission is consistent with the University's mission, as the program prepares graduates to address "the complexities of the modern interdependent world", understand the needs of a "global society" and fosters health and wellness while respecting Wyoming's rich human and environmental diversity. The current social work program has established itself as one of excellence and the proposed expansion will continue that level of excellence. The program trains professionals for interdisciplinary practice and for ethical use of technology including telehealth. Social workers are trained to empower individuals, families, organizations, and communities to reach their full potential thus making positive contributions to the life and work of Wyoming while increasing health and wellbeing.

Consistent with the strategic plan to increase graduation rates, the UW MSW Program has a 98% graduation rate, and a licensure pass rate that exceeds national standards which increases

employability. According to University statistics (<https://webdev.uwyo.edu/uw/degree-programs/social-work-ms.html>) 79-87% of social work graduates practice in Wyoming.

I. Rationale

A number of reliable sources have been utilized to establish the need for an additional and alternative formatted program in Casper. These sources include Wyoming Workforce data, the US Bureau of Labor Statistics data, focus group meetings with Casper and Laramie students, alumni surveys, and meetings with Wyoming human service and governmental agencies. Wyoming has a high suicide rate and high rates of substance and opioid abuse, as is typical in the Mountain West (Wyoming Department of Health & SAMSHA). Professionally trained social workers are the single largest group of providers of services for individuals with mental illness and substance use disorders (SAMSHA). The US Bureau of Labor Statistics estimates that there will be a 14% increase in the number of social workers needed over the next ten years, which is above the national average. According to the Wyoming Department of Work Force Services: Research and Planning Office, the short-term projected need for social workers in Wyoming includes an additional 39 health care social workers and 52 mental health and substance abuse social workers per year. There is also a need for 148 educational, guidance, school, and vocational counselors per year. MSW graduates are qualified to fill these positions in schools as certified school social workers, in educational settings such as Head Start, and in rehabilitative settings. Social workers are also employed in the criminal justice system, nonprofit management, research institution, and governmental agencies working in primary, secondary and tertiary prevention.

Due to the present limited opportunity to obtain an advanced social work degree through the University of Wyoming, citizens are attending out-of-state institutions or on-line programs and thus diverting tuition monies out-of-state. Further, these institutions are often in urban settings and do not train social workers specifically for a specialization in rural and frontier practice.

Interest in pursuing a graduate social work degree is evidenced by the number of annual applicants to the current UW MSW Program, which can only accept about 50% of the applicants. Limitations to pursuing an advanced degree include child care and work responsibilities. A part-time Casper MSW Program would provide easier access to graduate education for those seeking an MSW as well as increasing access to potential students from more northern parts of the state. Graduate social work programs attract a large number of non-traditional students including those increasing their skills from an undergraduate degree, career changes in mid-life, and retired military personnel. These individuals are more likely to have family responsibilities and full-time employment. Approximately 10% of the Laramie students are residents of neighboring states, many utilizing their WICHE tuition privilege and being drawn to the quality and excellent reputation of the Wyoming program and its rural and frontier emphasis. Therefore, we anticipate a similar percentage of non-resident students in the Casper program.

The need to expand the UW social work program is further substantiated by recent research conducted by Gray Associates. According to their research, social work positions are in the top 5% of job openings and the current unemployment rate for social workers is 2%. Demand for social workers is in the 70th percentile and completion rates are in the upper 5% according to Gray. Social workers leave the UW Social Work Program job ready, prepared for professional licensure in all 50 states, and prepared to pursue Wyoming clinical licensure (LCSW).

AGENDA ITEM TITLE: B.S. Hospitality Business Management, Godby, Barrett

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:

Undergraduate students majoring in this degree will learn the management skills necessary to excel in tourism, lodging, food and beverage, and event planning, with particular emphasis on application on doing business focused on natural amenities and the western Rocky Mountain region. Experiential learning will be a fundamental part of the learning process, focused on hands-on experiences to support the tourism and hospitality industry in Wyoming and the Rocky Mountain west.

The proposed name of the degree is Hospitality and Business Management (HOSP). The degree program proposed expands the existing HOSP minor to a major program, leading to a Bachelor of Science (BS) degree. The proposed delivery method is online, with select on-campus course options. The program may expand to fully on-campus at a future date contingent upon resources and demand.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the Bachelor's in Hospitality Business Management.

PROPOSED MOTION:

"I move that the Notice of Intent for the Bachelor's in Hospitality Business Management be approved."

PRESIDENT'S RECOMMENDATION:

The President recommends approval of the Notice of Intent.



Notice of Intent of a New Degree: B.S. Hospitality Business Management

Below are responses to UW regulation 2-119 for academic program approval, Notice of Intent

A. The name of the proposed program and the mode of delivery;

Purpose: Undergraduate students majoring in this degree will learn the management skills necessary to excel in tourism, lodging, food and beverage, and event planning, with particular emphasis on application on doing business focused on natural amenities and the western Rocky Mountain region. Experiential learning will be a fundamental part of the learning process, focused on hands-on experiences to support the tourism and hospitality industry in Wyoming and the Rocky Mountain west.

The proposed name of the degree is *Hospitality and Business Management* (HOSP). The degree program proposed expands the existing HOSP minor to a major program, leading to a Bachelor of Science (BS) degree. The proposed delivery method is online, with select on-campus course options. The program may expand to fully on-campus at a future date contingent upon resources and demand. It is intended that this will be a collaborative effort, and as done for the Hospitality Minor, we will accept specific community college course offerings in the major too. The program will work as a companion major to the Outdoor Recreation and Tourism Management major and is an essential part of the Wyoming Outdoor Recreation, Tourism and Hospitality Initiative as proposed by President Seidel. We also foresee a dual major track being possible.

The proposed HOSP degree is a partnership between the Haub School and the College of Business. As a collaborative effort, this degree will draw on the existing strengths and resources of these and other UW academic units. This program will also draw upon and support existing community college hospitality resources, including the Casper College program in Hotel Management, and the Culinary Arts program at Central Wyoming College. As noted previously, this program will focus on business management and hospitality functions and is a partner and companion program to the Outdoor Recreation and Tourism Management degree program.

B. A description of the new program that includes anticipated curriculum and learning outcomes;

Learning goals:

Students earning this major will demonstrate the ability to

- Apply the major concepts, skills and values of the hospitality industry to address industry problems both locally and globally, and to utilize practical, creative, ethical, and theoretical frameworks in diverse and complex professional circumstances.
- Demonstrate effective and ethical leadership skills necessary to be successful in the hospitality field and work in diverse and collaborative teams.
- Communicate effectively to diverse audiences to achieve the purposes and manage the situations encountered in hospitality operations. Demonstrate ability to manage dynamic relationships and demonstrate best practices in communication.
- Use decision-support tools to solve problems, identify opportunities and facilitate organizational processes within the hospitality and tourism industry environment.

- Identify and analyze hospitality industry trends.
- Identify and develop excellence in tourism and hospitality services and demonstrate awareness of industry standards and customer expectations in the tourism and hospitality sector.
- Apply effective management and marketing techniques and business principles in hospitality operations.
- Ability to implement programs and businesses appropriate for local environments that demonstrate fluency in global contexts and diverse cultures.
- Develop hands-on experience through real world experiential learning with partners throughout the state and region.

Proposed Curriculum

The proposed curriculum requires 78 credits and includes three required components:

- 1) **Core Curriculum** (33 credits) for all students with courses in:
 - Economics
 - Accounting
 - Finance
 - Business Management
 - Marketing/Sales
- 2) **Elective Concentration** (30 credits), students will complete courses in concentration areas including
 - Hospitality and Management & Marketing
 - Management of Recreation Resources
 - Outdoor Recreation Leadership
 - Cultural and International Tourism
 - Event planning, management and marketing
- 3) **Practical Experience** (15 credits), which includes:
 - Internship (400 hours, work with industry or government)
 - Professional Semester integrating with industry/government
 - Capstone project for an industry or government partner

Note the planned program intends to develop and utilize experiential opportunities, partnering with hospitality and tourism firms throughout the state to make practical and hands-on experience a cornerstone of programmatic activities.

- 4) University Studies and non-business requirements (39 credits)
- 5) Free Electives (6 credits minimum)

Total 123 credit hours minimum.

C. Information about content and how the Academic Program may relate to other offerings

The program complements the existing programs on campus and across the state. The proposed HOSP degree is a partnership between the Haub School and the College of Business. The proposed program will also be a complement to the existing and very successful Outdoor Recreation and Tourism Management Program. As a collaborative effort, this degree will draw on the existing strengths and resources of these and other UW academic units. This program will also draw upon and support existing community college hospitality resources, including the Casper College program in Hotel Management, and the Culinary Arts program at Central Wyoming College.

As noted previously, this program will focus on business management and hospitality functions and is a partner and companion program to the Outdoor Recreation and Tourism Management (ORTM) program. Proposed curriculum takes advantage of co-curricular needs in the ORTM program to develop complementary synergies between the two programs, and will provide additional opportunities for ORTM students. It also develops synergies with existing Applied Associates and Associates Degree programs at community colleges in the state, providing an opportunity for such students to continue their studies to acquire a bachelor's degree in hospitality areas without requiring them to leave the state.

D. Plan for obtaining a market analysis of anticipated student demand and enrollment, and a plan for evaluation and analysis of post-graduation employment market demand

- A market analysis with a favorable outcome was conducted in 2019 (attached)
- A 2021 market analysis update will be completed by Hanover Research.
- Intensive stakeholder input through focus groups and interviews will be conducted to identify specific areas of need in Wyoming.

E. Preliminary budget, including potential funding sources, projected expenses and revenues, and potential faculty, academic professionals, lecturers, professors of practice, and staff.

- Program is anticipated to begin with two tenure/tenure-track faculty and two professors of practice. In addition, an existing professor of practice (Dr. Sara Ghezzi) who currently is appointed 1/3 to the Hospitality minor and 2/3 to Outdoor Recreation and Tourism Management will instruct in the program. As needed, part-time instructors will also be employed.
- Current practice in the Hospitality minor is to accept credits for transfer from community college programs in hospitality and hotel management. This practice will continue.
- Budget: Projected annual operating program budget when fully implemented is as follows:
 - Faculty salaries including tenure track, new professors of practice and temporary lecturers (incl. benefits): \$635,000
 - Administration cost: \$40,000 in new salary, and utilizes WORTH, College of Business and Haub School existing resources: \$40,000

Start-up costs for HOSP program alone:

- Start-up funds for faculty: \$75,000 annually for two years
- Stakeholder engagement, program development, program start-up, search costs and marketing in first year: \$80,000

Sources of funding:

Start-up and initial three years: Trustees' Reserve, Federal funds (ARP)

Permanent Funding after ARP funds end: Internal Budget reallocation, Philanthropic gifts. Potential revenue from online programming (to be determined).

Specific enrollment numbers are difficult to anticipate. However, we anticipate enrollment will begin with 25 students, and increase by 25 students annually to 75 within three years.

E. Proposed timeline for staged implementation over five years, including campus and Board review;

Because this program is fast-tracked as part of the WORTH initiative, timeline is as follows:

Fall 2021:	Campus and Board of Trustees review
Early Spring 2022:	Approval by UW Board of Trustees
Spring 2022/early summer:	Initial Faculty search
Fall 2022:	Initial program launch
Fall 2024:	Full Program implementation
Fall 2026:	ARP funds end, internal and philanthropic gifts in place to support program.

F. Information on other required approvals, such as accreditation bodies and the Higher Learning Commission;

Program will seek accreditation by the Association to Advance Collegiate Schools of Business (AACSB) under the College of Business general accreditation by this body. We do not anticipate impact to UW's accreditation through the Higher Learning Commission.

G. Evidence of how the new program aligns with the University's mission, strategic plan, and existing academic degree program array.

The proposed program aligns with the University mission and proposed strategic initiatives outlined to the University of Wyoming's Board of Trustees in the July 2021 meeting in the following ways:

- Economic and community development: Hospitality and tourism represent the second largest industry in the state. Presently, UW does not offer degree in hospitality to directly support this complex and diverse industry. Proposed program complements the existing Outdoor Recreation and Tourism Management program by focusing on hospitality where the ORTM focuses on tourism and recreation activity.

- **Entrepreneurship and Innovation:** This degree will help students develop the background, skills, and intellectual acumen to innovate and develop new business and to support the Wyoming economy.
- **Data and Business information through School of Computing Initiative:** Students will demonstrate ability to use state of the art decision-support tools and data to solve problems, identify opportunities and facilitate organizational processes within the hospitality and tourism industry environment.
- **Interdisciplinary:** While the proposed program has a business-specific focus with respect to the industry, it is also intended to be interdisciplinary. To be successful in the tourism and hospitality space in the Rocky Mountain West, students in this program will be required through their elective courses to acquire expertise in non-business areas. For example, students may become expert in cultural history as a means of enhancing marketing and understanding the draw of Wyoming to national and international audiences. Students may focus on nutrition and diet to enhance culinary opportunities, basics of chemistry may be useful in understanding, brewing, distilling, baking or cooking, agricultural knowledge may an area focused on to ensure fresh farm to table or to locally source vegetables and meats on a restaurant menu, while understanding environmental resources and natural systems could allow sustainable business operations in a natural setting.

The proposed degree aligns with the strategic plan. Specifically, the proposed program supports the external objectives of the current UW Strategic Plan, and it also supports the initiatives President Seidel has developed over the past year to expand UW's engagement in communities in Wyoming and to facilitate, enable and impact economic development in the following ways:

- *“Goal 1: Promote academic programs that address workforce needs of the state and region.”* This proposed degree addresses the needs of the tourism, hospitality and outdoor recreation industry that directly employed approximately 35,000¹ in Wyoming in 2019. UW has only recently engaged in this space in a significant way with the development of the Outdoor Recreation and Tourism Program, and the proposed Hospitality program will further enhance UW's support of this important Wyoming industry.
- *“Goal 2: Expand and grow quality of undergraduate and graduate scholarly experiences.”* Offering this degree will directly expand the scholarly experiences for UW students, and help expand enrollment through targeted recruitment and retention.
- *“Goal 3: Facilitate collaboration between the university and its constituents to address complex economic, environmental and social challenges through research, education, entrepreneurship, economic diversification and growth.”* In particular, this degree is tightly partnered with—and was developed with extensive input from—industry across the state specifically for all five of the listed criteria.

¹ Bureau of Economic Analysis. (2020). *Outdoor Recreation Satellite Account, U.S. and States, 2019*. Table 4. Outdoor Recreation Employment by State, Selected Industries, 2019 Retrieved from https://www.bea.gov/sites/default/files/2020-11/orsa1120_1.pdf. Mining and Logging, the supersector that includes all fossil fuel extraction in the state averaged approximately 21,000 in the same year (BLS, Wyoming at a glance <https://www.bls.gov/eag/eag.wy.htm>).

H. A rationale that clearly defines the need for the new program, including market and student demand. The rationale should include evidence that the program will not produce unnecessary duplication of existing programs.

Hospitality, recreation and tourism make up the second largest source of production value in the state behind energy. Wyoming's tourism industry is steadily growing and is typically more stable than other industries in the state². In 2015 alone, visitors funneled \$3.3 billion into Wyoming, and tourism generated \$170 million in state and local tax revenues³.

This proposal is consistent with the conclusions of the market research analysis performed by Hanover Research in January 2019 for the College of Business. That report concluded that UW "develop a bachelor's degree in hospitality management with multiple specializations." Furthermore, it found "Regional hospitality-related occupations are projected to grow by 21.4 percent over the next decade." It also recommended UW "Partner with high-end hospitality businesses throughout the state to create experiential learning opportunities that integrate students into Wyoming's tourism industry."⁴ This program proposes to do exactly that.

This proposed academic degree will enhance UW's academic programs and address critical economic and workforce development needs in the state. The curriculum has been designed to take advantage of existing courses as much as possible and to be interdisciplinary utilizing faculty expertise and specifically complimenting rather than duplicating existing programs.

² Consensus Revenue Estimating Group. (2016). *Wyoming State Government Revenue Forecast: Fiscal Year 2017 - Fiscal Year 2022*.

³ Dean Runyan Associates. (2016). *Wyoming travel impacts 2000 - 2015*.

⁴ Hanover Research (2019) Market Analysis: Hospitality Management Programs: Prepared for the University of Wyoming College of Business, January 2019

Market Analysis: Hospitality Management Programs

Prepared for the University of Wyoming College of Business

January 2019

In the following report, Hanover assesses demand for programs in hospitality management, specifically highlighting demand trends within the Rocky Mountains region and the nation as a whole. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



<u>Executive Summary</u>	<u>Page 3</u>
<u>Degree Completions Analysis</u>	<u>Page 4</u>
<u>Labor Market Analysis</u>	<u>Page 5</u>
<u>Real-Time Job Postings Intelligence</u>	<u>Page 6</u>
<u>Competitor Analysis</u>	<u>Page 7</u>
<u>Program Benchmarking</u>	<u>Page 13</u>

Recommendations

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that the University of Wyoming's (UW) College of Business:

- Develop a bachelor's degree in hospitality management with multiple specializations.** Leading programs offer concentrations related to the management, operations, and financial aspects of hospitality. UW should customize these standard concentrations by focusing curriculum content on the management, operations, and financial challenges of wilderness lodges, outdoor resorts, and luxury ranches. Combined with further development of the Outdoor Recreation and Tourism Management major, a new program with these specializations would enable the University to keep pace with national competitors while also highlighting the unique characteristics of Wyoming's tourism industry.
- Partner with high-end hospitality businesses throughout the state to create experiential learning opportunities that integrate students into Wyoming's tourism industry.** Highly ranked programs typically require professional, hands-on experiences—which often lead to industry certifications—like working at and managing operations at hotels or restaurants. Industry partnerships typically facilitate these opportunities and in Wyoming could take the form of unique professional preparation at lodges, resorts, and ranches. Required internships at select locations such as these could serve to distinguish the new program nationwide.

Key Findings and Program Demand Forecast

For hospitality management programs throughout the nation

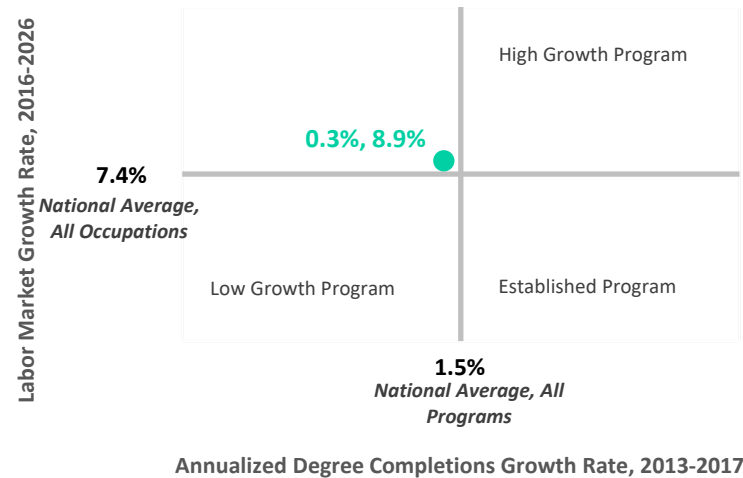
Hospitality bachelor's degree completions are growing regionally despite flat growth nationwide. This market condition indicates an opportunity for UW to develop the first bachelor's degree in hospitality management in the state, which would take advantage of the region's tourism characteristics and growth opportunities. Master's degree completions changed little nationwide over the previous five years.

Regional hospitality-related occupations are projected to grow by 21.4 percent over the next decade. Recent job postings indicate that a bachelor's degree suffices for the majority of hospitality positions that require higher education.

Leading programs distinguish themselves through unique institutional resources. Competitors offer similar specializations and program features, such as international and professional learning opportunities. Top programs, however, differentiate themselves through industry partnerships, physical resources, and coursework.

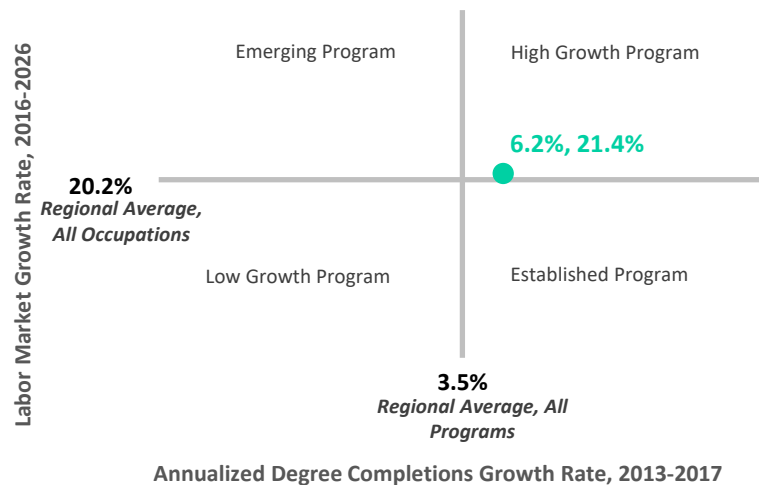
National Benchmark Analysis

Comparison of hospitality management bachelor's completions and relevant labor market to all completions and all occupations in the country



Regional Benchmark Analysis

Comparison of hospitality management bachelor's completions and relevant labor market to all completions and all occupations in the region

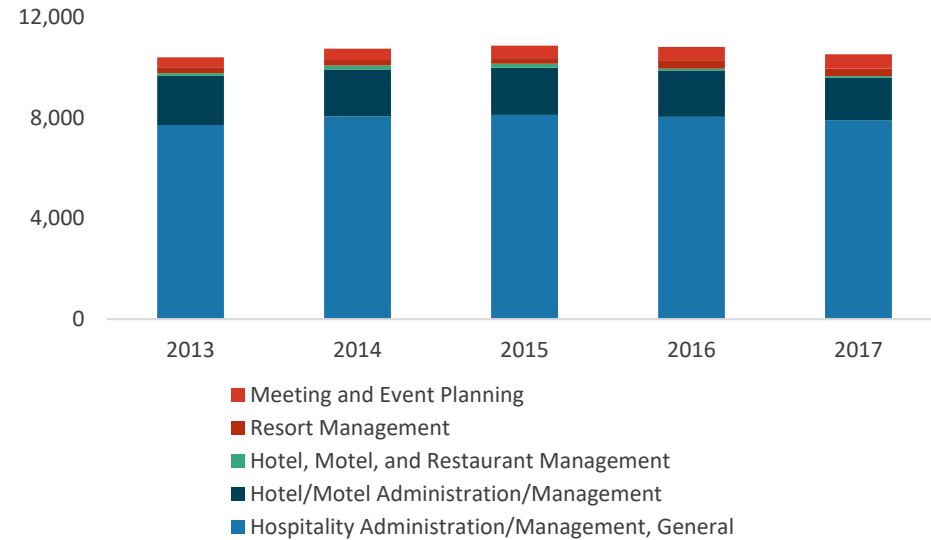


Degree Completions Analysis

Programs in Hospitality Management

National Bachelor's Degree Completions Volume

National distribution of bachelor's degree completions from 2013 to 2017



Total Degree Completions

Aggregate degree completions by geographic level (2017)

	Wyoming	Rocky Mountains	National
Hospitality Administration/Management, General	0	199	7,900
Hotel/Motel Administration/Management	0	10	1,693
Hotel, Motel, and Restaurant Management	0	0	58
Resort Management	0	0	300
Meeting and Event Planning	0	21	562
Total	0	230	10,513
Growth Rate	N/A	6.2%	0.3%

Source: [IPEDS](#)

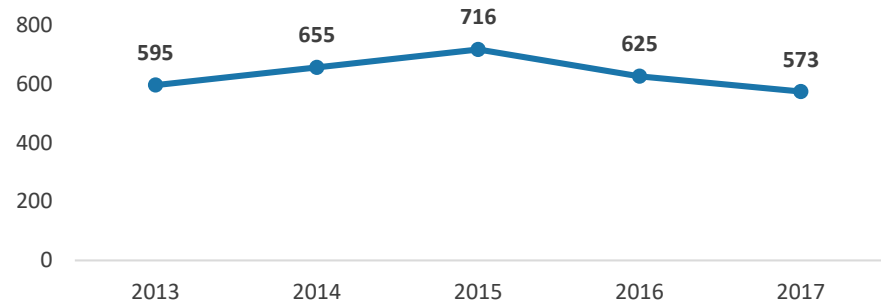
Analysis of Findings

Nationwide bachelor's degree completions in hospitality management-related fields have remained stable over the previous five years.

From 2013 to 2017, national bachelor's completions in hospitality management-related fields grew at an annualized rate of 0.3 percent, demonstrating little change over this period. Regionally, bachelor's completions grew more quickly at an annualized rate of 6.2 percent. However, degree completion volume in the region is comparatively low, with Metropolitan State University of Denver, University of Denver, and Utah Valley University conferring the majority (85 percent) of bachelor's degrees in the region in 2017.

Master's degree completions in hospitality management have remained similarly stagnant nationally, declining at an annualized rate of 0.9 percent excepting a minor spike in 2015. No institution in the Rocky Mountains region reported conferring master's degrees in this field during the five-year period.

National Master's Degree Completions Volume



Methodology Note

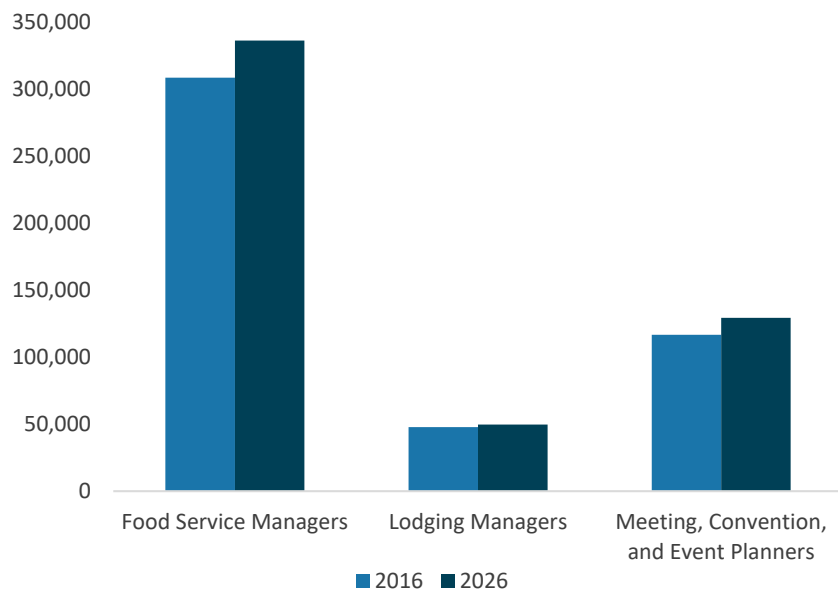
In this report, the Rocky Mountains refers to the IPEDS region encompassing the states of Colorado, Idaho, Montana, Utah, and Wyoming.

Labor Market Analysis

Programs in Hospitality Management

National Current and Projected Job Availability

National hospitality management-related positions as of 2016 and 2026 (projected)



Total Labor Market

Aggregate hospitality management-related job availability by geographic level

	Wyoming	Rocky Mountains	National
Estimated Employment (2016)	1,310	13,210	473,200
Projected Employment (2026)	1,410	16,040	515,500
Employment Growth	7.6%	21.4%	8.9%
Total Annual Openings	150	1,830	56,900

Source: [Projections Central](#)

Analysis of Findings

Hospitality management-related positions are projected to grow most rapidly at the regional level.

Hospitality management positions in the Rocky Mountains region are projected to grow 21.4 percent from 2016 to 2026, consistent with the overall growth rate for occupations in the region (20.2 percent). Employment in hospitality management in Wyoming is actually projected to grow slower than the growth rate of 9.4 percent for all occupations in the state as a whole. However, these statistics include positions that may not require a bachelor's degree, so the growth rates for occupations needing higher educational attainment may differ.

Individuals seeking jobs at more upscale establishments can benefit from a bachelor's degree.

While not all hospitality management-related positions require higher education, the Bureau of Labor Statistics (BLS^{1, 2, 3}) notes that the best opportunities will likely go to individuals with a bachelor's degree in hospitality management or similar fields, such as restaurant or food service management. These occupations include opportunities at upscale hotels and restaurants or positions within higher levels of management.

The tourism and travel industry in Wyoming and surrounding states continues to grow.

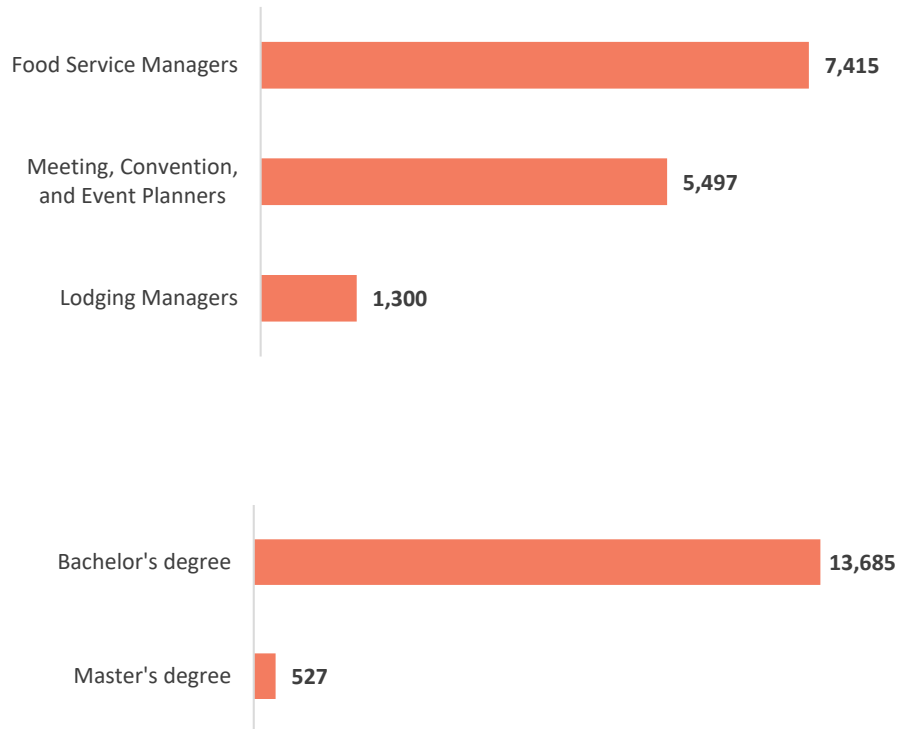
In 2017, visitors to Wyoming spent a total of approximately \$3.6 billion, approximately 54 percent of which came from visitors who stayed in commercial lodging facilities overnight. This revenue is part of the 2.8 percent growth (adjusted for inflation) in travel spending per year that Wyoming has experienced since 2007 ([Dean Runyan Associates](#)). In Colorado, continued record growth in the tourism industry resulted in 84.7 million visitors in 2017, which the state attributes to the growing number of international tourists and domestic visitors from outside the region ([Denver Business Journal](#)). Meanwhile, tourists in Utah spent a record \$8.17 billion in Utah in 2015, a 12 percent increase since 2011 ([Kem C. Gardner Policy Institute](#)).

Real-Time Job Postings Intelligence

Programs in Hospitality Management

National Job Postings Analysis

National hospitality management-related positions requiring at least a bachelor's degree by occupational group during the past six months as of January 2019



Regional Employment Facts

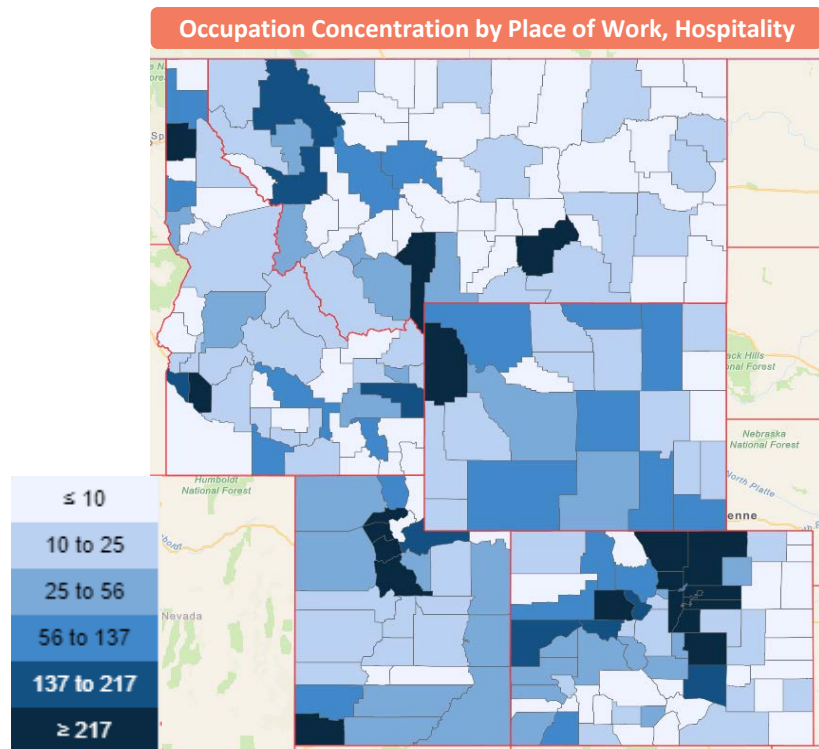
Regional hospitality management-related positions by occupational group

Occupation	Average Salary		Unemployment Rate	
	Rocky Mountains	U.S.	Rocky Mountains	U.S.
Food Service Managers	\$54,500	\$57,300	1.0%	1.2%
Lodging Managers	\$60,000	\$59,600	1.6%	1.9%
Meeting, Convention, and Event Planners	\$44,300	\$52,600	2.9%	3.5%

Analysis of Findings

Many job opportunities exist for individuals with a bachelor's degree seeking employment in hospitality management.

During the past six months, over 14,000 national online job postings in hospitality management sought individuals with higher education. However, this demand was primarily for individuals who hold a bachelor's degree, rather than a master's degree. In the Rocky Mountains region, hospitality occupations are concentrated in metropolitan areas, such as Denver, or tourist destinations that attract more visitors, such as Grand Teton or Yellowstone National Parks. Colorado has the largest concentration of hospitality workers of the states in the region. The map below shows the number of individuals employed in the region's hospitality sector by county.



Competitor Analysis

Programs in Hospitality Management

Competitor Analysis

Based on an analysis of national peers, Hanover concludes the following:

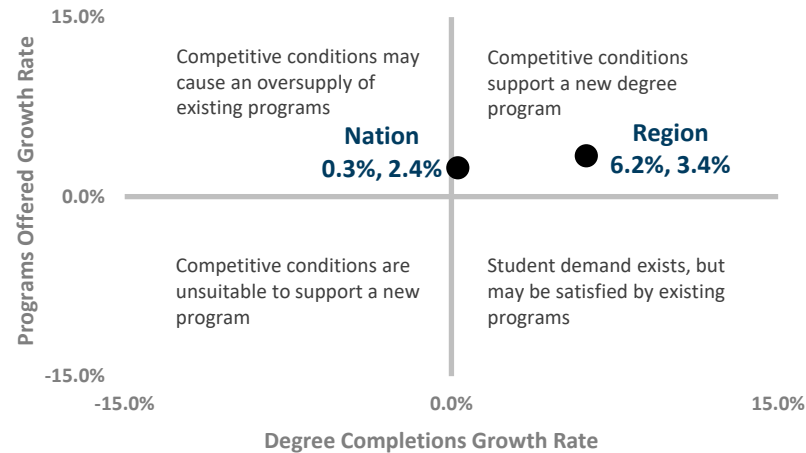
Market indicators demonstrate favorable conditions for a new hospitality management program in the region.

The reported number of programs offered and bachelor's degrees conferred by institutions in the Rocky Mountains region grew faster than aggregate regional growth rates throughout the United States. While new hospitality management programs continue to emerge throughout the country, degree completions have slowed nationally. As a result, the market may be more favorable toward a new program that takes advantage of the region's unique hospitality and tourism opportunities.

The following table briefly summarizes characteristics of the five largest programs in the region offering a bachelor's in hospitality management program based on the number of degree completions in 2017. A comprehensive benchmarking of nationally-ranked competitor institutions selected by UW begins on the next page, with the full benchmarking table provided on page 13.

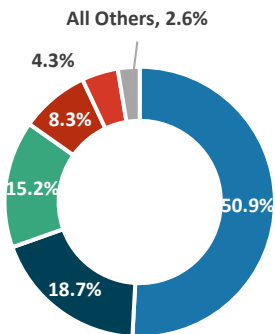
National Market Saturation (2013-2017)

Do competitive conditions support an additional hospitality management program in the nation and region?



Top 5 Largest Regional Hospitality Programs

2017 Relative Market Share



Institution	2017 Program Completions	Completions Growth Rate	Distance from University of Wyoming (miles)	State	Delivery Format	Annual Tuition (In-state)	Unique Features
Metropolitan State University of Denver	117	12.5%	131	CO	On-Campus	\$4,142.40	• Programs focusing on the beer industry
University of Denver	43	0.6%	136	CO	On-Campus	\$16,464	• Study abroad requirements
Utah Valley University	35	9.9%	406	UT	Online/On-Campus	\$2,863	• Finance and business-focused curriculum
Southern Utah University	19	2.8%	619	UT	On-Campus	\$6,006	• Department research opportunities
Johnson & Wales University-Denver	10	-17.9%	132	CO	Online/On-Campus	\$32,091	• Numerous travel opportunities
Total (All Programs)	230	6.2%	--	--	--	--	--

Note: When necessary, Hanover calculated full-year tuition from per-credit rates assuming a course load of 12 credits per semester.

Competitor Analysis

Programs in Hospitality Management

Specializations

Nearly every competitor institution (eight out of 10) allows its hospitality students to select a concentration.

Institutions allowing specializations offer on average 4.75 concentration options, ranging from a low of three at Cornell and Penn State to eight choices at the University of Houston. These figures exclude opportunities some institutions offer students to customize an individual concentration based on elective offerings.

Altogether, competitor institutions offer students approximately 16 different categories of hospitality management specializations from which to choose. The following chart summarizes the most common concentrations:



These are broad categorizations; for example, restaurant management also includes food and beverage management. Some competitor institutions have taken advantage of their location to offer unique concentration opportunities. The University of Nevada-Las Vegas (UNLV), for example, is the only competitor institution to have concentrations in PGA Golf Management or Gaming Management.

Complementary Program Offerings

The majority (eight out of 10) of competitor institutions also offer graduate programs in hospitality management. However, no institution offers multiple undergraduate programs in this field.

Master's and Ph.D. programs are equally popular among competitor institutions that have graduate degrees in hospitality management; seven institutions offer at least one master's program, while seven offer a Ph.D. program. Complementary hospitality degrees are uncommon at the undergraduate level. However, some institutions offer undergraduate minors or certificates, such as the University of Houston's Minor in Beverage Management and Marketing or Pennsylvania State University's undergraduate Meeting and Events Management Certificate.



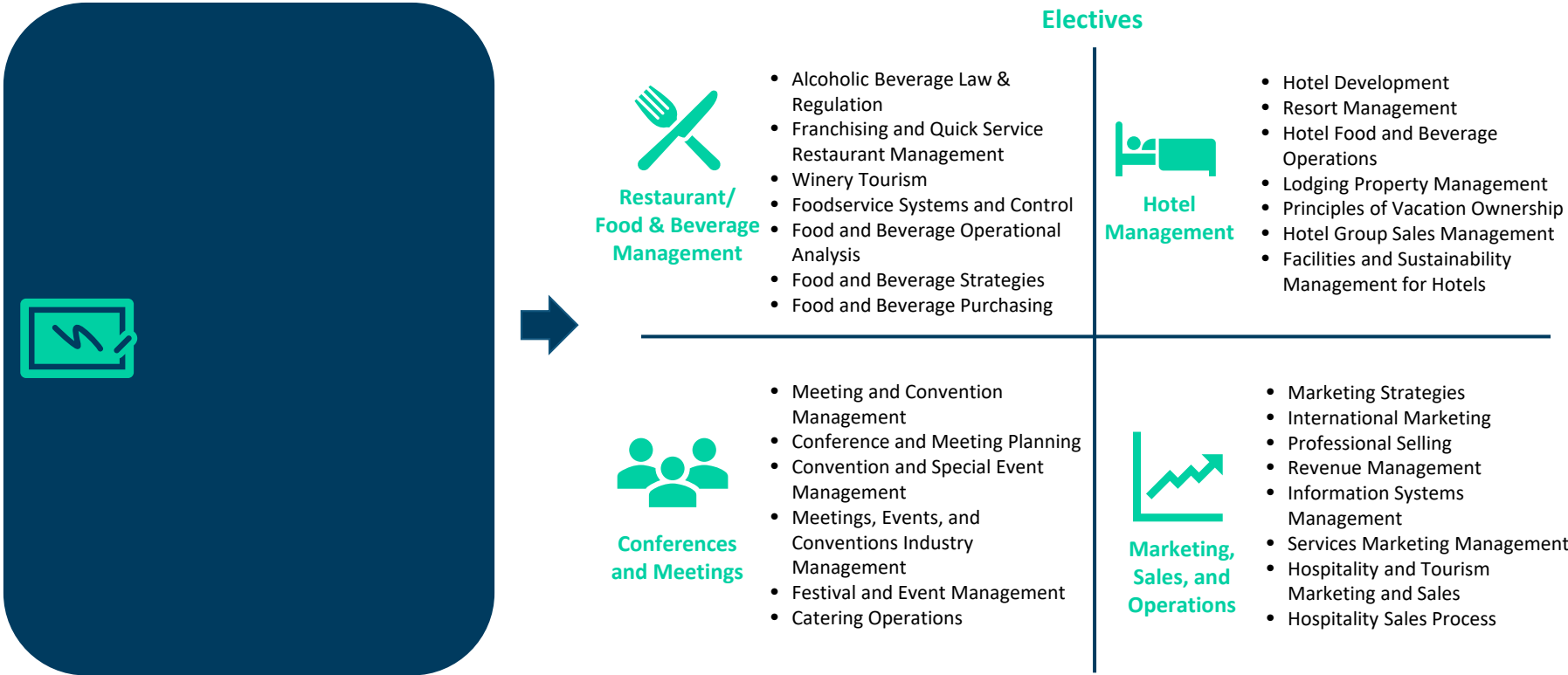
[University of Houston](#) and [Virginia Tech](#), have accelerated bachelor's to master's programs that allow students to receive both degrees in a reduced amount of time.

Curriculum Trends

The majority (eight out of 10) of competitor programs are located within the institution’s business school or have a dedicated hospitality school, which is reflected in both the required courses as well as concentration options.

Because most programs allow for specializations, students typically first complete a core curriculum that includes coursework in business, management, and operations. Some institutions have more unique core coursework, such as Northern Arizona University and the University of Denver’s foreign language requirements, meant to facilitate students’ global hospitality careers. Elective opportunities are also plentiful, regardless of whether the program offers a concentration or the number of concentrations available.

The following figure provides a sampling of coursework available at competitor institutions:



Competitor Analysis

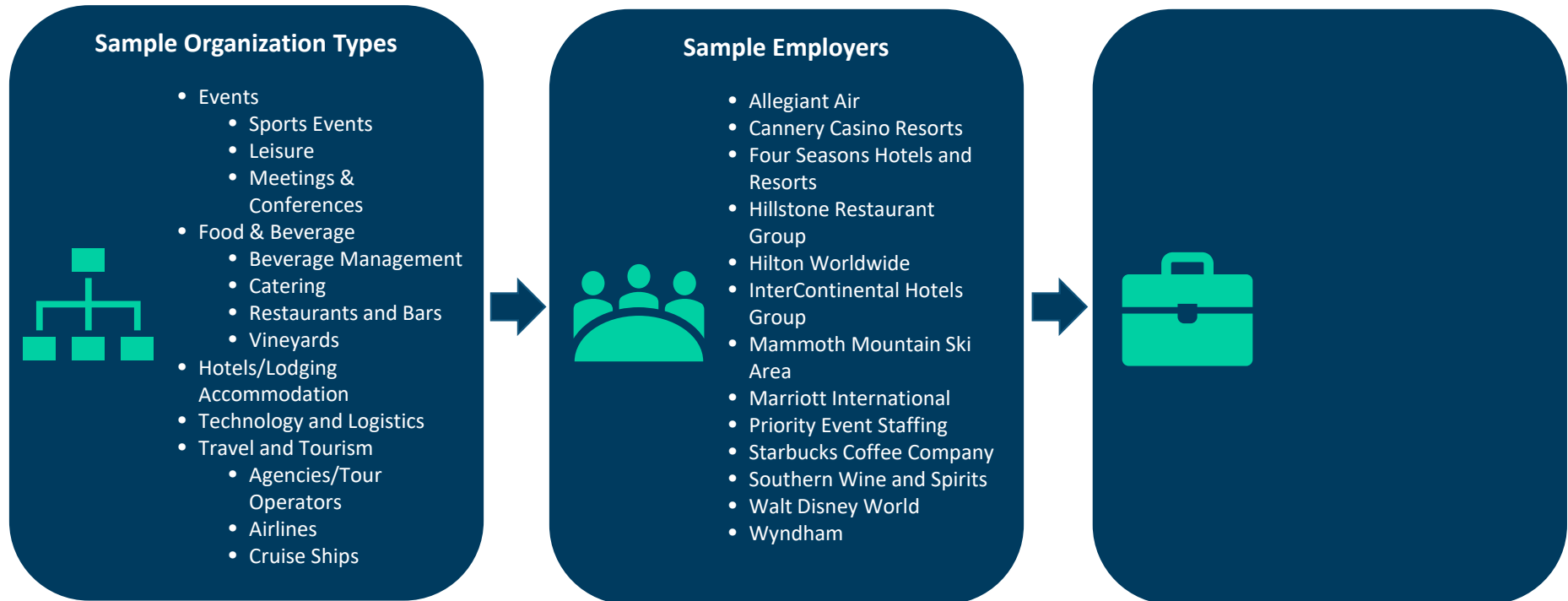
Programs in Hospitality Management

Career Opportunities

Many competitor institutions provide employment statistics for graduating classes or examples of potential career paths to illustrate the diversity of opportunities available to hospitality management students.

Hotels and resorts are common employers of hospitality management graduates, as are restaurants and food or beverage groups, reflecting the concentration opportunities available to students. Many employers are also large organizations and have a national or international presence. These organizations are frequently present at on-campus career fairs, which are commonplace at most competitor institutions.

The following figure provides examples of employers and job positions published on competitor websites:



Competitor Analysis


Programs in Hospitality Management

International Opportunities

Several competitor institutions provide study abroad or other international opportunities, sometimes in collaboration with foreign schools of hospitality.

Students are encouraged to take advantage of these opportunities. The University of Denver even requires students to spend a quarter abroad. Some institutions have developed partnerships or direct enrollment programs with international schools of hospitality, including Penn State's [global opportunities](#) at Australia's Bond University and Italy's Florence University of the Arts.

Program Spotlight: Northern Arizona University

 In NAU's [Global Business Program](#), students spend one year abroad learning about the international hospitality industry. While abroad, students attend classes at an international partner for one semester, then intern at a partner organization in Europe, Latin America, China, or Japan. Students also pursue a second dual degree in a language offered at the College of Arts and Letters.

Work and Internship Requirements

All competitor institutions require students to work or intern for an average of 860 hours at a hospitality-related organization.

Apart from the number of hours, some institutions have additional requirements. For example, Oklahoma State University (OSU) requires that at least 320 of the student's 800 work hours take place at a management internship. Meanwhile, Michigan State University requires students to separate their work hours across two internships so that they can learn from diverse environments.

Minimum: 400 hours
(Virginia Tech)

Maximum: 1,200 hours
(Northern Arizona University)



Other Unique Experiences and Opportunities

Competitors typically offer unique experiences that take advantage of their geographical location, industry partnerships, and physical resources.



At the University of Denver, a [partnership](#) with the Ethiopian Community Development Council allows students to operate an on-campus fine dining event while selecting and training African refugee students who help with operations. Denver students gain managerial and intercultural experience while refugee students gain experience and knowledge of the American hospitality industry.

Through a [collaboration](#) with The Culinary Institute of America, Cornell students can pursue their BS in Hotel Administration while also receiving an associate's degree in Culinary Arts. This program is designed particularly for those interested in food service or restaurant management.



PennState
College of Health and
Human Development

At [Penn State](#), students can receive training that will allow them to receive industry certifications, like the National Restaurant Association ServSafe certification and certification in hotel industry analytics.

Available physical resources can also help provide unique opportunities to students. At Cornell, the [Hotel Leadership Development Program](#) allows students to gradually progress from entry-level to management positions at the on-campus Statler Hotel while taking associated courses. At the University of Houston, students can take advantage of the [Spec's Beverage & Food Appreciation Laboratory](#) to learn about beverage management and marketing.



Competitor Analysis

Programs in Hospitality Management

Marketing Trends

Competitor institutions typically focus on the national or international reputation of their program, rather than their local or regional influence. In addition, competitor institution websites do not address their programs' economic impact but may highlight how their programs have adapted to meet unique needs in the regions they serve.



[University of Houston](#)

Several competitor institutions have long histories and use this to bolster their national and global reputation. Competitors also highlight national and even international rankings. Much less frequently, competitors may choose to mention unique regional characteristics. For example, UNLV highlights coursework in casino management pertinent to its Las Vegas location. On the other hand, Cornell almost exclusively focuses on its national and international reach.

While competitor institutions do not discuss how their programs may impact the local or regional economy, some institutions will highlight how they have adapted to industry trends. For example, the [University of Denver](#) mentions how its Revenue Management and Analytics concentration fulfills an industry need for which there is currently a "limited talent pipeline."

"...a curriculum that is responsive to the needs of Arizona's growing hospitality industry and the conditions of the twenty-first century."

Source: [Northern Arizona University](#)



Source: [University of Houston](#)

Competitor institutions generally do not market toward a specific target audience, per se. However, some institutions, such as Oklahoma State University, have articulation agreements with local community colleges that allow students to smoothly transition from an associate's degree program into a hospitality management bachelor's program.

Several institutions also highlight the global nature of their hospitality programs. By advertising their students' country of origin and publishing student body demographic statistics, competitor institutions help build their reputations as global leaders in hospitality education.

Program Benchmarking

Programs in Hospitality Management

Programs in Hospitality Management Institutional Benchmarking

Benchmarked programs are institutions located throughout the United States, offering nationally ranked programs in hospitality management.

Institution	Location	Program	Concentrations	Annual Tuition	Delivery Mode	Complementary Program Offerings	Notable Features/Experiences
Cornell University	Ithaca, NY	BS in Hotel Administration	<ul style="list-style-type: none"> Finance, Accounting, and Real Estate Hospitality Leadership Services Marketing and Operations Management 	\$54,584	On-Campus	<ul style="list-style-type: none"> Master of Management in Hospitality MS in Hotel Administration PhD in Hotel Administration 	<ul style="list-style-type: none"> Required 800 practice hours in the hospitality/service industry Semester-long Management Intern Program (MIP) Hotel Leadership Development Program in collaboration with Statler Hotel Collaborative partnership with Culinary Institute of America
Michigan State University	East Lansing, MI	BA in Hospitality Business	N/A	\$14,522 (Resident)/ \$39,827 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> MS in Foodservice Business Management MS in Hospitality Business Management 	<ul style="list-style-type: none"> Required two 400-hour internships Study abroad opportunities focusing on hospitality management
Northern Arizona University	Flagstaff, AZ	BS in Hotel and Restaurant Management	<ul style="list-style-type: none"> Hospitality Accounting Hospitality Event Management Hospitality Marketing and Sales Hotel Management Restaurant Management 	\$10,390 (Resident)/ \$24,654 (Non-Resident)	On-Campus/ Online	N/A	<ul style="list-style-type: none"> Required two semesters of a modern language Required 1,200 work hours Corporate Executive Experiences that send students on trips to meet industry leaders
Oklahoma State University	Stillwater, OK	Bachelor of Science in Human Sciences, Hospitality and Tourism Management	<ul style="list-style-type: none"> Club Management Conference and Meeting Planning Hotel Administration International Hospitality Restaurant Management Tourism 	\$11,610 (Resident)/ \$27,130 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> MS in Hospitality Administration PhD in Human Sciences, Hospitality Administration 	<ul style="list-style-type: none"> Required 480 work hours and a 320-hour management internship Experiential learning labs/opportunities including quantity foods kitchen, quick-service restaurant lab, beverage education center

Sources: Institutional websites (see embedded hyperlinks).

Note: Listed tuition rates are for full-year, on-campus programs. When necessary, Hanover calculated full-year tuition from per-credit rates assuming a course load of 12 credits per semester.

Program Benchmarking

Programs in Hospitality Management

Programs in Hospitality Management Institutional Benchmarking

Benchmarked programs are institutions located throughout the United States, offering nationally ranked programs in hospitality management.

Institution	Location	Program	Concentrations	Annual Tuition	Delivery Mode	Complementary Program Offerings	Notable Features/Experiences
Pennsylvania State University	University Park, PA	BS in Hospitality Management	<ul style="list-style-type: none"> Restaurant Management Hotel Management Institutional Management 	\$18,436 (Resident)/ \$33,663 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> Undergraduate Certificate in Meeting and Events Management MS in Hospitality Management PhD in Hospitality Management 	<ul style="list-style-type: none"> Available industry certification opportunities Honors program in hospitality management Required 1,000 work hours across at least two internships
University of Denver	Denver, CO	BS in Business Administration in Hospitality Management	<ul style="list-style-type: none"> Lodging Real Estate Revenue Management and Analytics Restaurant/Food and Beverage Management Conference Services Management 	\$16,464	On-Campus	N/A	<ul style="list-style-type: none"> Required to spend at least one quarter abroad Must demonstrate second language proficiency Service learning program providing hospitality training to refugees Required 1,000 work hours (including management internship)
University of Houston	Houston, TX	BS in Hotel & Restaurant Management	<ul style="list-style-type: none"> Lodging Management Restaurant Management Catering Management Event Management Country Club Management Spa Management Beverage Management Sales & Marketing Management Custom student-designed concentrations also available 	\$8,433 (Resident)/ \$20,793	On-Campus	<ul style="list-style-type: none"> MS in Hospitality Management MS in Global Hospitality Business Executive Master of Hospitality Management PhD in Hospitality Administration Graduate Certificate in Hospitality Decision Making & Analytics 	<ul style="list-style-type: none"> Accelerated five-year BS/MS degree path Required 600 work hours Full-service teaching hotel Full-scale beverage management laboratory

Sources: Institutional websites (see embedded hyperlinks).

Note: Listed tuition rates are for full-year, on-campus programs. When necessary, Hanover calculated full-year tuition from per-credit rates assuming a course load of 12 credits per semester.

Program Benchmarking

Programs in Hospitality Management

Programs in Hospitality Management Institutional Benchmarking

Benchmarked programs are institutions located throughout the United States, offering nationally ranked programs in hospitality management.

Institution	Location	Program	Concentrations	Annual Tuition	Delivery Mode	Complementary Program Offerings	Notable Features/Experiences
University of Nevada, Las Vegas	Las Vegas, NV	BS in Hospitality Management	<ul style="list-style-type: none"> Gaming Management Meetings and Events PGA Golf Management Restaurant Management 	\$6,551 (Resident)/ \$21,023 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> MS in Hotel Management Executive Master of Hospitality Administration PhD in Hospitality Administration MS/MBA 	<ul style="list-style-type: none"> Required 1,000 work hours International Gaming Institute New facilities that include a Center for Professional Golf Management, executive kitchen, interactive classrooms
Virginia Tech	Blacksburg, VA	BS in Hospitality Management	<ul style="list-style-type: none"> Hospitality Operations Management Restaurant and Food Management Meetings and Event Management Global Tourism Management Club and Resort Management 	\$13,620 (Resident)/ \$31,908 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> MS in Business Administration, Hospitality and Tourism Management PhD in Business, Hospitality and Tourism Management Graduate Certificate in Hospitality & Tourism Analytics and Revenue Management Graduate Certificate in International Hospitality & Tourism Strategy Graduate Certificate in Entrepreneurship in Hospitality & Tourism Management 	<ul style="list-style-type: none"> Accelerated BS/MS program Required 400 work hours Hospitality management study abroad winter or semester sessions
Washington State University	Pullman, WA	BA in Hospitality Business Management	N/A	\$10,268 (Resident)/ \$24,504 (Non-Resident)	On-Campus	<ul style="list-style-type: none"> PhD in Business Administration, Hospitality and Tourism Senior Living Management Certificate Culinary Certificate Wine Business Certificate 	<ul style="list-style-type: none"> Required 1,000 work hours International learning opportunities through the Switzerland International Center Preparation for careers in senior living via the Institute for Senior Living

Sources: Institutional websites (see embedded hyperlinks).

Note: Listed tuition rates are for full-year, on-campus programs. When necessary, Hanover calculated full-year tuition from per-credit rates assuming a course load of 12 credits per semester.



AGENDA ITEM TITLE: Notice of Intent, new degree Bachelor's in Data Science, Williford, Barrett

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 Wyoming Science and Technology Plan calls for a “data science and data analytics curriculum that enhances career opportunities for Wyoming students and feeds a technically competent workforce supporting technology, business growth and growth in the technology business sector”. The opportunities afforded by the Data Science program will be of great value to the students, and generating a pool of well-trained data scientists will be a great service to the state.

The proposed program will initially be offered utilizing existing courses offered in Mathematics, Statistics, and Computer Science. Two new courses are proposed pertaining to Data Management, Visualization, and Applications as well as High Performance Machine Learning. These courses are intended to serve as alternatives to COSC 4450 (Graphics) and COSC 4255 (Machine Learning) in order to address the specific to the needs of a data scientist. As part of our feasibility study, we will also meet with other department heads whose undergraduate majors and graduate students take these courses to learn their course needs and the demand for new courses. We will incorporate this information into the proposal and evolution of the Data Science major.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the Bachelor's in Data Science.

PROPOSED MOTION:

“I move that the Notice of Intent for the Bachelor's in Data Science be approved.”

PRESIDENT'S RECOMMENDATION:

The President recommends approval of the Notice of Intent.



College of Arts and Sciences
Department of
Mathematics and Statistics

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Mathematics Phone: 307.766.4221 | Fax: 307.766.6838
Statistics Phone: 307.766.4229
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uwyo.edu/mathstats

October 1st, 2020

Dear Trustees,

The Mathematics and Statistics Department hereby issues a notice of intent to develop a bachelor's degree in Data Science. We will address below each of the points outlined on the Academic Affairs website, and include our plan for the courses in the degree.

Sincerely,

Jason Williford, Head
Department of Mathematics and Statistics
University of Wyoming

A) Title of Degree: Bachelors of Science in Data Science
Mode of Delivery: On campus classes.

- B) Description of Program: Please see pages 2 and 3 that detail the program.
C) Relation to other offerings:

The Computer Science Department offers a Bachelor of Science with a Big Data Concentration. This program requires specific courses in COSC, MATH, as well as an unspecified list of courses from STAT. The difference in programs can be attributed to differences in the type of data science. Type A (Analysis) is like Statistics where statistics curricula and practical details of working with data are emphasized while Type B (Building) focuses on coding, software engineering, and using data in production¹. These differences in types lead to varied emphases and courses offered by these programs. The proposed program will initially be offered utilizing existing courses offered in Mathematics, Statistics, and Computer Science. Two new courses are proposed pertaining to Data Management, Visualization, and Applications as well as High Performance Machine Learning. These courses are intended to serve as alternatives to COSC 4450 (Graphics) and COSC 4255 (Machine Learning) in order to address the specific to the needs of the Type A data scientist.

As part of our feasibility study, we will also meet with other department heads whose undergraduate majors and graduate students take these courses to learn their course needs and the demand for new courses. We will incorporate this information into the proposal and evolution of the Data Science major.

D) Market Analysis:
We will use the market analysis of Gray and Associates for the feasibility study. The demand for data scientists is well-documented and likely to increase in the foreseeable future. Some sample student enrollment in Year 2 of other Data Science Bachelors programs within Mathematics and Statistics was as follows: Ohio State University – 80 students; Auburn University – 50 students; Miami University – 65 students; Northern Kentucky University – 23 students.

E) Preliminary budget:
There is no equipment or startup cost needed for this new major. The main concern over time will be faculty lines. The Math/Stat department has been shrinking for a number of years due to earlier budget cuts and subsequent lean years. The department is eager to start this new endeavor despite current budget cuts, and has a strong record of maintaining its programs through years where resources are scant. In order to maintain our quality teaching, research and programs, we will need when resources are available. Currently, no math-stat faculty are on sabbatical, and we have 8 courses taught by temporary lecturers, two of which alone have over 200 students. For a department of our size, it is not unusual to have two faculty on sabbatical in a given year, and temporary lecturers

can be difficult to find in Laramie. We have one search to cover 4 of the courses above (including the two large ones), and one faculty returning from administrative leave. With sabbaticals, new courses, and retirements, in time we could still be facing a regular 8 course shortfall in the near future. The field of data science is also rapidly changing, which will require changes to the major over time and subsequent need for further support.

F) Proposed timeline:

The major uses many existing courses and could be rolled out as early as Spring 2021, with our handful of added courses in place by Fall 2021. The length of the approval process will likely be the biggest bottleneck. Reviews should commence 5 years from the start date, so that we have graduates to assess.

G) Other required accrediting approvals:

After consulting with Anne Alexander, we found the number of new courses proposed is well below the level that requires HLC approval. We will not need new approval from an accrediting agency to move forward.

H) Alignment with mission:

The university mission statement states that we must, "Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world". One of the listed goals of the University strategic plan is preparing students to "succeed in a sustainable global economy". The Wyoming Science and Technology Plan calls for a "data science and data analytics curriculum that enhances career opportunities for Wyoming students and feeds a technically competent workforce supporting technology-business growth and growth in the technology business sector". The opportunities afforded by the Data Science program will be of great value to the students, and generating a pool of well-trained data scientists will be a great service to the state.

I) Rationale:

The *New York Times* recently reported that the data science field has revolutionized the way many industries do business, which has led the *Harvard Business Review* to call data science "the sexiest job in the 21st century"². Machine Learning Engineers, Data Scientists, and Big Data Engineers rank among the top emerging jobs on LinkedIn and data scientist roles have grown over 650% since 2012³. The recently merged Department of Mathematics and Statistics is well positioned to carry out such a Data Science program to benefit students, employees, and the mission of the University of Wyoming.

References:

1. Hick, S.C., and Irizarry, R.A. (2018). A Guide to Teaching Data Science. *American Statistician*, 72(4), 382-391.
2. New York Times. (2013). Data Science. The Numbers of Our Lives. *New York: New York Times Company*, April 11.
3. <https://www.kdnuggets.com/2018/09/how-many-data-scientists-are-there.html>
4. University of Wyoming. (2016). Wyoming Science and Technology Plan. University of Wyoming: Research and Economic Development.

Data Science Program in Mathematics and Statistics

Program proposal submitted by the Data Science Committee in the Department of Mathematics and Statistics. One spot on the committee is reserved for a member outside of the department. This spot will be determined later. This committee will be tasked with promoting the degree, suggesting programmatic changes, and considering proposals from various departments for Data Science course electives.

Prerequisites (66 credits):

UW USP prerequisites (27 credits):

A&S prerequisites (6 credits):

Mathematics prerequisites (15 credits):

MATH 2200 Calculus I (4 credits)

MATH 2205 Calculus II (4 credits)

- MATH 2210 Calculus III (4 credits)
 - MATH 2250 Elementary Linear Algebra (3)
 - Statistics prerequisites (10 credits):
 - STAT 2050 Fundamentals of Statistics (4)
 - STAT 3050 Statistical Methods – General (3)
 - STAT 4015 Regression Analysis (3)
 - Computer Science prerequisites (8 credits):
 - COSC 1010 Introduction to Computer Science I (4)
 - COSC 1030 Computer Science I (4)
 - Required (18 credits):
 - Data Sciences (18 credits)
 - MATH/STAT new Capstone (3)
 - Choose 5 from
 - MATH 2310 Applied Differential Equations I (3)
 - MATH 3340 Introduction to Scientific Computing (3)
 - STAT 4880 Problems in Statistics (3)
 - STAT 4240 Data Mining (3)
 - STAT 4300 Applied Multivariate Analysis (3) (need UG number not grad)
 - MAST new1 Data Management, Visualization, and Applications (3)
 - MAST new3 High Performance Machine Learning (3)
 - COSC 2030 Computer Science II (3)
 - COSC 2300 Discrete Mathematics (3)
 - COSC 3020 Data Structures and Algorithms (3)
 - Electives (39 credits total):
 - Mathematics (15-21 credits)
 - Five to seven 3200+ upper division courses from
 - MATH 3205 Analysis I: Elementary Real Analysis (3)
 - MATH 3700 Combinatorics (3)
 - MATH 4255 Mathematical Theory of Probability (3)
 - MATH 4265 Introduction to the Theory of Statistics (3) (same as STAT 4265)
 - MATH 4300 Introduction to Mathematical Modeling (3)
 - MATH 4500 Matrix Theory (3)
 - MATH 4550 Theory of Numbers (3)
 - Statistics (15-21 credits)
 - Five to seven 4000+ upper division courses from
 - STAT 4025 Design and Analysis of Experiments (3)
 - STAT 4045 Categorical Data Analysis (3)
 - STAT 4115 Time Series Analysis and Forecasting (3)
 - STAT 4155 Fundamentals of Sampling (3)
 - STAT 4255 Mathematical Theory of Probability (3)
 - STAT 4265 Introduction to the Theory of Statistics (3)
 - STAT 4300 Applied Multivariate Analysis (3)
 - STAT 4230 Spatial Statistics
 - STAT 4370 Survival Analysis (3)
 - Computer Science (3 credits)
 - One 4000+ upper division courses from
 - COSC 4555 Machine Learning (3)
 - COSC 4765 Computer Security (3)
 - COSC 4820 Database Systems (3)
 - Data Sciences (0-9 credits)
 - 0-3 courses from an approved list of data science course offerings outside of the fields of Math, Statistics, and Computer Science. Courses on this list must be approved by the Data Science Committee.
- Total credits 123

AGENDA ITEM TITLE: Notice of Intent, new degree Public Humanities Concurrent Major and Minor, Sailor, Barrett

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:

A public humanities concurrent major and minor will allow existing disciplinary programs to come together to build a new interdisciplinary, applied program that will prepare undergraduate students to enter the cultural, non-profit and public service workforce in Wyoming. Public humanities majors will leave UW with an excellent disciplinary foundation, a practical set of skills, statewide contacts and partnerships, and with the tools to make a difference in the cultural economy. The public humanities curriculum is intended to augment a traditional humanities degree.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the Public Humanities Concurrent Major and Minor.

PROPOSED MOTION:

I move approval on the Notice of Intent for the Public Humanities Concurrent Major and Minor.

PRESIDENT'S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

Public Humanities Concurrent Major and Minor: an interdisciplinary approach to public service and entrepreneurship

Ad Hoc Development Committee

Brigida Blasi, American Heritage Center
Colleen Denney, Gender and Women's Studies
Brandon Gellis, Visual and Literary Arts
Andrea Graham, American Studies
Tracey Patton, Communication and Journalism
Rachel Sailor, Visual and Literary Arts (primary contact)

WIHR Steering Committee

Scott Henkel
Melissa Morris
Jennifer Louise Harmon
Ken Gerow
Fredrick Douglass Dixon

A: Name of the proposed academic program and mode of delivery

Concurrent Major (and minor) in Public Humanities

B: A description of the new academic program that includes an outline of the anticipated curriculum and learning outcomes

A public humanities concurrent major and minor will allow existing disciplinary programs to come together to build a new interdisciplinary, applied program that will prepare undergraduate students to enter the cultural, non-profit and public service workforce in Wyoming. Public humanities majors will leave UW with an excellent disciplinary foundation, a practical set of skills, statewide contacts and partnerships, and with the tools to make a difference in the cultural economy. The public humanities curriculum is intended to augment a traditional humanities degree. Together, the two majors will combine the critical thinking, disciplinary depth, and excellent communication skills found in traditional humanities programs with the practical skills needed for students to meet the demands of the rapidly changing job market. Creative thinkers with functional skills will be poised to make an economic impact in Wyoming and beyond. UW graduates with a concurrent major or minor in the public humanities will be well prepared for work in the private sector or public service; in the state and nation's cultural institutions like National Parks, museums, or libraries; and in non-profit organizations that focus on mission-based work.

The following curriculum focuses on writing and communication for public-facing work, non-profit and entrepreneurial training, practical skills training and courses that highlight the "grand challenges" facing Wyoming in the twenty-first century.

Curriculum: Public Humanities Concurrent Major 33 credit hours

CORE (15 credit hours)

- Public Sector course (choose one)
 - American Culture and the Public Sector (AMST 4300)
 - Intro to Public History (HIST 2050)
- Writing Course (choose one)
 - Writing for Public Forums (ENG 2035)
 - Approaches to Rhetoric...Professional Writing (ENG 3010)
 - Writing for Non-Profits (ENG 4075)
- Communication course (choose one)
 - Cross Cultural Communication (COJO 3190) or
 - Business and Professional Communication (COJO 3010)
- Grand Challenges course (choose one)
 - Ethics of Public Service—cross listed topics course
 - Topics in Structural Inequality—cross listed topics course
- Internship

Electives (18 credit Hours)

Select from the following (be aware of prerequisites and availability)

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Entrepreneurial Mindset (ENTR 2700) ● Innovation, Ideation and Value Proposition (ENTR 3700) ● Business Model Creation and Launch (ENTR 4700) ● Intro to Marketing (MKT 3210) ● Computer Graphics (ART 2122) ● History of Graphic Design (ART 2030) ● Intro to Museology (AMST, ANTH, ART, HIST 2700) ● Museology II (CARF in progress) ● Multimedia Production (COJO 3530) ● Race, Gender, Ethnicity & the Media (COJO)4233 ● Rhetoric & Social Justice (COJO 4260) ● Foundations of Recreation and Tourism (ORTM 1000) ● Natural and Cultural Resources in the West (ORTM 1050) | <ul style="list-style-type: none"> ● Family Business and Corporate Venturing (MKT4550) ● Introduction to Historic Preservation (AMST 2400) ● Historic Preservation (AMST 4800) ● Field Studies in Historic Preservation (AMST 4900) ● Historic Preservation and Sustainability (AMST 4400) ● Culture, Communication, Work (ENG 3020) ● 21st Century Issues in Professional Writing (ENG 4000) ● Intro to Public Administration (POLS 2410) ● Non-Profit Management (POLS 4710) ● Survey of Non-Profits (POLS 4465) |
|---|---|

Public Humanities Minor 18 credit hours

- American Culture and the Public Sector (AMST 4300)
- Intro to Public History (HIST 2050)
- Writing Course (choose one)
 - Writing for Public Forums (ENG 2035)
 - Approaches to Rhetoric...Professional Writing (ENG 3010)
 - Writing for Non-Profits (ENG 4075)
- Communication course (choose one)
 - Cross Cultural Communication (COJO 3190) or
 - Business and Professional Communication (COJO 3010)
- Internship
- Grand Challenges course (choose one)
 - Ethics of Public Service—cross listed topics course
 - Topics in Structural Inequality—cross listed topics course

In addition to this formal curriculum, *extra-curricular programming* will be robust as we prepare out students for the post-university workforce. This programming will include colloquia, boot camps, workshops, career guidance, and more. The programming will address pressing issues of the day including digital literacy, public trust in information, entrepreneurship in the 21st century, our rural future, diversity and inclusion in our public institutions, and more.

Skills Development

Creative thinkers with functional skills will be poised to make an economic impact in Wyoming and beyond. In addition, the new concurrent major will reinvigorate enrollment in the humanities *by articulating a pathway from a humanities degree to employment* in conjunction with the Careers Everywhere program.

This new major will emphasize practical skills, which are necessary for a student's employability. These skills include, but are not limited to:

- 1) Management—management of human capital, facilities stewardship, etc., are important skills at all levels of public humanities work.
- 2) Advocacy—a strong ability to advocate via public speaking or writing is important for small organizations that have to advocate directly to city councils, county commissioners, or the state legislature for funding.
- 3) Development—grant writing, community relations and fundraising (planned giving, endowments, capital campaigns, etc.) are important. Development jobs are some of the fastest growing opportunities within humanities organizations.
- 4) Education—at least 50% (but usually more) of most small, nonprofit humanities organizations time is spent on outreach or direct education, both adult and K-12.

- 5) Evaluation—quantifiable evaluation is an essential skill for independent professionals, consultants, and entrepreneurs.
- 6) Marketing & Promotion—tied to advocacy and development, marketing humanities work is crucial for public sector work.
- 7) Digital skills—digital programming, education, data collection and analysis, cloud and database management, and communication are important for humanities work at all levels.
- 8) Public service—understanding the significant link between work for the public good and a healthy and vibrant economy.

Student Learning Outcomes

Students will be able to:

- Understand the role of humanities innovation, entrepreneurship and public service in the cultural economy of Wyoming
- Translate academic learning into real world applications
- Utilize digital resources to effectively communicate and problem solve
- Engage with diverse communities in Wyoming through professional and community internships

C: Information about content and how the academic program may relate to other offerings

This major will address the values set forth by President Seidel in his vision of the four “pillars.” The major will be developed with digital learning/skills, inclusivity in a way that benefits and impacts the population of Wyoming, interdisciplinary cooperation and entrepreneurial goals in mind. The new major will foreground these values in our recruitment strategies, community connections and partnerships, and in our curriculum. In addition, it addresses the Grand Challenge of “Public Trust in Research and Information” put forth by the university community. Through interdisciplinary training and engagement, our students will be prepared to interpret and convey information in an equitable, coherent and sensible manner.

Public humanities, applied humanities, digital humanities, and entrepreneurial humanities are not new ideas in humanities communities across the country or even at the University of Wyoming. Yet, this proposed major is innovative, as there are only a few comparable undergraduate program in the U.S.

- <https://pah.arizona.edu/>
- <https://www.msmc.edu/newsroom/news/mount-introduces-new-humanities-work-bachelor-s-program-with-tuition-at-6-500-per-year/>
- <https://cahss.umbc.edu/publichumanities/>
- <https://vt.edu/academics/majors/humanities-for-public-service.html>
- <https://cher.trincoll.edu/community-learning/public-humanities-collaborative/>

D: Plan for obtaining a market analysis of anticipated student demand

A survey sent to a sample of humanities majors from across disciplines in the College of Arts and Sciences asked students the following questions:

- Would you consider a concurrent major (extra 33 credits) that augments your existing major to make you more employable after graduation?
 - Yes: 83%
 - No: 17%
- Would you consider a minor (extra 18 credits) that augments your existing major to make you more employable after graduation?
 - Yes: 100%
- Are you interested in an internship that delivers job training through a semester placement with a cultural institution in Wyoming (Museum, Library, Historical Society, etc.)?
 - Yes: 92%
 - No: 8%
- Would you welcome the opportunity for more resources and guidance in translating your humanities degree into a career?
 - Yes: 100%
- Would you like more information about the relevance of your humanities major for the cultural and economic future of Wyoming?
 - Yes: 67%
 - No: 33%

D: Enrollment and analysis of post-graduation market demand

Public humanities majors are intellectually agile in the job market, and they populate jobs that require excellent communication, creative thinking, and adaptive problem-solving skills. Their transitions to employment do not always follow pre-determined paths, however, which is appropriate given that our majors do excellent work in the most desired job skills of persuasion, collaborative ability, an awareness of ethics, self-driven curiosity and comfort with ambiguity—some of the most indispensable skills for the modern workforce.

Humanities majors find employment in state arts and humanities councils, cultural programming in the private sector, museums, libraries, state and national parks, historic preservation, community-based arts non-profits organizations and much more. The public humanities major will better prepare our students for all of this work. Additionally, they will be able to develop specific entrepreneurial skills that will translate into new commercial endeavors.

According to a recent article in the *Casper Star Tribune* about layoffs of oil and gas workers in the Rocky Mountain region, the latest data released by Wyoming's Economic Analysis Division indicates the oil and gas industry provides about 12,500 jobs to workers throughout the state, a 2% decline from the same time last year. Federal Reserve Economic Data shows around 4,700 coal miners in Wyoming. To put this sector into perspective, the most current data for arts and cultural jobs from the Bureau of Economic Analysis indicates Wyoming has had a 2% increase in employment increase from 2014 to 2016, and employs just under 12,000 people. In 2014, the most recent

analysis available, Wyoming's employment in the creative and cultural sector as a share of the total labor force was 30% higher than the national average and second only to New York. This sector is strong in Wyoming, a solid base from which we could grow and diversify our economy, and therefore we are designing the new concurrent major and minor in the Public Humanities to educate the next generation of workers in the field.

Assessment: The National Humanities Association partners with university-based projects to measure and document the impact of public humanities work, collect accurate data on program efficacy, and develop strategies for adaptation. The University of Wyoming has already begun to work with the NHA.

Humanities Indicators <https://www.amacad.org/humanities-indicators/workforce> provides data addresses the gap in knowledge about what jobs relate to a humanities education; this knowledge gap renders Gray Data inadequate. Instead, student demand is demonstrated by data from *Emsi* and the *Strada Institute for the Future of Work*. Wyoming's own analysis of the future need of public sector humanities work (Endow <https://www.endowyo.biz>) and the U.S. Bureau of Labor's Occupational Outlook Statistics <https://www.bls.gov/ooh/> show projected growth in humanities related employment as growing much faster than average.

Humanities Indicators is an independent, non-partisan research center at the American Academy of Arts and Sciences that is working to fill the gap in data related to the humanities in K-12, post-secondary education, and the workforce. Its findings indicate that humanities majors work in the "*traditional*" *humanities fields* (libraries—archivists, technicians, special collections; museums—curators, conservators, public arts education, editors, public historians and folklorists, and more), both public and private *education* at all levels, and *other fields* such as media-A/V, print, digital, business, social services, law, management, sales and more. Moreover, humanities majors drive cultural and social behavior like literacy and multilingualism, through civic, political and community engagement. They drive the economy through cultural business and historical and cultural programming via non-profit and for-profit work.

Emsi and the Strada Institute for the Future of Work is a data collection company similar to GrayData, but is better equipped to give a full picture of how the humanities translate into the workforce. <https://www.economicmodeling.com/robot-ready-reports/> Of particular note is "The Real, Long-term Labor Market Outcomes of Liberal Arts Grads," and the "Robot Ready: Human+Skills for the Future of Work."

https://drive.google.com/file/d/1WKgz_xj2ILCJGqCeic9SF3j_7Lxp9Xqb/view?usp=sharing

https://drive.google.com/file/d/1Gi1plsX79tb2eYEBx9SPM2jHw_-ZJ-2s/view?usp=sharing

ENDOW: “Transforming Wyoming (20-Year Economic Diversification Strategy)” describes the plan to “provide both creative and business professional development and career advancement opportunities for those working in the creative sector.” This State of Wyoming goal is exactly what public humanities majors will do. In addition, the ENDOW Report states that the “creative and cultural industries in Wyoming are an important sector...with potential for growth.” Most importantly, the report recognizes the complex ecosystem of the humanities within an economy: “...the creative and cultural sector leads to diversification because other sectors rely on the creative and cultural to retain and grow a workforce. *Without the creative and cultural sector, even if a workforce is educated here, they will not want to stay and will seek other areas rich in music, art, culture, and the humanities.*”

Bureau of Labor: The Occupational Outlook Handbook, produced by the Bureau of Labor, projects occupational growth for the next ten years. Contrary to traditional thinking, the humanities represent a growth industry in the coming years across the United States. For example, “archivists, curators and museum workers” has a projected 11% job growth rate—a much faster growth rate than average (4%).

<https://www.bls.gov/ooh/>

Bureau of Labor Statistics Occupational Outlook Handbook:

Changing employment between 2019 and 2029	
If the statement reads—	Employment is projected to—
Grow much faster than the average	increase 8 percent or more
Grow faster than the average	increase 5 percent to 7 percent
Grow about as fast as the average	increase 3 percent to 4 percent
Grow slower than the average	increase 1 percent to 2 percent
Little or no change	remain largely unchanged
Decline	decrease 1 percent or more

Below is a small sample of the type of work that humanities majors find after graduation:

Administrative services managers: 6%
Arbitrators, mediators, and conciliators: 8%
Archivists, curators, and museum workers 11%
Library occupations: 5%

Employee benefits specialists: 8%
Fundraisers: 14%
Historians: 3% average
Human resources specialists: 7%
Instructional coordinators: 6%
Interpreters and translators: 20%
Lawyers: 4%
Management analysts: 11%
Management occupations: 5%
Meeting, convention, and event planners: 8%
Paralegal and legal assistants: 10%
Post-secondary education (humanities): N/A
Public relations specialists: 7%
Social and community service managers: 17%
Social workers: 13%
Technical writers: 7%
Training and development managers: 7%

E: Preliminary Budget, including potential funding sources, projected expenses and revenues, and potential faculty, academic professionals, lectures, professors of practice, and staff

The public humanities concurrent major and minor will require one coordinator position who will be an internship manager, co-curricular program developer, departmental liaison, recruiter, and grant writer who works under the aegis of the Wyoming Institute for Humanities Research. This position will be filled initially through concentrated service work and course buy-out support from WIHR. We will also seek support from a consortium of participating humanities departments at UW. Eventually the position will be supported through internal and external grants and fundraising initiatives:

- National Endowment for the Humanities: “Humanities Connection,” “Digital Humanities Advancement Grant,” “Humanities Initiatives at Colleges and Universities,” and more
- Ellbogen Foundation
- Mellon Foundation “Higher Learning” grant
- Internal grants including the Provost’s Strategic Funds, Grand Challenges funds and more

F: Proposed timeline for staged implementation over five years including campus and board review

- Spring/Summer 2021: Campus and Board review process, marketing/recruitment of incoming first year students
- AY 2021/22: Topics course and colloquium in place; marketing/recruitment of existing humanities majors; fundraising and pursuit of external grants; digital internships begin across the state
- AYs 2022-26: Assessment; continued fundraising, marketing, recruitment; internship development

G: Information on other required approvals, such as accreditation bodies and the Higher Learning Commission

As a concurrent major/minor, the public humanities curriculum does not affect departmental assessment or accreditation. Collaboration with a variety of departments and colleges is necessary and ongoing.

H: Evidence of how the new Academic Program aligns with the University's mission, strategic plan, and existing academic degree program array

This major will address the values set forth by President Seidel in terms of the four "pillars." The major would be developed with digital learning/skills, inclusivity in a way that benefits and impacts the population of Wyoming, interdisciplinary cooperation and entrepreneurial goals in mind. While traditional humanities majors already fulfill these categories, this new major will foreground them in our recruitment strategies, community connections and partnerships, and in our curriculum.

This new academic program also meets the goals stated in UW's Strategic Plan.

1. It drives excellence by offering students and faculty new tools to meet the new challenges of the era.
2. It will guide students towards pathways from a humanities major to the workforce.
3. It will have a substantial impact on communities in Wyoming as we place students as interns with cultural organizations across the state.
4. It takes a leading role in innovation and development of a traditional liberal arts education.

I: Rationale that clearly defines the need for the new academic program

Innovation in the humanities curriculum is long overdue. Public humanities is an innovative approach that connects traditional majors to employment through skill development, concerted career guidance, workplace experience and the development of a professional network for our students. UW has the opportunity to lead the country in

undergraduate humanities education by demonstrating the vital link between a liberal arts education and economic growth at the local and state level.

This new curriculum will support and augment existing traditional majors, but will not duplicate them. It will provide a richer, high-impact educational experience for students, increase job marketability, and distinguish UW as a leading university of humanities innovation.

FAQ

1. What are “public humanities?”

Public humanities refers to the practical ways in which humanities disciplines interact with the public in the form of cultural institutions such as museums and libraries, cultural agencies that create programming for communities, and non-profit organizations that promote humanities engagement in communities. For the purposes of this proposed major “applied humanities,” and for-profit business development of the “entrepreneurial humanities” also apply.

2. Which students will benefit from the public humanities concurrent major?

While the concurrent major was conceived as an opportunity for students with traditional humanities majors, it will be available to students in any discipline who are interested in the link between the humanities and the cultural economy.

3. Why is this proposed as a "concurrent major" rather than a "concentration" or "certificate"?

“Major” implies an *integrated approach* to disciplinary-based public humanities. The collaboration required for this major will also require a level of commitment and interdisciplinary cooperation that would not otherwise be needed. The degree would read as "English/Public Humanities," or “American Studies/Public Humanities,” for example.

4. Why are we not proposing a stand-alone major?

The beauty of this concurrent major is that it draws almost exclusively from pre-existing courses. The intent is to augment traditional humanities majors, not compete with them.

5. How do we know that this program will be a recruitment tool and will add majors to our departments?

Public sector cultural work is a growing field. Practical skills development will encourage students who are worried about job prospects to follow their interests in humanities disciplines. The success of this major also will be tied to the internal and external grants and resources for aggressive recruitment and co-curricular programming. While a component of recruitment will be done at the departmental level, a recruiter position in the faculty committee could also be developed to work broadly across programs. This type of work will also be done by the Wyoming Institute for Humanities Research and in conjunction with the new “Careers Everywhere” recommendations.

https://d3n8a8pro7vhmx.cloudfront.net/nhalliance/pages/2320/attachments/original/1614973247/Strategies_for_Recruiting_Students_to_the_Humanities_-_Final.pdf?1614973247

6. Could some of the required courses be taken as double dips--also fulfilling core/general education requirements?

This proposal is timely as we begin to do the work of rethinking the USP requirements so that they address the President's vision of collaboration, inclusivity, entrepreneurship, and interdisciplinarity. We need courses within the new USP that uphold this vision and give the students the tools that they need in order to be successful participants in the regional and global economy. We have an excellent opportunity to shape this new major in conjunction with the new USP.

Further Reading

The following links represent only a small sample of resources regarding the importance and marketability of humanities majors

<https://www.theatlantic.com/ideas/archive/2018/08/the-humanities-face-a-crisisof-confidence/567565/>

<https://www.washingtonpost.com/news/answer-sheet/wp/2017/10/18/why-we-still-need-to-study-the-humanities-in-a-stem-world/>

<https://www.washingtonpost.com/news/answer-sheet/wp/2015/01/07/the-ao-of-the-liberal-arts/>

<https://www.bachelorsportal.com/articles/2501/why-studying-a-bachelors-in-humanities-is-a-good-idea-now-more-than-ever.html>

<https://www.bbc.com/worklife/article/20190401-why-worthless-humanities-degrees-may-set-you-up-for-life>

<https://mitpress.mit.edu/books/robot-proof>

<https://www.nytimes.com/2017/08/21/books/review/you-can-do-anything-george-anders-liberal-arts-education.html>

Wyoming Institute for Humanities Research
The Cooper House
1000 E. University Ave.
Laramie, WY 82071-2000
humanities@uwyo.edu



7 April 2021

Dear Provost Alexander,

I write to offer my strong support for the new proposed curriculum in the Public Humanities. Dr. Rachel Sailor, and the group of faculty she leads on this project, have produced an innovative, exciting, and forward-thinking proposal that will be a distinction for the University of Wyoming and will provide quality educational experiences and enhanced job opportunities for our undergraduates who participate in it. As this proposal moves through the Notice of Intent process, I will continue to support the work of Dr. Sailor and her team with the resources of the Wyoming Institute for Humanities Research.

The term “Public Humanities,” or as it is called elsewhere, “Public and Applied Humanities,” as at Arizona State University,¹ refers to the field of work for humanities practitioners when they engage the public. This applied work of public engagement is soundly and proudly in the Land Grant University mission, and is woven together with our Grand Challenges initiative and our current strategic planning process. This curriculum will weave together the virtues of a humanities education--an advanced preparation in critical and creative thinking, context, professional ethics, and perspective--with the practical career skills that UW graduates need to thrive in today’s world. These humanities practitioners are rangers in our National Parks who work in interpretation, and therefore interact with the public in profound ways--many of us fall deeply in love with public lands when we hear a park ranger tell stories. These humanities practitioners are the employees in nonprofit organizations around the state who provide the human services that make our communities vibrant places in which to live. These humanities practitioners are the public servants who work in government and civil service--the people who roll up their sleeves to make our democracy work.

This curriculum will also attract students whose primary majors or minors are outside the humanities, but who see the value of developing the essential skills of human interaction and a knowledge of human social dynamics. I tend to think of this type of student as a future Dr. Anthony Fauci, whose primary major was science, and who made a point as a student to take as many humanities classes as possible, in order to understand better the human dynamics that drive pandemics.²

¹ “Public and Applied Humanities at Arizona State University,”
<<https://pah.arizona.edu/academic/major/applied-humanities>>.

² See “Long Before COVID-19, Dr. Anthony Fauci ‘Changed Medicine In America Forever.’” “On how Fauci’s studies in humanities may have influenced the kind of physician he became”: Fauci spent a lot of his life studying Latin and Greek and romance languages and philosophy. He was very deeply concerned with the humanities. He wasn’t a guy just saying, ‘What are the English courses I need to take to graduate so I can go to medical school?’ It was pretty much the inverse. He was saying, ‘What are the science courses I need to take to go? Because these other things are also very important. Infectious diseases are diseases that spread among people, and that is a discipline that requires a sort of social interaction. There are some medical disciplines where you can go in and do your job. If you’re a surgeon, you’ll take

We need this Public Humanities curriculum at the University of Wyoming because, while it often goes unnoticed, our state's creative and cultural economy is growing, while other sectors of the economy are shrinking. As the Notice of Intent states,

According to a recent article in the *Casper Star Tribune* about layoffs of oil and gas workers in the Rocky Mountain region, the latest data released by Wyoming's Economic Analysis Division indicates the oil and gas industry provides about 12,500 jobs to workers throughout the state, a 2% decline from the same time last year. Federal Reserve Economic Data shows around 4,700 coal miners in Wyoming. To put this sector into perspective, the most current data for arts and cultural jobs from the Bureau of Economic Analysis indicates Wyoming has had a 2% increase in employment increase from 2014 to 2016, and employs just under 12,000 people. In 2014, the most recent analysis available, Wyoming's employment in the creative and cultural sector as a share of the total labor force was 30% higher than the national average and second only to New York. This sector is strong in Wyoming, a solid base from which we could grow and diversify our economy, and therefore we are designing the new concurrent major and minor in the Public Humanities to educate the next generation of workers in the field.

In short, while considerable effort always goes into sustaining elements of the state economy on which we have relied for generations but are now on the wane, we now have the opportunity to be smart and strategic, investing in segments of our economy that are established and poised to grow in dynamic ways--with the brainpower and work ethic of University of Wyoming graduates.

As I wrote above, I intend to support the efforts to build this new curriculum as it goes through the Notice of Intent process with the resources of the Wyoming Institute for Humanities Research. Specifically, during the fall semester of 2021--a time of significant planning and designing work--I have allocated resources for Dr. Sailor to have the equivalent of one course reassigned to work specifically on this project. Dr. Sailor will continue to take the lead as this proposal goes through approval processes, and she will be the lead writer on grant proposals to the National Endowment for the Humanities, to the Teagle Foundation, and more. For example, Dr. Sailor will lead our substantial efforts to submit an NEH "Humanities Initiatives" grant, which "strengthen the teaching and study of the humanities at institutions of higher education by developing new humanities programs, resources (including those in digital format), or courses, or by enhancing existing ones." She will also lead our efforts to submit an NEH Humanities Connections grant, which "seeks to expand the role of the humanities in undergraduate education at two- and four-year institutions. Awards support innovative curricular approaches that foster productive partnerships among humanities faculty and their counterparts in the social and natural sciences and in pre-service or professional programs (such

things out and maybe you have good bedside manner and maybe you don't, but what we really care about is are you good with your hands?" That's not as true with the type of doctor that Fauci is. He certainly has said — and said to me — that the combination of the humanities and science seemed to push him towards being a certain type of physician. Because physicians are people who interpret science and deliver it to people — but they need to do it in a human way. They need to do it in a way that people understand, and I think we all know that is sometimes in short supply."

<<https://www.wyomingpublicmedia.org/post/long-covid-19-dr-anthony-fauci-changed-medicine-america-forever#stream/0>>.

as business, engineering, health sciences, law, computer science, and other technology-driven fields), in order to encourage and develop new integrative learning opportunities for students.”

I have the highest level of confidence in Dr. Sailor and her team as they design and implement this new and innovative Public Humanities curriculum. I am happy to discuss these efforts at your convenience--please feel free to contact me at <scott.henkel@uwyo.edu> or at (307) 399-7100.

Kind regards,

A handwritten signature in black ink, appearing to read "Scott Henkel".

Dr. Scott Henkel
Director, Wyoming Institute for Humanities Research
Associate Professor, Departments of English and African American and Diaspora Studies

The following letters represent a sample of humanities departments and programs. Absence does not imply disapproval.

UNIVERSITY OF WYOMING

Dr. Ulrich Adelt

Associate Professor, American Studies

Director, African American and Diaspora Studies

Dept. 4036 • 1000 E. University Avenue • Laramie, WY 82071

(307) 766-3884 • email: uadelt@uwyo.edu

November 24, 2020

,

To whom it may concern,

As the Director for African American and Diaspora Studies at the University of Wyoming, I am writing this letter to convey my enthusiastic support for the Public Humanities track proposed by Dr. Rachel Sailor and others.

AADS has been collaborating with the Wyoming Institute for Humanities Research on a number of occasions, specifically with our faculty member Dr. Fredrick Douglass Dixon hosting or participating in WIHR webinars.

We would be happy to see this proposal go forward and would be very much interested in collaborating with a humanities degree, as AADS has an integral humanistic component.

Sincerely,





American Studies Program
Cooper House
Dept. 4036
1000 E. University Ave.
Laramie, WY 82071-2000

(307) 766-3898

e-mail:
knobloch@uwyo.edu

December 1, 2020

Rachel Sailor
Visual & Literary Arts
Visual Arts Facility 114

Public Humanities Degree initiative Ad Hoc Development Committee

Dear Colleagues:

I am writing to affirm the enthusiastic support of the American Studies Program in the development and implementation of your proposal for a Public Humanities degree program housed in the Wyoming Institute for Humanities Research. The interdisciplinary breadth of your proposal, and capacity to bring humanists from around campus together in this flexible degree under the aegis of WIHR outside any specific college embodies inventive, connective, forward thinking that will benefit UW students and Wyoming communities. Work in and for the public is a significant emphasis of the American Studies Program. The degree you propose would institutionally formalize and recognize the public-facing emphases a number of our students already pursue, and would bring affirming visibility to their educational and professional goals, in relationships cultivated through this proposed degree with others outside our program. We are delighted to be involved in this effort and eager to plan possible forms of collaboration. Thank you for your work on this initiative and we look forward to next steps.

Sincerely,

Frieda Knobloch
American Studies Program Director



Department of Visual and Literary Arts
Dept. 3138 • E. 1000 University Ave. • Laramie, WY 82071
(307) 206-2564 • www.uwyo.edu/art

December 8, 2020

RE: Development of Public Humanities Major at the University of Wyoming

To Whom It May Concern:

I write this letter in full support of the proposed Public Humanities degree at the University of Wyoming.

As faculty in the Department of Visual and Literary Arts I see this academic program – and opportunities to strengthen Wyoming’s workforce – as an invaluable resource. I am a Graphic Design faculty member and Co-Director of the UW Center for Design Thinking. My pedagogy and research focus on theoretical and applied Design practices, innovation, entrepreneurship, and critical thinking. I see valuable cross disciplinary learning and career benefits for my students by aligning with the Public Humanities degree. My students and I will benefit from the interdisciplinary approaches that are key to the proposed Public Humanities degree.

Recently, the A&S Central Committee reviewed the proposal, *Public Humanities, an interdisciplinary approach to entrepreneurial humanities*, and “unanimously and strongly agreed that advance in the humanities along the lines of public engagement is an excellent idea. We believe your concept has great promise for modernizing many aspects of how the humanities are taught at UW.” I understand that the Public Humanities degree will serve as an interdisciplinary and applied major that will position UW grads to enter and advance the Wyoming workforce, allow UW to build stronger connections to statewide partners, and provide UW students with the resources and knowledge necessary to grow Wyoming’s cultural and financial economy. I look forward to serving on the Ad Hoc development committee to further promote common and uncommon opportunities for interdisciplinary teaching, learning, and student opportunities, and am eager to develop a public humanities' track that helps many student gain confidence and competency in the areas of design, innovation, critical thinking, and entrepreneurship. I look forward to making space in my classes for students from a broader range of disciplines.

I know that the learning objectives outlined in the Public Humanities degree program proposal will strengthen my students’ understanding of broader humanities disciplines. They will also better position them to meet the needs of Wyoming’s workforce, and balance their effectiveness as individuals and holistic thinkers. If you have any questions, please do not hesitate to contact me directly.

Sincerely,

Brandon S. Gellis
Assistant Professor, Graphic Design & Emergent Technology
Department of Visual and Literary Arts
bgellis@uwyo.edu

January 25, 2021

To the A&S Central Committee

This letter is in support of the establishment of the Public Humanities major and minor. The Communication and Journalism Department is part of the proposed curriculum and Professor Tracey Owens Patton is member of the Development Committee.

When I first started at UW, there was a form of a Humanities degree that COJO was also part of, but it was not organized like this one is. The thoughtfulness behind this degree sets it apart from a haphazard selection of courses by requiring a core and having a list of electives. The courses will help students to join a variety of applicable and critical thinking skills to an overarching humanities theme.

This degree and minor are the best of what the president's interdisciplinary pillar was meant to do: bring together different departments' expertise to enrich and enhance students' education, and benefit the state of Wyoming and the Rocky Mountain region.

My department and I support this degree as it moves forward.

Sincerely

A handwritten signature in cursive script, appearing to read "Cindy J. Price Schultz".

Cindy J. Price Schultz
Department Head
Communication and Journalism



Department of Philosophy and Religious Studies
Dept. 3392, 1000 E. University Ave., Laramie, WY 82071
(307) 766-3204 • fax (307) 766-2096

November 26, 2020

Central Committee
College of Arts and Sciences
University of Wyoming

Dear Central Committee,

As head of the department of philosophy and religious studies I am writing in support of the proposed BA in Public Humanities. I have had many discussions over the last three years with members from the humanities and humanities-related programs about the public humanities and how to get an interdisciplinary program established at the graduate level. The support among the units was strong and very collegial. Philosophy, religious studies, history, American studies, English, and art history were willing to work on such a degree. The Public Humanities MA is still in limbo due mainly to issues regarding the funding of various graduate programs and not anything connected to the proposed PH MA.

The proposed BA in Public Humanities that Rachel Sailor has put together is even more interdisciplinary and ambitious. It is a well-thought out, responsive, innovative plan. The proposed undergraduate degree will be good for the programs, the students, and the cultural economy of Wyoming. The inclusion of a specific set of courses dealing with the digital and business side of public humanities is thoughtful.

The department of philosophy and religious studies strongly supports this proposal.

Sincerely,

Susanna Goodin, Head

AGENDA ITEM TITLE: Notice of Intent, new degree BA and Undergraduate Minor in Social Justice, Bridgeman, Barrett

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 School of Culture, Gender, and Social Justice (SCGSJ) proposes to develop an undergraduate Bachelor of Arts degree in Social justice as well as an undergraduate Social Justice minor. At present, we plan to offer these degrees as a traditional on-campus program, but as with all of the SCGSJ majors and minors, many of the classes will be offered online. Additionally, particularly with respect to the capstone course we are working to design, we plan to incorporate advances in technology when pedagogically appropriate and beneficial to students.

The SCGSJ seeks to leverage its existing resources and degree programs to create a new major and minor in Social Justice. As noted in the introduction (see attached NOI) , the proposed major and minors will help students understand society’s most pressing social issues from a multidisciplinary perspective, with a focus on developing the skills necessary to analyze and think critically about multivariant social problems and to develop creative, innovative solutions to the same. At the same time, the proposed major and minor have been designed to pair well with other degrees students might also choose to pursue.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the BA and Undergraduate Minor in Social Justice.

PROPOSED MOTION:

“I move approval on the Notice of Intent for the BA and Undergraduate Minor in Social Justice.

PRESIDENT’S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

Notice of Intent
School of Culture, Gender & Social Justice
BA and Undergraduate Minor in Social Justice
Revised March 29, 2021

Introduction

We are living in unprecedented times. The global COVID-19 pandemic, the killing of George Floyd and the Black Lives Matters protests and advocacy for social justice that have followed, the many wildfires, hurricanes, and other natural disasters that increasingly have become the norm rather than the anomaly, have exposed the impact of interlocking systems of racism, inequality, and oppression, throughout American society. They have highlighted the consequences of not addressing the same. What's more, advances in technology and increased globalization and migration are changing all aspects of our lives and the way we understand and interact with the world. These sweeping changes are requiring us to reimagine and reconfigure a range of social structures and institutions, and they create additional, complex, social justice issues. These significant and dynamic changes demand that we produce graduates who are able to understand and solve complex social and cultural problems and who understand the world through an interdisciplinary lens. Our graduates will enter an increasingly diverse workforce where innovation, creativity, and cultural competency will be essential job skills and keys to success. Preparing students to meet the challenges of today and tomorrow will not only require students to understand complex social systems, it will require them to be able to understand, analyze and think critically about multivariant problems and to be able to work across disciplinary lines to develop creative, innovative and effective solutions to today's most pressing problems. This is particularly true when trying to negotiate the political terrain and social complexity of the world we all now face. The social justice degree that we propose to create with this notice of intent is designed to help students develop and apply the important skills necessary to understand both today's and tomorrow's complex social issues and to be leaders and problem solvers regarding the same.

*"We're entering the age of Corporate Social Justice,"
Lily Zheng, Harvard
Business Review (June 15,
2020)*

A. The name of the proposed Academic Program and the mode of delivery.

The School of Culture, Gender, and Social Justice (SCGSJ) proposes to develop an undergraduate Bachelor of Arts degree in Social Justice as well as an undergraduate Social Justice minor. At present, we plan to offer these degrees as a traditional on-campus program, but as with all of the SCGSJ majors and minors, many of the classes will be offered online. Additionally, particularly

with respect to the capstone course we are working to design, we plan to incorporate advances in technology when pedagogically appropriate and beneficial to students.

B. A description of the new Academic Program that includes an outline of the anticipated curriculum and learning outcomes.

The SCGSJ seeks to leverage its existing resources and degree programs to create a new major and minor in Social Justice. As noted in the introduction, the proposed major and minors will help students understand society's most pressing social issues from a multidisciplinary perspective, with a focus on developing the skills necessary to analyze and think critically about multivariant social problems and to develop creative, innovative solutions to the same. At the same time, the proposed major and minor have been designed to pair well with other degrees students might also choose to pursue. Accordingly, whether a student plans to pursue a career as an engineer, a scientist, an educator, a medical professional, a business owner, a software designer, a journalist, an artist, a musician, or a career in any other field, the proposed social justice degrees will complement and enhance the education they might receive in other disciplines.

Outlines of the anticipated curriculum for both the major and the minor and a statement of anticipated learning outcomes are attached hereto as Exhibits A-E.

C. Information about content and how the Academic Program may relate to other offerings.

The planned curriculum for the BA in Social Justice and the Social Justice minor will rest firmly on the foundation of existing courses within the SCGSJ. As the attached curricular outlines show, the two new degrees would only require the creation of three new courses, which can be staffed with existing faculty by either discontinuing courses currently on the books that are not relevant, offering certain courses on an every-other-year basis, or by offering some courses during only one semester per year instead of two. While the proposed degrees will incorporate many existing SCGSJ courses, it should be noted that they are not duplicative of the majors and minors currently offered by the SCGSJ's constituent programs in AADS, GWST, LTST, and NAIS.

In the future, as the program and its majors and minors grow, we hope to also grow the number of course offerings available for the degree by either expanding the number of cross-listed courses offered throughout UW that count for the degrees and/or adding additional faculty as warranted by student demand.

It is the belief of the SCGSJ faculty that social justice issues are best understood and solved from an interdisciplinary perspective. While we anticipate that a number of students will choose the social justice degree as their primary, or only, major, we have also designed them in such a way that either the Social Justice Major or Social Justice Minor can be easily paired with another degree(s) to enhance training in any other discipline that a student might pursue. As detailed in the attached anticipated curricular outlines, the degrees have been designed to be as flexible as is allowed under UW curricular rules. While the easy pairing of our proposed degrees with those in other disciplines might suggest that only a minor is necessary, it should be noted that we

anticipate the Social Justice Major to contain a strong practical component focused on difficult, complex, multivariant real-world problem solving grounded in difficult social theory and analysis. While students who take the minor will certainly acquire some of those skills, they will not be able to obtain them with the same degree of depth, and proficiency as the students who obtain the major. Finally, it should be noted that there are no other degrees of this kind offered at UW.

D. A plan for obtaining a market analysis of anticipated student demand and enrollment, and a plan for evaluation and analysis of post-graduation employment market demand.

Many of today's hottest jobs did not exist 20 years ago.¹ Many of the jobs our students will go into have yet to be invented. Accordingly, our graduates are likely to work in a range of jobs throughout their lifetimes, which will require them to have a complex and sophisticated set of interdisciplinary skills that can be utilized in a range of areas. In order for institutions of higher education to prepare students for the economic world they will face, and prepare them with skills to be innovative economic drivers, universities must shift from a discipline-based focus, where a degree is a proxy for skills, to a truly skills based curriculum that actually prepares students for a dynamic and ever changing job market. With the degree programs we propose here, we seek to be at the forefront of the skills focused new curricula. A wealth of research and reporting shows that due to the increasingly global nature of our world and our businesses, as well as the strong business case for diversity, equity, and inclusion, having cultural competency skills will be critical for both obtaining and keeping a job. Research surveying public, private, and non-profit organizations in nine countries found that employers "value intercultural skills as highly as formal qualifications in the workplace," and that "most employers say that education providers in their countries do not sufficiently develop these skills in students before they enter the job market."² Additionally, as conversations within our university and the world make clear, our graduates must be ready to face many "Grand Challenges" upon graduation, nearly all of which have social justice components. Students who have strong cultural competency skills and who enter the workforce with an interdisciplinary background grounded in critical thinking skills, with an ability to offer creative, complex, multivariant solutions to difficult social problems will have an advantage in nearly every job the student seeks.

The range of jobs for which skills obtained through a social justice degree are useful is vast, encompassing work in fields as diverse as healthcare, engineering, law, education, social work, law enforcement, politics and policy, nonprofits, the arts, and everything in between. Yet, a degree in social justice does not function like a more traditional degree in that there is a one-to-one correlation between degree and job obtained (i.e. a student earns a law degree and obtains a job in the legal profession, for example). For more traditional degree paths, the typical

¹ Gabbi Shaw, *15 Popular Jobs That Didn't Even Exist 20 Years Ago*, BusinessInsider.Com (May 1, 2018), <https://www.businessinsider.com/new-jobs-didnt-exist-2018-4>.

² The British Council, *Global Research Reveals Value of Intercultural Skills*, (March 5, 2013), <https://www.britishcouncil.org/contact/press/global-research-reveals-value-intercultural-skills> (Global research published by the British Council in partnership with Booz Allen Hamilton and Ipsos Public Affairs.)

approach for conducting a market analysis is to use the data provided by Gray Associates, which codes various degree options and allows for market research based on those codes to determine demand for the particular degree and job placement. At present, there is no Gray Associates CIP code for Social Justice or an equivalent degree. Given this, we plan to take a multifaceted approach to market analysis which will allow us to focus on the demand and usefulness for the skills our proposed degrees will provide.

We anticipate our market analysis will rely on the following components:

- Research and analysis of skill requirements for successful placement in a range of occupations.
- Research and analysis of skills forecasted as needed for jobs in the future.
- Research and analysis of job placement and prospects of similar programs throughout the country.
- Student and alumni surveys
- Student exit interviews
- Employer research and surveys
- Research and surveys of academic advisors and career placement professionals

E. Preliminary budget, including potential funding sources, projected expenses and revenues, and potential faculty, academic professionals, lecturers, professors of practice, and staff.

As noted above, the two proposed degrees can be provided with existing SCGSJ faculty ***provided that*** the SCGSJ retains all full-time faculty including existing full-time temporary faculty, full-time faculty whose majority lines may reside in programs potentially subject for elimination, and all existing temporary lecturers.

However, as demand for the program grows and majors and minors increase, we anticipate a need for additional faculty, which we expect to seek through the University's regular CPM process.

F. Proposed timeline for staged implementation over five years, including campus and Board review.

- **Week of February 22-26, 2021**—NOI submitted to the A&S Dean's and Provost's offices
- **April 14, 2021**—NOI submitted to BOT
- **Fall 2021**—Feasibility Study and Pro Forma Budget Submitted to Academic Affairs
- **Spring 2022**—Campus Review
- **November 2022**—Request for Authorization and Letter of Commitment submitted to BOT
- **Spring 2023**—new CARFS created, degrees added to Master List of degrees, Degrees added to "Pick List"
- **Fall 2024**—New majors admitted to the degrees

G. Information on other required approvals, such as accreditation bodies and the Higher Learning Commission.

There are no other approvals required for this degree.

H. Evidence of how the new Academic Program aligns with the University's mission, strategic plan, and existing academic degree program array.

As we look to the future, President Seidel has articulated that continued viability of UW rests on UW's ability to be more digital, more entrepreneurial, more interdisciplinary, and more inclusive. Not only is it hoped that building our future on these four pillars will help UW adapt and change in ways that will allow it to thrive in the future, the hope is that moving our institution in this direction will help UW spur economic growth within the state of Wyoming as well. The social justice degrees we propose will help directly support UW's mission to be more interdisciplinary and inclusive, and will contribute to the innovation necessary for strong entrepreneurial work as well.

As noted above, the social justice degrees we propose, like all of SCGSJ's degrees, are interdisciplinary degrees centered on helping students develop their ability to think critically, such that they can understand some of society's most complex, systemic, and multivariant problems in such a way that they can use an interdisciplinary approach to offer concrete, practical solutions. As also noted, the Social Justice degree is designed to be easily paired with any other degree a student might pursue, such that a student's education will be more well-rounded, thus preparing students for the complex and unpredictable challenges they will face. The SCGSJ is at the forefront of nearly all of UW's diversity and inclusion efforts and the creation of the proposed social justice degrees will continue to further and support that work. UW graduates are increasingly entering into a diverse world where cultural competency is a necessary and required job skill. Perhaps more importantly, in order to be leaders in their fields, they will have to be able to develop and support cultures of diversity and inclusion, as study after study shows that "Diverse and inclusive cultures are providing companies with a competitive edge over their peers."³ Those same studies also show that diverse workforces help spur innovation, a key component of developing entrepreneurial businesses. Each of the SCGSJ's existing degrees require students to acquire the necessary cultural competency skills in order to graduate. By incorporating key existing courses into the proposed social justice degrees, the social justice degrees will require students to obtain the same cultural competency skills.

³ Dieter Holger, *The Business Case for More Diversity*, The Wall Street Journal, (Oct. 26, 2019), <https://www.wsj.com/articles/the-business-case-for-more-diversity-11572091200>.

I. A rationale that clearly defines the need for the new Academic Program. The rationale should include evidence that the Academic Program will not produce unnecessary duplication of existing programs.

In 2019, the University of Wyoming, like many other institutions of higher education, began an earnest and robust conversation about the grand challenges facing society and how we as an institution might aid in meeting those challenges. Those discussions, as well as events, like the COVID-19 pandemic, the George Floyd killing, the Dakota Access Pipeline protests to name a few, show that nearly any grand challenge we face in society has a social justice component. Whether the challenge is climate change, access to quality education, poverty, the digital divide, how to best implement criminal justice reform, how to provide quality, affordable health care, issues of immigration and migration, loss of manufacturing jobs, etc. the ability to understand and address society's most challenging problems requires an ability to address the attendant and related complex, multivariant, social justice issues. Not only is an ability to do so critical to meeting today's grand challenges, as events such as the storming of the nation's capital on January 6, 2021, and the recent racist zoom bombing during UW's February 2021 Black History Month celebration, make clear, an ability to do so is essential to the continued strength of our democracy, and our continued growth and prosperity, whether that be at a local, state, national, or global level. The social justice degrees proposed here, are designed to provide students with the understanding and ability to address these kinds of difficult social problems regardless of what profession they might choose to enter.

'A diverse workforce promotes fresh, innovative thinking that translates into a competitive advantage.'

Mary Barra, chairwoman and chief executive at General Motors Co.

At the same time, as also noted, study after study shows, the American workplace and beyond is becoming increasingly diverse and American businesses are finding that diverse and inclusive workplaces are key to increasing their bottom line.⁴ Additionally, numerous studies also show the importance of diversity and inclusion in increasing talent acquisition, innovation, higher revenue generation, and profits. More and more diversity makes good business sense, which means our graduates will increasingly be members of diverse

workplaces where possessing strong cultural competency skills will be essential. This is true for businesses of all types. It is also true for professions such as social work, medicine, and law.⁵ Each of the degrees already offered by the SCGSJ provides students with these necessary and critical cultural competency skills. By resting the proposed social justice degrees on the foundation of our existing degrees, our graduates will not only acquire necessary cultural competency skills, they will also acquire skills essential to addressing social justice problems in a range of areas. Skills not specifically offered by any other degree program existing on UW's campus.

⁴ Dieter Holger, *The Business Case for More Diversity*, The Wall Street Journal, (Oct. 26, 2019), <https://www.wsj.com/articles/the-business-case-for-more-diversity-11572091200>.

⁵ See eg. Janne Sorensen, et. al., *Enhancing Cultural Competence in Medical Education*, 8 International Journal of Medical Education, pgs. 28-30 (2017)).

Exhibit A

School of Culture, Gender and Social Justice

Social Justice Degree Learning Outcomes

- Demonstrate the cultural competency and leadership skills necessary to work with diverse communities, in a variety of workplaces, in order to be effective leaders in an increasingly diverse and global world.
- Articulate the historical, cultural, and political underpinnings and systemic structures that create and perpetuate social justice issues.
- Analyze major contemporary social justice issues from a multi/inter-disciplinary perspective.
- Demonstrate and apply critical thinking skills to recognize and understand social justice issues from a multivariant causal perspective.
- Demonstrate and apply problem solving skills that allow students to synthesize creative solutions to difficult, complex, multivariant social justice problems.
- Identify and analyze complex intersectional and interrelational constructs and systems of discrimination and oppression, that inform and impact social justice issues.
- Translate social justice theories into community-based advocacy skills.

Exhibit B

School of Culture, Gender and Social Justice

BA In Social Justice Overview

Social Justice Major Requirements

30 Credit Hours

9 Hours Foundational Courses

- 3 Hours Social Justice in 21st Century
- 3 Hours one of the existing intro courses
- 3 Hours one of the existing history courses

6 Hours Upper Division Required

- 3 Hours Theory & Methods
- 3 Hours Advanced Social Justice Elective

3 Hour Capstone Course (would include advanced theory and methods)

3 Hours Internship, Independent Study, or International Experience

9 Hours Free electives any SCGSJ course not already taken, at least one has to be 3000 or above.

* To successfully complete the major, when fulfilling the above requirements, each student would also have to take at least one course in each of the four programs.

Exhibit C



B.A. Social Justice Outline of Anticipated Curriculum January 2021

University of Wyoming				
3	B.A. Social Justice	cr	Min Grade	Notes
4	USP - University Studies Program Requirements			
5	USP: First Year Seminar	3		FYS
6	USP: Communications I	3		C1
7	USP: Communications II	3		C2
8	USP: Communications III	3		C3
9	USP: US & Wyoming Constitutions	3		V
10	USP: Human Culture	3		H
		3		H
11	USP: Quantitative	3		Q
12	USP: Physical & Natural World	4		PN
		4		PN
13	Credit hours subtotal:			32
14	Core Major Courses			
15	AAST 1030, LTST 1030, NAIS 1030, WMST 1030 Social Justice in the 21 st Century	3		
16	One of: AAST 1000 Introduction to African American & Diaspora Studies LTST 1300 Introduction to Latina/o Studies NAIS 1001 Foundations in American Indian Studies WMST 1080 Introduction to Women's Studies	3		
17	One of: AAST 2360 African-American History LTST 2370 or LTST 2385 Chicano Hist. Origins to 1900 or Chicano History 1900 to Present NAIS 2290 History of North American Indians WMST 2389 History of Women in the West	3		C2
18	Theory & Methods	3		
	Capstone Course	3		

	Internship or Independent Study or International Experience	3	
19	Advanced Social Justice Elective	3	
20		Credit Hours Subtotal	21
21	Major Related Courses		
22	Any SCGSJ course (any level) *	6	Excludes core courses.
23	Upper Division SCGSJ course (3000/4000 level)	3	Excludes core courses.
26	Credit hours subtotal:		9
	BA in Social Justice Total Credit Hours		62
27	Elective Courses		
28	General Elective	58	Electives may include courses taken for an additional major or minor.
29	A&S Core Diversity in the US	3	ASD (may be fulfilled through major course work)
30	A&S Core Global Awareness	3	ASG (may be fulfilled through major course work)
31	Credit hours subtotal:		64
33	BA Social Justice total credit hours:		120
35	B.A. Social Justice Program Notes:		
36	When fulfilling the requirements for the Social Justice B.A., a student must take at least one course in each of the School of Culture, Gender, and Social Justice Programs (African American & Diaspora Studies, Gender & Women's Studies, Latina/o Studies, Native American & Indigenous Studies). This requirement may be fulfilled concurrently.		
37	• Quantitative: See the "Prerequisite and MPE Cut Score Reference Chart" on the Math Placement website for the most up-to-date math placement equivalencies: http://www.uwyo.edu/mathstats/math-placement/ .		
38	• Students may not take a course for S/U credit to satisfy any requirement, unless the course is offered for S/U credit only.		
40	University of Wyoming Requirements		
41	• Students must have a minimum cumulative GPA of 2.0 to graduate.		
42	• Students must complete 42 hours of upper division (3000-level or above) coursework, 30 of which must be from the University of Wyoming.		
43	• Courses must be taken for a single letter grade unless offered only for S/U.		
44	• University Studies Program (USP), Human Culture (H) and Physical & Natural World (PN) courses must be taken outside of the major subject, but can be cross-listed with the major.		
46	College of Arts and Sciences Requirements		
47	• Students must take two "core" courses in addition to UW's USP requirements: Diversity in the United States (ASD) and Global Awareness (ASG).		
48	• No more than 60 hours in the major subject may be used toward the 120 credit hours required for graduation.		

49 • At least 30 hours in the major subject must be completed with a grade of C or better (individual majors may require more).

50

51 The University of Wyoming Office of the Registrar provides final approval of degree completion requirements prior to the awarding of any degree.

Exhibit D

School of Culture, Gender and Social Justice

Undergraduate Minor in Social Justice Overview

Social Justice Minor Requirements

18 Credit Hours

9 Hours of Required Courses

- 3 Hours Social Justice in 21st Century
- 3 Hours Theory & Methods
- 3 Hour Capstone Course (would include advanced theory and methods) or independent study

9 Hours electives

- At least one has to be above the 3000 level

Exhibit E



Minor in Social Justice Outline of Anticipated Curriculum January 2021

University of Wyoming			
Minor Social Justice	cr	Min Grade	Notes
USP - University Studies Program Requirements			
USP: First Year Seminar	3		FYS
USP: Communications I	3		C1
USP: Communications II	3		C2
USP: Communications III	3		C3
USP: US & Wyoming Constitutions	3		V
USP: Human Culture	3		H
	3		H
USP: Quantitative	3		Q
USP: Physical & Natural World	4		PN
	4		PN
Credit hours subtotal:			32
Core Minor Courses			
AAST 1030, LTST 1030, NAIS 1030, WMST 1030 Social Justice in the 21 st Century	3		
Theory & Methods	3		
Capstone Course or Independent Study	3		
Credit Hours Subtotal			9
Major Related Courses			
Any SCGSJ course (any level) *	6		Excludes core courses.
Upper Division SCGSJ course (3000/4000 level)	3		Excludes core courses.
Credit hours subtotal:			9
Minor in Social Justice Total Credit Hours			50
Elective Courses			
General Elective	58		Electives may include courses taken for an additional major or minor.
A&S Core Diversity in the US	3		ASD (may be fulfilled

30	A&S Core Global Awareness	3	through major course work) ASG(may be fulfilled through major course work)
31	Credit hours subtotal:		64
32			
33	BA Social Justice total credit hours:		120
34			
35	Minor Social Justice Program Notes:		
37	<ul style="list-style-type: none"> • Quantitative: See the "Prerequisite and MPE Cut Score Reference Chart" on the Math Placement website for the most up-to-date math placement equivalencies: http://www.uwyo.edu/mathstats/math-placement/. 		
38	<ul style="list-style-type: none"> • Students may not take a course for S/U credit to satisfy any requirement, unless the course is offered for S/U credit only. 		
39			
40	University of Wyoming Requirements		
41	<ul style="list-style-type: none"> • Students must have a minimum cumulative GPA of 2.0 to graduate. 		
42	<ul style="list-style-type: none"> • Students must complete 42 hours of upper division (3000-level or above) coursework, 30 of which must be from the University of Wyoming. 		
43	<ul style="list-style-type: none"> • Courses must be taken for a single letter grade unless offered only for S/U. 		
44	<ul style="list-style-type: none"> • University Studies Program (USP), Human Culture (H) and Physical & Natural World (PN) courses must be taken outside of the major subject, but can be cross-listed with the major. 		
45			
46	College of Arts and Sciences Requirements		
47	<ul style="list-style-type: none"> • Students must take two "core" courses in addition to UW's USP requirements: Diversity in the United States (ASD) and Global Awareness (ASG). 		
48	<ul style="list-style-type: none"> • No more than 60 hours in the major subject may be used toward the 120 credit hours required for graduation. 		
49	<ul style="list-style-type: none"> • At least 30 hours in the major subject must be completed with a grade of C or better (individual majors may require more). 		
50			
51	The University of Wyoming Office of the Registrar provides final approval of degree completion requirements prior to the awarding of any degree.		

AGENDA ITEM TITLE: B.A. Honors (online) , Parolin, Barrett

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 proposed online degree is a standalone major housed in the Honors College. It is an expansion of our longstanding and highly subscribed interdisciplinary minor with a current enrollment of approximately 1000 students. With a working title of “Thinking Ahead,” we propose an innovative, interdisciplinary major offered fully online in the UW Honors College. Students majoring in the “Thinking Ahead” degree program will explore the future – of humans, technology, our environment, and the world – from transdisciplinary perspectives.

Courses included in this major will explore the grand challenges of the future.

- What questions need to be asked?
- What problems need to be solved?
- What skill sets need to be cultivated if we are to meet future challenges?

“Thinking Ahead” also provides fast-track pathways for highly motivated students to continue their studies at the graduate level. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the online Bachelor’s in Honors

PROPOSED MOTION:

“I move that the Notice of Intent for the online Bachelor’s in Honors.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval of the Notice of Intent.

Notice of Intent

Name of proposed Academic Program:

“Thinking Ahead”: a new Bachelor of Arts degree in the Honors College at the University of Wyoming

Mode of Delivery: Online

Description of New Academic Program

- The proposed degree is a standalone major housed in the Honors College. It is an expansion of our longstanding and highly subscribed interdisciplinary minor with a current enrollment of approximately 1000 students. With a working title of “Thinking Ahead,” we propose an innovative, interdisciplinary major offered fully online in the UW Honors College. Students majoring in the “Thinking Ahead” degree program will explore the future – of humans, technology, our environment, and the world – from transdisciplinary perspectives.
- Courses included in this major will explore the grand challenges of the future.
 - What questions need to be asked?
 - What problems need to be solved?
 - What skill sets need to be cultivated if we are to meet future challenges?
- “Thinking Ahead” also provides fast-track pathways for highly motivated students to continue their studies at the graduate level. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.
- Each course listed below, with the exception of a new Interdisciplinary Research Methods course, has been regularly offered and taught for many years in the Honors College as part of our existing minor. These courses will be required core curriculum for the Bachelor of Arts in Honors, with the addition of a Research Methods course.

HP 1020 First Year Colloquium 1 (COM1)	= 3 credits
HP 2020 First Year Colloquium 2 (COM2)	= 3 credits
HP 3XXX Interdisciplinary Research Methods (NEW)	= 3 credits
HP 2153/3153/4153 Honors Non-Western Perspectives	= 6 credits
HP 3153/4153 Upper Division Interdisciplinary Electives	= 12 credits
HP 4975 Internship or Study Abroad experience	= 3 credits
Honors Capstone Experience (required)	= credit optional under HP 4975
Total credits	= 30 credits

Information about content

Students will complete a required core curriculum and relevant electives. They will complement their learning in the virtual classroom with self-paced co-curricular activities through the SOAR program, an internship in their focus area, study abroad opportunities, and an independent capstone experience drawing on original creative and/or scholarly work. The Honors College currently offers a range of upper division electives at the 2000, 3000 and 4000-levels. Not all of our existing electives will be included as

part of the proposed major; rather, electives will be approved and designated based on their focus on or connection to the ideas, challenges, or opportunities of the future.

Plan for Obtaining Marketing Analysis

Market Analysis for Student Demand –

As part of the early research phases for the proposed degree program, Honors conducted a preliminary market analysis with our partners at Wiley Educational Services. From this exercise, we learned that since 2010, there has been a steady rise nationwide (10% increase) in the number of graduates from multi/interdisciplinary studies programs (from 171 reporting institutions). Accordingly, the number of multi/interdisciplinary studies programs available nationwide (from reporting institutions) is growing (from 68 programs in 2012 to 215 programs in 2019) in order to meet this increased demand. Even more encouraging, 25% of these programs are offered fully online, since student demand for distance-only interdisciplinary studies programs has increased a whopping 489% since 2012. While the concept of multi/interdisciplinary studies programs is in many ways a catchall for a variety of program types (e.g. American Studies, Gender and Women's Studies, Critical Race Studies -- and more would all fall under this category), it is the best indicator we have to evaluate student demand for interdisciplinary studies in Honors.

In an anecdotal sense, each year we receive queries from high school students, their guidance counselors, and potential transfer students asking about how to major in Honors. As job markets become increasingly competitive, these students look for ways to set themselves apart from their peers. Nationally, graduate schools and many employers recognize that students who graduate with honors degrees or designations are high achieving, creative, adaptable, and motivated individuals able to think outside the box. These are the kinds of skills and attributes that employers want.

During the summer of 2021, we organized a number of focus groups, which included discussions with different student groups: from underclassmen to upperclassmen currently in the Honors program, to high school seniors around Wyoming, to potential transfer students who have expressed interest in joining the Honors College. In these focus groups, we aimed to learn stakeholders' desires and preferences regarding critical areas of program development including: student services and experience, curriculum, skill development, community building online, recruitment, and retention. We are currently processing what we learned.

While the vast majority of four-year accredited public and private institutions offer some kind of Honors program, surprisingly few institutions nationwide offer standalone degrees in Honors. Most of our regional and comparator institutions (e.g. U Colorado, CSU, U Montana, MSU) offer minors or, in a few cases, concurrent honors majors with academic partner units (e.g. major in Honors Engineering or Honors Business). In the latter case, Honors students either take "Honors only" sections of required curriculum within their home department, or, more typically, take the same courses as non-Honors majors but complete additional requirements (e.g. a longer research paper, additional readings, etc.) in order to earn the Honors credit. Our proposal – a standalone major in Honors offered fully online and focused on interdisciplinary investigations of future challenges – has the potential to be pathbreaking in this category of academic programs. The few institutions in the U.S. that offer standalone Honors majors (e.g. Texas Tech, UT-Austin, Ohio University) are not only highly subscribed programs, they are innovative, student-centered, experiential, and personalized educational experiences that equip their

graduates with the skills they need for their lives beyond college. This is exactly the kind of program we aim to stand up at the University of Wyoming, and we believe offering a BA in Honors online would give us a competitive edge within the region for attracting students.

Recruiting more high-quality students from diverse backgrounds is an important goal for our college as it is for UW. This degree will allow us to expand our reach and recruit new majors to the Honors College and the university. In particular, we believe the online nature of this degree program will allow us to reach new audiences, including:

- High-achieving incoming first year students who cannot study on campus;
- High-achieving transfer students and regional community college students, such as from Casper College or Western Wyoming Community College;
- Non-traditional students who must balance work/life commitments with continuing education;
- Students who desire an interdisciplinary education (does not preclude on-campus students!)

Furthermore, the degree program will offer fast-track pathways for highly motivated students to continue their studies at the graduate level. Not only will this be a recruiting tool to attract high quality students to Honors, it creates cross-campus partnerships that assist some of UW's graduate programs to recruit top students as well. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.

Based on annual interest in our current minor (enrollment = appx. 250 incoming first year students per year), we anticipate recruiting 20 new students to the major in the first year. By year four we anticipate 80-100 students seeking a BA in Honors.

Analysis of Post-Graduation Employment and Market –

The Honors College currently tracks all graduates in regards to plans after graduation. Prior to graduation we conduct exit interviews with seniors, and include questions about their job search, job placement, or plans for graduate school. Additionally, we are able to cross-reference these responses with other questions regarding the skills and experiences they developed in Honors that they found most helpful for their future goals. We will continue to ask these questions and more regarding the inclusion of a focused major in the Honors College.

Preliminary Budget –

All classes needed for the Bachelor of Arts in Honors, with the exception of the new Interdisciplinary Research Methods course, are currently offered on a regular rotation. The faculty needed to teach these courses are already in place and have been teaching classes for many years. The BA in Honors will require only a small marketing budget and will generate some revenue (see budget). Any growth in Honors personnel should be consistent with what it would be in relation to the ongoing development of our current minor.

Proposed Timeline for Staged Implementation

Fall 2021	Board of Trustees review Notice of Intent
Fall 2021 / Spring 2022	Feasibility Study, Pro Forma Budget, Campus Review
TBD: Spring 2022- Spring 2023	Request for Authorization and Letter of Commitment, Present RFA and LoC to Board of Trustees for final approval
TBD: Spring 2022 – Spring 2023	Possible approval and marketing for Fall 2022 or Fall 2023
Fall 2022 or Fall 2023	Bachelor of Arts in the Honors College begins

Information on Other Required Approvals –

We require no additional approvals from national accrediting bodies as there are none that govern honors programs nationwide. However, we are a member of the NCHC (National Collegiate Honors Council), so we will alert this organization of our new program following approval.

Evidence

How the Academic Program aligns with University's mission –

The scope of our Honors degree program aligns with all four points of the UW's mission as articulated in the current Academic Plan:

Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world.

With a stimulating, interdisciplinary curriculum, a thematic focus on the future, and a capstone experience integrated into the course of studies, this degree program will prepare students to think critically and creatively about the challenges the world faces and how our students can be agents of change.

Cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners.

The Honors College already prides itself on its collaborative spirit – across campus and beyond. The establishment of “pathways” with campus partners in the College of Law, the Master of Public Administration, and potentially the Master of Business Administration, creates an even more collaborative community by giving Honors graduates the chance to fast-track to graduate programs at UW.

Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect.

Not only is this one of President Seidel's pillars, this is at the core of the Honors College ethos. By establishing a major in Honors that is offered fully online, we are "walking the walk", and seeking to attract and include diverse student populations in our Honors community.

Promote opportunities for personal health and growth, physical health, athletic competition and leadership development for all members of the university community.

We value learning beyond the classroom, and we believe that these experiences enrich students' education in meaningful ways and form the foundation for leadership development. At UW, the SOAR program (SERVICE – global OPPORTUNITIES – career skills ACQUISITION – RESEARCH), organizes and alerts students of co-curricular events, trainings, and opportunities available to enhance their college experience. Thus, we have fully integrated the UW-wide SOAR co-curricular program into the Honors College through a customized badge system. Completing the SOAR badge is now a requirement for all Honors students.

How the Academic Program aligns with University's strategic plan –

The proposed degree also aligns with Goals 1 and 2 of *Breaking Through*, the 2017-2022 Strategic Plan.

GOAL 1 - Driving Excellence

- *Foster entrepreneurship and collaboration in research and teaching [...] Fully recognize the role of interdisciplinarity and integration in teaching, research, service and outreach in performance evaluations and tenure and promotion decisions*

The Honors College and its curriculum have interdisciplinarity at their core, which is not just present in our curriculum, but in all scholarly activities we undertake.

- *Achieve consistently excellent teaching and mentoring that give students the knowledge, ability, determination and innovation to meet tomorrow's challenges with sustainable solutions [...] Incentivize revision and development of courses and curricula that includes technology-enhanced learning, online delivery and high-impact teaching practices*

With a dedicated advising team in the Honors College that includes a career counselor, we are equipped to welcome new students – and more of them – into our new major. Moreover, with our degree program offered fully online, we are embracing innovative teaching practices and meeting students' demands for flexible learning environments.

GOAL 2 - Inspiring Students

- *Engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges.*

With a thematic focus on the FUTURE, this degree program presents an exciting, interdisciplinary journey for students who want to make a difference in the world. Moreover, the applied aspects of their studies, including the interdisciplinary Research Methods course, their internship, and their senior Capstone Experience, will allow students to put theory into practice and solve real-world problems.

- *Build pathways to academic, cultural, professional and entrepreneurial opportunity and leadership at undergraduate and graduate levels.*

The “Thinking Ahead” online major in the Honors College is pleased to establish “pathways” to graduate education opportunities for highly motivated students. Current “pathways” with the College of Law, the Master of Public Administration, and potentially the Master of Business Administration will create an even richer community by giving Honors graduates the chance to fast-track to graduate programs at UW. At the same time, these graduate programs will have access to top students.

Rationale

We want to develop a degree in Honors and offer it online for the following reasons:

1. Expand the reach of our current Honors program.
2. Respond to the changing desires and demands of today’s student population, many of whom desire more flexibility in their course of studies, and more digital offerings for place-bound students.
3. Increase diversity in our student body in the Honors College.
4. Attract students who might not normally see themselves as Honors students, i.e. students who are non-traditional, working, parenting young children, and/or dealing with a physical challenge.
5. Prepare students for life after college with ‘real world’ problem solving skills that lead to jobs or that make them competitive candidates for graduate programs.
6. Create pathways for highly motivated students to fast-track to graduate programs at UW.
7. Be nationally distinctive. Few comparator institutions, whether regionally or across the country, offer this type of standalone honors degree. Offering a degree such as this would help us attract students. This degree will be offered with courses that are already in place and will be taught by faculty who already teach these classes.
8. **Be inexpensive. This will cost minimal additional funds to implement.**
9. Be affordable. The price of this degree at UW compared to universities in the region will be significantly less. With proper advertising combined with excellent faculty and our program’s reputation, we can expect to attract students from these areas.
10. Promote the University of Wyoming’s mission and vision. This proposal aligns with all four of President Seidel’s pillars: Interdisciplinary, Entrepreneurial/Innovation, Inclusive, Digital.

AGENDA ITEM TITLE: Notice of Intent, Graduate Certificate in Community & Public Health, 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 Division of Kinesiology & Health (DK&H) proposes an online, asynchronous University Graduate Certificate in Community & Public Health (CPH). Students in the certificate program will complete four, three-credit courses [the “core” classes]:

- HLED 5022: Unlocking the Potential of Public Health. C&I approved course, first version was offered Fall 2020.
- HLED 5023: Using Epidemiology to Build Healthier Communities. C&I approved course, first version was offered Spring 2020.
- HLED 5021: Creating Conditions for Community Health. C&I approved course, first version was offered Fall 2016.
- HLED 5024: Increasing Support for Public Health Projects. Course pending C&I review of CARF. First offering proposed for Spring 2021.

In addition to these four core courses, we propose to give students the option to add a 3-credit specialization to their certificate. Thus, students could either earn a 12-credit University Graduate Certificate in Community & Public Health or a 15-credit University Graduate Certificate in Community & Public Health, Specializing in [Specialization Name]. Specialization options will include rural health, emergency response management, and food systems.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the new degree program.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent, Graduate Certificate in Community & Public Health.

PROPOSED MOTION:

“I move to authorize administration to approve the Notice of Intent for the Graduate Certificate in Community & Public Health.

PRESIDENT’S RECOMMENDATION:

The President recommends approval.

Notice of Intent: Proposed University Graduate Certificate in Community & Public Health

Drafted using the outline provided for UW's [New Degree and Certificate Proposal Process](#).

A) Name: The Division of Kinesiology & Health (DK&H) proposes an online, asynchronous *University Graduate Certificate in Community & Public Health* (CPH).

B) Outline of the anticipated curriculum and learning outcomes: **Students in the certificate program will complete four, three-credit courses** [the “core” classes]:

1. **HLED 5022: Unlocking the Potential of Public Health.** C&I approved course, first version was offered Fall 2020.

Learning objectives: 1) Explain public health history, philosophy and values. 2) Identify the core functions of public health and the 10 Essential Services. 3) Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health. 4) List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program. 5) Discuss the science and examples of primary, secondary and tertiary prevention in population health. 6) Explain the critical importance of evidence in advancing public health knowledge. 7) Identify determinants of health throughout the socio-ecological model 8) Discuss ways that globalization affects global burdens of disease. 9) Describe and discuss an ecological perspective on the connections among human health, animal health and ecosystem health (One Health).

2. **HLED 5023: Using Epidemiology to Build Healthier Communities.** C&I approved course, first version was offered Spring 2020.

Learning objectives: 1) Define epidemiology. 2) Understand the relevance of epidemiological data in decision-making at the community level. 3) Correctly interpret the results of epidemiological studies. 4) Find epidemiological evidence that is relevant to a chosen topic. 5) Assess the quality of available epidemiological evidence.

3. **HLED 5021: Creating Conditions for Community Health.** C&I approved course, first version was offered Fall 2016.

Learning objectives: 1) Define and describe the discipline and roles of public health in the US. 2) Discuss social determinants of health and health inequities in the US. 3) Describe the socio-ecological model of public health. 4) Describe the prevalence, trends, and consequences of a health issue you select that is an issue in your community. 5) Discuss the rationale for and process of applying an ecological approach for planning health interventions. 6) List key child and adult behaviors contributing to excessive weight gain in children and to your selected health issue. 7) Use the literature to assess environmental factors contributing to excessive weight gain in children and to your selected health issue. 8) Use the literature to assess and prioritize predisposing, enabling, and reinforcing factors related to excessive weight gain in children and to your selected health issue. 9) Discuss the rationale and approaches for building and facilitating effective collaborations for addressing community health issues. 10) Identify appropriate intervention methods and strategies for addressing priority predisposing, enabling, and

reinforcing factors contributing to excessive weight gain in children and to your selected health issue. 11) Develop an action plan for addressing your chosen health issue in your community.

4. HLED 5024: Increasing Support for Public Health Projects. Course pending C&I review of CARF. First offering proposed for Spring 2021.

Learning objectives: 1) Identify achievable public health goals. 2) Identify and connect with community shareholders to achieve public health goals. 3) Learn ways to build partnerships and coalitions. 3) Learn how to successfully incorporate community members in project planning and decision making. 4) Practice public health communication skills. 5) Develop preliminary budgets and identify potential funding sources.

In addition to these four core courses, we propose to give students the option to add a 3-credit specialization to their certificate. Thus, students could either earn a 12-credit *University Graduate Certificate in Community & Public Health* or a 15-credit *University Graduate Certificate in Community & Public Health, Specializing in [Specialization Name]*. Specialization options will include rural health, emergency response management, and food systems.

C) How the Academic Program may relate to other offerings: A formal public health curriculum is not available at UW or elsewhere in the state. In addition to occasional seminars and the courses above, DK&H currently offers the following community and public health courses: HLED 3020 Community and Public Health, HLED 4005 Global Health, HLED 4020/5020 Food, Health & Justice, and HLED 3025 Emergency Preparation & Management. Kinesiology & Health students in the Master of Science program have the option to concentrate in Community & Public Health by taking these courses, seminars, and courses offered in other departments and schools. This proposed Graduate Certificate will expand course offerings, formalize this study concentration for DK&H students, and make our public health program available to students well beyond UW's existing student body. Courses developed as part of this certificate program will also benefit a wider audience of UW students, including those in the Biomedical Sciences, who are required to take an epidemiology course, and those in the College of Health Sciences who wish to expand their public health knowledge.

D) Plan for obtaining a market analysis of anticipated student demand and enrollment, and a plan for evaluation and analysis of post-graduation employment market demand: We are working with Jayne Pearce in the Office of Distance Education to compile nationwide data from the Gray Associates database. In Wyoming, DK&H found nearly unanimous support for a formal, online public health program among the 52 public health professionals we surveyed in 2014. Our survey further found that 37% of WY's public health professionals do not have formal training in public health. At the same time, we surveyed existing students and found an unmet demand for additional public health training within the UW community. To evaluate success of our students after earning the proposed Graduate Certificate in CPH, we plan to augment standard alumni networking and follow-up procedures. We are working with the Advising • Career • Exploratory

Studies Center to increase overall DK&H participation in First Destination Surveys. The existing CPH staff has the capacity to gather additional data, specific to certificate alumni, as needed.

E) Preliminary budget: The DK&H has budgeted the proposed *University Graduate Certificate in Community & Public Health* as part of our overall CPH program. There are immediate cost savings attached to the proposed certificate via the new lecturer positions associated with it. These positions will allow us to avoid hiring adjunct instructors and are projected to generate net income by Year 3. Please see full budget details and assumptions in the attached Appendix.

Summary of Projected CPH Program Expenses:

- Year 1 = \$120,372: One FT Academic Professional Lecturer at \$80,248 (salary and fringe) and one 50% (starting mid-year) APL at \$40,124 (salary and fringe)
- Year 2-5 = \$160,496 annually: Two FT Academic Professional Lecturers at \$80,248 each (salary and fringe).

Summary of Projected CPH Program Revenue:

- Year 1 = \$117K - \$143K from tuition
- Year 2 = \$143K - \$169K from tuition
- Year 3 = \$163K - \$189K annually from tuition meeting or exceeding our expenses

F) Proposed timeline for staged implementation over five years:

- Fall 2019: Certificate proposal developed and approved by College of Health Sciences Directors, Dean Jones, and DK&H faculty.
- Fall 2020: Sept. – Submit NOI, Sept./Oct. – Submit feasibility study, and proforma budget. Nov. – Campus review process completed. Dec. – Board review.
- Spring 2021: Soft launch of certificate (marketing limited to enrolled UW students)
- Summer 2021: Marketing to rural communities for hard launch of certificate.
- Fall 2021: Hard launch of certificate with at least 3 students enrolled in certificate program (and at least 5 students enrolled in each certificate course)
- Fall 2023: Enrollment in certificate program increases to at least 5 per year (and at least 10 students enrolled in each certificate course)

G) Information on other required approvals: We have begun the substantive change determination process with AVP Steven Barrett. No other approvals are required.

H) Aligns with the University's mission: By training rural public health practitioners across the country, our proposed certificate unquestionably constitutes “breaking through” as we expand to serve those off campus and even out of state. While helping UW meet all four of its [Strategic Plan](#) goals, the certificate particularly enhances Goal Three, Impacting Communities. It would also serve as a response to Provost Miller's call for expanded distance learning opportunities to “contribute to the state's needs for a citizenry and workforce prepared to meet the demands of Wyoming's future” (email to UW employees, 10/10/2019).

I) Rationale that clearly defines the need for the new Academic Program: The need for individual institutions and local governments to now manage the COVID-19 pandemic is an unfortunately apt example of why public health training is essential in our communities. According to the [CDC](#), only 20-25% of our national public health workforce has graduated from an accredited school or program of public health. The DK&H's 2019 survey of existing regional online graduate certificates in public health indicates that the University of Montana provides an

affordable and comparable certificate option for Montana residents. All other related online programs in the region are either very distinct from what we propose to offer (e.g. focusing exclusively on mental health), require more credits than our proposed certificate, and/ or cost substantially more per credit than what UW charges.

APPENDIX – CPH PROGRAM BUDGET

Preliminary Budget

Startup Expenses

- In FY19 DK&H was awarded a Distance Education Development and Innovation grant from UW Academic Affairs to fund the certificate startup costs and course development
- Direct costs invested in startup/development was \$35,900 which covered salary for the program developer, course development, and minor equipment purchases (laptop).
- This grant was renewed for FY20, and will be used for similar expenses as indicated above

Projected Expenses

- As part of the overall Community & Public Health program, we will be hiring two Academic Professional Lecturers. These instructors will teach the majority of the certificate courses and all the undergraduate CPH courses. The undergraduate courses are currently taught by temporary lecturers.
- Current faculty will teach 1-2 certification courses per academic year on-load
- In Year 1, we expect our expenses to be \$120,372 which includes one FT Academic Professional Lecturer at \$80,248 (salary and fringe) and one 50% (starting mid-year) APL at \$40,124 (salary and fringe)
- In Year 2-5, we expect our expenses to be \$160,496 which includes two FT Academic Professional Lecturers at \$80,248 each (salary and fringe).

Projected Funding Sources

- All courses are offered via distance model and will generate revenue
- 70% of this revenue will return to the DK&H per current agreement

Potential Revenue

- Course Offerings and Student Enrollment Assumptions:
 - 4 certificate classes taught in year 1, 5 students per course
 - 6 graduate classes taught in year 2, 8 students per course
 - 7 graduate classes taught in year 3 and beyond, 10 students per course
- Revenue generation figures include the entire CPH program, since the new lecturers will cover all of these courses, includes both graduate and undergraduate classes
- In Year 1, we expect to generate between \$117K - \$143K which approaches or exceeds our expenses for that year (120K)
- In Year 2, we expect to generate between \$143- \$169K, the higher estimate exceeds our expenses for that year (\$160K)
- By Year 3, we expect the program to be self-funded, generating between \$163K - \$189K, meeting or exceeding our expenses (\$160K)

AGENDA ITEM TITLE: Contract Approval- Ivinson Parking Garage and Police Facility,
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 - refer to supplemental materials.*

EXECUTIVE SUMMARY:

UW Planning and Construction is seeking board approval for the contractor selection on the Ivinson Parking Garage and Police Station project. The University of Wyoming used a prequalification process and on August 3, 2021, received several responses to the Request for Qualifications. After review and consideration of the qualifications presented in each of the proposals submitted, the following general contractors were approved and invited to submit bids: FCI, GE Johnson, GH Phipps and Sampson. These general contractor firms, along with subcontractors interested in the project, attended a mandatory pre-bid job walk.

UW Operations received bids from each of the pre-qualified firms on August 31, 2021. After a competitive bidding process, the University determined that the lowest responsive and responsible bid for the Ivinson Parking Garage and Police Facility was submitted by XXXXXXXX in the amount of \$XXXXXXX to be funded from the housing bonds. Administration recommends awarding the contract for this project to XXXXXXXX.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

- July, 2021 - Board approved changing delivery method to Bid Build.
- May, 2021 - Board approved total project budget of \$25,000,000.
- May, 2020 - Board approved selection of a CMAR.
- 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 University Regulation 6-9 – Board of Trustee approval is required for new construction contracts.

ACTION REQUIRED AT THIS BOARD MEETING:

Approval to award the contract for the Ivinson Parking Garage and Police Facility to XXXXXX and authorize administration to execute the Agreement Between Owner and Contractor.

PROPOSED MOTION:

“I move to approve award of the Ivinson Parking Garage and Policy Facility project to xxxx and authorize Administration to execute the Agreement Between Owner and Contractor with XXX Contractors in the amount of \$XXXXXX to be funded by the housing bonds.”

PRESIDENT'S RECOMMENDATION:
The President recommends approval.

AGENDA ITEM TITLE: Approval of Budget, and Delivery Method- Casper Family Medicine Clinic, Upgrades Project, Mai

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 Casper Family Medicine Clinic Upgrades project includes upgrades to the main [south] entry and lobby, HVAC and heating systems, and parking lot drainage, surfacing and lighting. This project provides improved patient access to the building by reconfiguring the south drop-off area, building entry, lobby, and parking entries. Elimination of the sloped, south [glass] wall of the lobby will improve patient and staff comfort, reduce cooling loads, and increase usable floor area. Upgrades to the HVAC and heating systems, including control systems, will improve reliability and comfort, and reduce utility costs.

A traditional Design, Bid, Build delivery method is recommended given timing and scope of this project. Design will be provided by the highest ranked qualified Wyoming firm and the construction will be solicited via sealed bid.

The total all in budget for this project is \$2,500,000 and the funds for this project will come from Major Maintenance.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

- NONE

WHY THIS ITEM IS BEFORE THE BOARD:

Pursuant to UW Regulation 6-9, the Board of Trustees shall approve projects over \$500,000.00 and Board approval is required to establish the delivery method.

ACTION REQUIRED AT THIS BOARD MEETING:

Authorization for Administration to proceed with design and advertising of the Casper Family Practice Upgrade project funded via Major Maintenance with a budget of \$2,500,000, procured with a Design-Bid-Build delivery method.

PROPOSED MOTION:

“I move to authorize administration to proceed with design and advertising of the Casper Family Practice Upgrade project funded via Major Maintenance with a Design-Bid-Build delivery method and a budget not to exceed \$2,500,000.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval.





AGENDA ITEM TITLE: Budget/Delivery Method- Hot Water Expansion and Tunnel Abandonment, Mai

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 Hot Water Expansion and Tunnel Abandonment project extends the hot water system from the new West Campus Energy Plant (WCEP) and allows for the retirement of a portion of the tunnel system. The project includes extending the main distribution lines and converting 10 campus buildings from steam heating to hot water heating. This project will provide improved energy benefits and safety, while reducing maintenance.

The budgeted amount for this project is \$4,500,000 the funds for this project will come from Major Maintenance. Because this work is running utilities through the core of campus, it is important to have the designer working with the contractor throughout the design process. The Construction Manager at Risk delivery (CMAR) method is recommended.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None

WHY THIS ITEM IS BEFORE THE BOARD:

Pursuant to UW Regulation 6-9, the Board of Trustees shall approve projects over \$500,000.00 and Board approval is required to establish the delivery method.

ACTION REQUIRED AT THIS BOARD MEETING:

Authorization for Administration to proceed with design and advertising of the Hot Water Expansion and Tunnel Abandonment project funded via Major Maintenance with a budget of \$4,500,000.

PROPOSED MOTION:

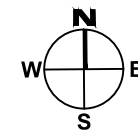
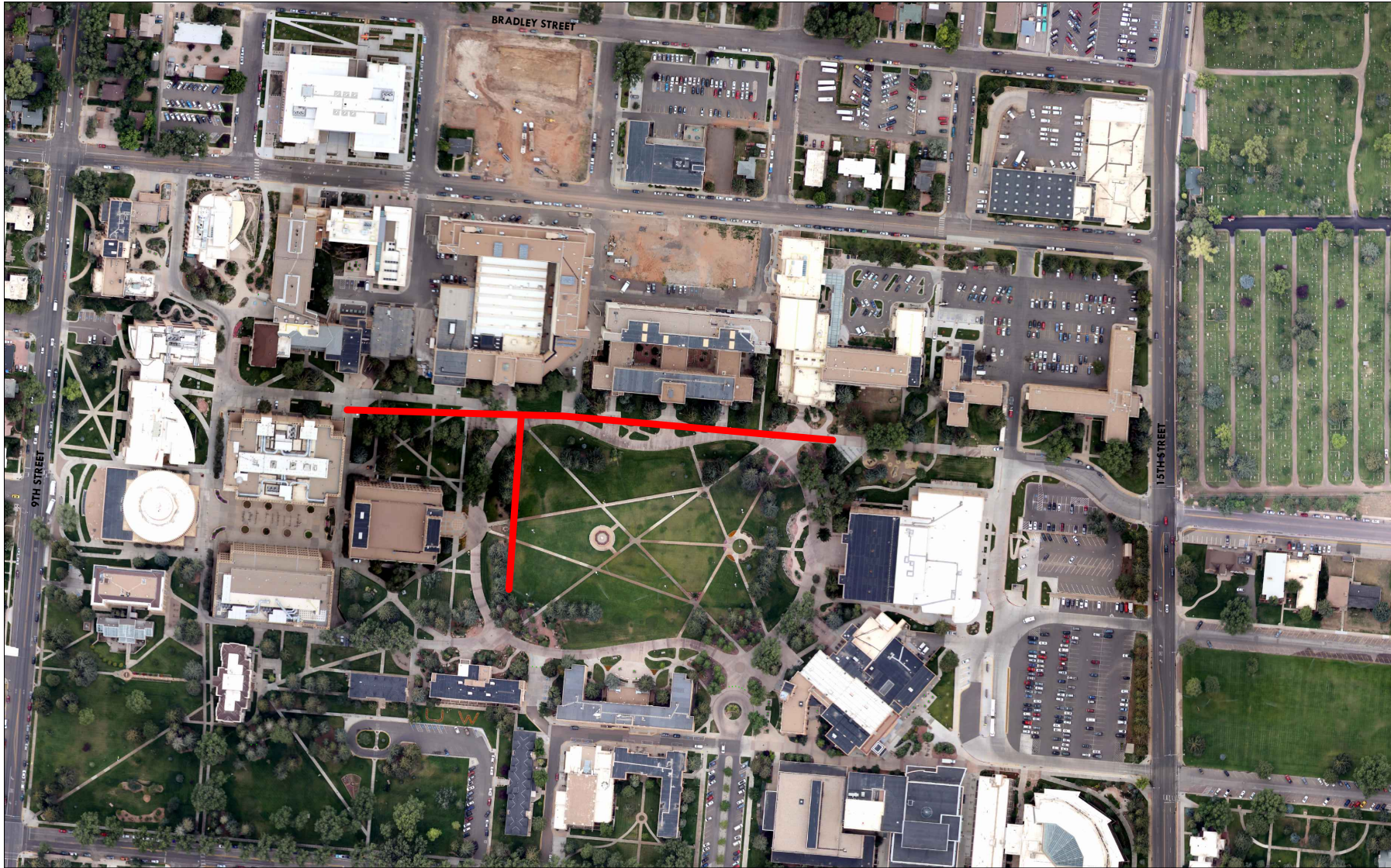
“I move to authorize administration to proceed with design and advertising of the Hot Water Expansion and Tunnel Abandonment project funded via Major Maintenance with a budget of \$4,500,000 procured through the CMAR delivery method.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval.

UNIVERSITY OF WYOMING HOT WATER EXPANSION PROJECT

LARAMIE, WY



0 300 600
APPROX. SCALE (ft)
1" = 300'-0"



UW OPERATIONS
FACILITIES ENGINEERING

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UNIVERSITY OF WYOMING
HOT WATER EXPANSION
PROJECT
LARAMIE, WY

DRAWN BY: RKL
CHECKED BY: -/-/-
DATE: 8/24/2021

PROJECT: 21-10061
TITLE: COVER SHEET

DATE: 8/24/21
DRAWING: HW-01

AGENDA ITEM TITLE: Approval of Contracts and Grants Report, Hulme

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 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 July and August of the first quarter of FY22.

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.

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
Administration for Community Living/DHHS	769,932.00	Sandra Root-Elledge	Wyoming Institute for Disabilities WIND	University Center of Excellence in Developmental Disabilities (UCEDD)
Agricultural Research Service/Department of Agriculture	18.80	John Ritten	Agriculture & Applied Economics	Ag & Applied Economics - Stipends
Arkansas Health and Human Services	70,000.00	Rodney Wambeam	Wyoming Survey & Analysis Center	Outside Evaluation of Arkansas's COVID-19 Emergency Mental Health Grant
Association of Public & Land Grant Universities	15,000.00	Nycole Courtney	VP Student Affairs Office	Transforming Student Success APLU
Association of University Centers on Disabilities	4,000.00	Canyon Hardesty	Wyoming Institute for Disabilities WIND	Act Early Ambassador 2019-2021
Auburn University	48,490.00	Alyssa McElwain	Family & Consumer Sciences	Alabama Youth Relationship Education (AYRE) Project
Battelle Energy Alliance	10,000.00	Lars Kotthoff	Computer Science	Center for Advanced Energy Studies (CAES) Collaboration Fund Proposal Program Development Activities
Bismarck Burleigh Public Health	10,000.00	Janelle Simpson	Wyoming Survey & Analysis Center	Bismarck Drug Free Community
Bureau of Land Management/Department of the Interior	96,996.00	Kevin Monteith	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	48,464.00	Lusha Tronstad	Wyo Natural Diversity Database	Rocky Mountain CESU RMCESU WY Can noise from wind turbines affect pollination and native bees?
Bureau of Land Management/Department of the Interior	75,000.00	Lusha Tronstad	Wyo Natural Diversity Database	The status and distribution of the Narrow-footed Hygrotus Diving Beetle (Hygrotus diversipes) in Wyoming
Bureau of Land Management/Department of the Interior	68,000.00	Matthew Kauffman	Wyoming Coop Unit	Rocky Mountain CESU (RMCESU) WY Evaluating the benefit of multiple migratory tactics in the world's longest migrating mule deer herd
Bureau of Land Management/Department of the Interior	165,000.00	Robert Field	UWYO	Air Quality Assessment and Outreach Program in Wyoming
Carolina Bird Club	1,245.00	Elizabeth Wommack	Zoology & Physiology	Examination of the presence of Falco sparverius paulus in Sound Carolina
Centers for Disease Control and Prevention/DHHS	110,400.00	David Jones	College of Health Sciences Deans Office	Medicare Cost Report Payments for the Casper and Cheyenne Residency Programs to Encounter Rate of Services Provided on their Annual Clinic Costs Reports
Department of Education	217,667.00	Debra Hintz	Scholarships & Financial Aid	Direct Student Loans 2020-2021
Department of Education	3,848.80	Debra Hintz	Scholarships & Financial Aid	Pell Grant 2020-2021
Elanco Headquarters, US	26,000.00	Berit Bangoura	Veterinary Science	Comparative efficacy of Rumensin and a Generic Monensin product in an in vitro E. zuernii infection model
Federal Communications Commission	60,902.00	Sandra Root-Elledge	Wyoming Institute for Disabilities WIND	Wyoming Deaf-Blind Equipment Distribution Program 2021-2022

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
Forest Service (USDA)	4,026.00	Robert Field	Atmospheric Science	Installing PM2.5 sensors to provide real-time indicative air quality data for the Greater Yellowstone Ecosystem within the Purple Air citizen science network
Forest Service/Department of Agriculture	23,000.00	James Fried	Haub School of Environment & Natural Resources	North Country Trail Construction
Forest Service/Department of Agriculture	23,000.00	James Fried	Haub School of Environment & Natural Resources	Willow Creek Ski Trails Repair
Great Lakes Fishery Trust	288,341.00	William Fetzer	Zoology & Physiology	Application of a framework to quantify flow of energy pathways to Great Lakes prey fish
Great Lakes Fishery Trust	20,000.00	William Fetzer	Zoology & Physiology	Using stable isotopes of fish eye lenses to understand life history
Idaho Department of Fish & Game	52,446.23	Matthew Kauffman	Wyoming Coop Unit	Statewide mapping of elk, mule deer, and pronghorn winter ranges, movement corridors and stopover locations
KeyLogic Systems, LLC	72,117.00	Haibo Zhai	Civil & Architectural Engineering	Mission Execution and Strategic Analysis Support
Los Alamos National Laboratory	30,000.00	Selena Gerace	School of Energy Resources Directors Office	Decarbonizing the Intermountain West
Montana State University	74,804.00	Jay Norton	Ecosystem Science & Management	Kemze® in Wyoming: Evaluating Perennial Grains to Revitalize Wyoming Dryland Agriculture
Morgan State University	70,000.00	Maohong Fan	Petroleum Engineering	Ceramic-Based Ultra-High Temperature Thermocouples in Harsh Environments
National Aeronautics & Space Administration	152,021.90	Dimitri Mavriplis	Mechanical Engineering	Efficient and Robust CFD Solvers for Exascale Architectures
National Institute of General Medical Sciences/NIH/DHHS	278,952.00	Michael Taylor	Chemistry	New Chemical Tools for Optically Controlled Protein Modification
National Institutes of Health/DHHS	2,638,712.00	Peter Nathanielsz	Animal Science	Womb to Tomb: Developmental Programming and Aging Interactions in Primates - Year 4 Admin Core
National Science Foundation	240,000.00	Caleb Hill	Chemistry	CAREER: Methods for Targeted, High-Throughput Single-Entity Analyses
National Science Foundation	248,953.00	Hakima Bessaih	Mathematics & Statistics	Inviscid Limits, Uniqueness, and Anomalous Dissipation in Hydrodynamics
National Science Foundation	223,723.00	Jacob Hochard	Haub School of Environment & Natural Resources	CoPe EAGER: Establishing Interface Standards for Physical Exposure and Human Impacts Data Collection and Publication in Rapid Response to Coastal Hazards
National Science Foundation	88,474.00	James Chapman	Geology & Geophysics	An orogenic plateau in the southern U.S. Cordillera?
National Science Foundation	147,793.00	Mengqiang Zhu	Ecosystem Science & Management	Mineralogical and Biogeochemical Control of Phosphorus Transformation During Soil Development
Natural Resources Conservation Service/Department of Agriculture	175,000.00	Windy Kelley	UW Extension	Cooperative Agreement between USDA NRCS and the University of Wyoming Extension for the support of the Regional Extension Program Coordinator for the USDA Northern Plains Climate Hub.

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
New Mexico Department of Health	200,000.00	Laura Feldman	Wyoming Survey & Analysis Center	New Mexico 1815 Diabetes Prevention and Control Program (DPCP) and Heart Disease and Stroke Prevention Program (HDSPP)
New Mexico Institute of Mining and Technology	100,000.00	Maohong Fan	Petroleum Engineering	Hydropillic-Omniphobic HF Membrane-Based DCMD and Crystallization for Zero Liquid Discharge of Oilfield Produced Water
North Dakota State Univ	55,400.00	Khaled Ksaibati	Civil & Architectural Engineering	MPC 2021: Graduate Students
North Dakota State Univ	45,990.00	Khaled Ksaibati	Civil & Architectural Engineering	MPC 2021: Guidelines for Developing and Reviewing Baseline Schedules for Wyoming Transportation Projects
North Dakota State Univ	45,838.00	Khaled Ksaibati	Civil & Architectural Engineering	MPC 2021: Motorcycle Safety Assessment in Wyoming and Utah: Crash Characteristics and Contributing Factors
North Dakota State Univ	45,646.00	Khaled Ksaibati	Civil & Architectural Engineering	MPC 2021: Development of LRFD Recommendations of Driven Piles on Intermediate Geomaterials
North Dakota State Univ	45,986.00	Khaled Ksaibati	Civil & Architectural Engineering	MPC 2021: Optimize the Work Zone Safety with Spatial Information Technology and Eye Tracker
North Dakota State Univ	45,998.00	Khaled Ksaibati	Civil & Architectural Engineering	MPC 2021: Reducing Shrinkage
Rufford Foundation	8,075.96	Jacob Goheen	Zoology & Physiology	Puma predation on guanacos in Patagonia: understanding a key ecological interaction to change negative public perception and enhance conservation action
Safari Club International Foundation	25,000.00	Matthew Kauffman	Wyoming Coop Unit	Evaluating the benefit of multiple migratory tactics in the world's longest migrating mule deer herd
Small Business Administration	100,000.00	Jill Kline	Small Business Development Center	Wyoming SBDC Portable Assistance
State of Colorado Department of Natural Resources	40.00	Shannon Albeke	Wyoming Geographic Information Science Center	ICP Web Viewer and Database Maintenance
The Nature Conservancy	29,000.00	Benjamin Rashford	Agriculture & Applied Economics	Estimating Development Risk for Agricultural Lands in Wyoming
U.S. Department of Energy	45,000.00	Erin Phillips	School of Energy Resources Directors Office	Powder River Basin CORE-CM: Advancing Strategies for Carbon Ore, RareEarth Element, and Critical Mineral Resource Development in the Nation's Largest Coal Producing Basin
U.S. Geological Survey/Department of the Interior	45,676.00	Brant Schumaker	Veterinary Science	Environmental Pathways of Chronic Wasting Disease Transmission
U.S. Geological Survey/Department of the Interior	16,834.00	Simone Runyon	Geology & Geophysics	Shear-zone control on Platinum Group Element (PGE) enrichment in the Medicine Bow Mountains, Wyoming: Mineralization, alteration, and implications for ore formation
University of Florida	41,000.00	Christopher Block	Animal Science	Reproductive Biotechnology Concentration at University of Florida
University of Florida	14,456.00	Ellen Currano	Botany	Surviving a mass extinction: Lessons from the post K-Pg fern spike

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
University of Kansas	29,420.00	Martin Agran	Counseling Leadership Advocacy & Design	Factors Contributing to Academic, Social/Communication, and Behavioral Outcomes for Elementary Students with the Most Significant Cognitive Disabilities
University of Texas at Austin	146,351.00	Charles Mason	Economics	The economics of scaling carbon capture, utilization and storage
Various Sponsors	75,727.13	David Jones	Laramie Clinic	New Access Point - Program Income 2021-2022
Various Sponsors	43,789.10	David Jones	Laramie Clinic	340B Pharmacy- Program Income 2021-2022
Various Sponsors	8,090.00	Gary Beauvais	Wyo Natural Diversity Database	VAR SPON DATABASE MANAGEMENT
Various Sponsors	318.00	Jennifer Thompson	College of Agriculture & Natural Resources Deans Office	VAR SPON WY BACKYARDS TO BARNYARDS AN EDUCATIONAL NEWSLETTER FOR WY SMALL ACRE ENTHUSIAST, THOMPSON
Various Sponsors	1,056.00	Jill Kline	Small Business Development Center	Program Income for FY18 SBDC SBA
Various Sponsors	15,125.00	Rocky Case	Manufacturing Works	Program Income- NIST Year 5
West Virginia University	74,121.93	Maohong Fan	School of Energy Resources Directors Office	U.S. China Clean Energy Research Center Phase II, Advanced Coal Technology Consortium (CERC II): Developing and Demonstrating a Transformational CO2 Capture Technology
West Virginia University	10,878.07	Zunsheng Jiao	School of Energy Resources Directors Office	U.S. China Clean Energy Research Center Phase II, Advanced Coal Technology Consortium (CERC II): Joint Study to Develop a Commercial-scale Integrated CCUS Demonstration Project in the Ordos Basin, China
WY Business Council	1,993,048.00	Steven Farkas	VP for Research & Economic Development Office	Wyoming Business Resource Network Funding 2021-2022
WY Dept of Agriculture	2,159.12	Jeffrey Edwards	UW Extension	2020-2021 Pesticide Safety Education Program as funded by the Wyoming Product Registration fees
WY Dept of Education	89,617.00	Canyon Hardesty	Wyoming Institute for Disabilities WIND	National Instructional Materials Accessibility Center 2020
WY Dept of Education	196,000.00	Crystal Sieger	Music	Technology in Music Education and Music Technology Mentor Program
WY Dept of Family Services	256,725.01	Melinda Meuli	UW Extension	Wyoming Supplemental Nutrition Assistance Program Education (SNAP-Ed) Plan 2020-2021
WY Dept of Health	796,505.00	Aimee Lewis	School of Pharmacy	Drug Utilization Review and Pharmacy and Therapeutics (P&T) Committee Programs
WY Dept of Health	175,000.00	Janelle Simpson	Wyoming Survey & Analysis Center	Cardiac Arrest Survival Study
WY Dept of Transportation	150,000.00	Khaled Ksaibati	Civil & Architectural Engineering	Technology Transfer Program's County Road Inventory Program
WY Dept of Transportation	175,115.00	Mohamed Ahmed	Civil & Architectural Engineering	Rapid Safety Assessment Tool for Non-Conventional Roadway Design and Emerging Technologies: Innovative Artificial Intelligence Application

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
WY Division of Victims Services	31,257.00	Emily Grant	Wyoming Survey & Analysis Center	Missing and Murdered Indigenous Persons Ongoing Data Support
WY Game + Fish	14,000.00	Ian Abernethy	Wyo Natural Diversity Database	Wyoming Amphibian Field Guide
WY Water Development Office	186,269.00	Fabian Nippgen	Ecosystem Science & Management	Improving Hydrologic Predictions in Wyoming's Headwaters through Detailed Quantification of Snowmelt
Wyoming Bean Commission	25,600.00	Andrew Kniss	Plant Sciences	Cover Crop and Herbicide Combinations for Season-Long Weed Control in Dry Beans
Wyoming Bean Commission	3,000.00	Donna Harris	Plant Sciences	Germplasm Collection and Evaluation for Early Maturity and Begin Initial Crossing
Wyoming Bean Commission	2,750.00	James Heitholt	R&E Center Powell	Cooperative Dry Bean Nursery at Powell - 2021
Wyoming Bean Commission	8,000.00	James Heitholt	R&E Center Powell	Effect of Five Nitrogen Rates on Yield of Dry Bean with and without Fertilizer K
Wyoming Bean Commission	4,500.00	James Heitholt	R&E Center Powell	Planting Date Effects of Performance of Early and Late Maturing Cultivars - Year Two
Wyoming Bean Commission	12,250.00	James Heitholt	R&E Center Powell	Split Residual Herbicide Treatments for Late-Season Nightshade and Venice Mallow Control
Wyoming Bean Commission	4,250.00	James Heitholt	R&E Center Powell	Effect of Strip-Tillage, Deficit Irrigation, and Cultivar on Conventional and Direct Harvested Yield of Dry Bean
Wyoming Bean Commission	6,250.00	James Heitholt	R&E Center Powell	Breeding Line Advancement - Powell REC
Wyoming Bean Commission	6,300.00	James Heitholt	R&E Center Powell	Comparison of In-Furrow and Foliar Micronutrient Applications to Dry Bean
Wyoming Bean Commission	14,250.00	James Heitholt	R&E Center Powell	Row Spacing, Seeding Rate, and Cultivar Effects on Yield and Direct Harvest Recovery
Wyoming Game and Fish Department	14,950.00	Ian Abernethy	Wyo Natural Diversity Database	Northern Long Eared Bat Maternity Roost
Wyoming Game and Fish Department	26,331.00	Matthew Kauffman	Wyoming Coop Unit	Habitat Viewer
Wyoming Game and Fish Department	40,000.00	Matthew Kauffman	Wyoming Coop Unit	Coop Unit Base Funding - FY20 (Amended Start Date 7/1/2019)
Wyoming State Parks and Cultural Resources	51,750.00	James Fried	Haub School of Environment & Natural Resources	The Wyoming Conservation Crops will work with WY State Parks to construct trail and preserve historic sites across the state in 2021

Externally Funded Projects \$12,253,019.06

Student Financial Aid \$221,515.80

CARES funding 0.00

all other externally funded projects 12,031,503.261

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
Administration for Community Living/DHHS	2,126.00	Sandra Root-Elledge	Wyoming Institute for Disabilities WIND	Wyoming State Plan for Assistive Technology 2018-2020: Wyoming Assistive Technology Resources (WATR)
Animal and Plant Health Inspection Service/Department of Agriculture	20,256.50	Scott Miller	Ecosystem Science & Management	Wyoming Pest Detection Infrastructure Support
Animal and Plant Health Inspection Service/Department of Agriculture	7,940.50	Scott Miller	Ecosystem Science & Management	FY 2021 CAPS Combined Survey Work Plan (Small Grains Commodity, Exotic Nematodes, Pilot Grape Survey)
Battelle Energy Alliance	10,000.00	Lars Kotthoff	Computer Science	Center for Advanced Energy Studies (CAES) Collaboration Fund Proposal Program Development Activities
Boise State University	285,407.00	Rongsong Liu	Mathematics & Statistics	RII Track-2 FEC: Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores
Bureau of Land Management/Department of the Interior	10,000.00	Bonnie Heidel	Wyo Natural Diversity Database	Meadow Milkvetch Survey in BLM Lander Field Office
Bureau of Land Management/Department of the Interior	15,474.00	Bonnie Heidel	Wyo Natural Diversity Database	Rocky Mountain CESU (RMCESU) WY Mystery Wormwood survey in BLM Rawlins, Lander and Rock Springs Field Offices
Bureau of Land Management/Department of the Interior	42,248.00	Lusha Tronstad	Wyo Natural Diversity Database	Rocky Mountain CESU (RMCEASU) WY the status and distribution of Regal Fritillary and Monarch butterflies in Wyoming.
Bureau of Land Management/Department of the Interior	75,000.00	Matthew Kauffman	Wyoming Coop Unit	North Bighorn Mule Deer Movements, Seasonal Ranges and Habitat Use
Centers for Disease Control and Prevention/DHHS	43,000.00	David Jones	College of Health Sciences Deans Office	Medicare Cost Report Payments for the Casper and Cheyenne Residency Programs to Encounter Rate of Services Provided on their Annual Clinic Costs Reports
Conservation, Food and Health Foundation	29,843.00	Zoe Pearson	Politics Public Affairs & International Studies	Conservation Priorities for the New Bamboo Extractive Sector in Coastal Ecuador
Department of Education	96,319.00	Christina Millemon	Student Educational Opportunity	Educational Opportunity Center-1 (EOC-1) 2021-2022
Department of Education	45,632.00	Christina Millemon	Student Educational Opportunity	Educational Opportunity Center-2 (EOC-2) 2021-2022
Department of Education	8,527.00	Debra Hintz	Scholarships & Financial Aid	D-ED Teacher Education Assistance for College & Higher Ed (TEACH) 2020-2021
Department of Education	715,550.00	Kristi Russow	Student Educational Opportunity	PY2021-22 GEAR UP Wyoming Grant UW Operations
Department of Education	2,709,450.00	Kristi Russow	Student Educational Opportunity	PY2021-22 GEAR UP Wyoming Grant UW Operations
Department of Education	5,000.00	Kristi Russow	Student Educational Opportunity	PY2021-22 GEAR UP Wyoming Grant UW Operations
Department of Education	445,410.00	Paul Hesco	Student Educational Opportunity	PY2021 Student Success Services
George B. Storer Foundation	30,000.00	Matthew Kauffman	Wyoming Coop Unit	Storer Wyoming Migration Initiative FY22

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
Handix Scientific Inc.	74,937.04	Shane Murphy	Atmospheric Science	Highly Accurate Measurements of Cloud Droplets using the Small-Angle Light Scattering Spectral Analyzer (SALSA) Probe.
Institute of Museum & Library Services	151,190.00	Dimitri Mavriplis	Mechanical Engineering	Advanced Aerodynamic Design Center for Ultra-Efficient Commercial Vehicles
Montana State University	28,636.00	Caitlin Youngquist	UW Extension	Western SARE State Implementation Grant 2020 for Wyoming (PDP Funds)
National Aeronautics & Space Administration	66,703.00	Hannah Jang-Condell	Physics & Astronomy	Decoding the Origin, Structure, and Composition of Exoplanetary Debris Systems Through Multi-wavelength Studies - 2016-2017
National Aeronautics & Space Administration	99,502.00	Shawna McBride	Wyoming Geographic Information Science Center	21-EPSCoR-R3-0046, Appendix F: NASA SMD Computational and Information Sciences and Technology Office (CISTO): Meta-Learning Framework for Characterizing and Accessing Training Data for GLOBE Observer Mosquito and Land Cover Protocols
National Energy Technology Laboratory (NETL)	2,690,994.00	Steven Carpenter	Enhanced Oil Recovery Institute	Unlocking the Tight Oil Reservoirs of the Powder River Basin, Wyoming
National Institute of Food and Agriculture/Department of Agriculture	165,000.00	Drew Bennett	Haub School of Environment & Natural Resources	Incentivizing working lands conservation through evidence-based program design
National Park Foundation	33,500.00	James Fried	Haub School of Environment & Natural Resources	Control Invasive Vegetation & Protect Native Vegetation at Devils Tower National Monument
National Park Service/Department of the Interior	132,400.00	Ian Abernethy	Wyo Natural Diversity Database	GRPL-CESU: Northern Long Eared Bat Maternity Roost Use and Selection - MORU
National Science Foundation	145,164.00	Jason Toohey	Anthropology	Examination of Long Term Development of Inequality
National Science Foundation	915,652.00	Thomas Boothby	Molecular Biology	IntBIO: Collaborative Research: Functional Synergy Between Disordered Proteins and their Environment in Desiccation Protection
National Science Teachers Association	4,525.00	Jonathan Prather	Life Science Program	Wyoming and Eastern Colorado Academic Year 2020-2021 Junior Science and Humanities Symposium
New Mexico Institute of Mining and Technology	40,382.25	Maohong Fan	Petroleum Engineering	San Juan Basin CarbonSAFE Phase III: Ensuring Safe Subsurface Storage of Carbon Dioxide in Saline Reservoirs
North Dakota Department of Health	100,000.00	Laran Despain	Wyoming Survey & Analysis Center	Chronic Disease Program Evaluation - Year 4
Sandia National Laboratories	100,000.00	John Pierre	Electrical & Computer Engineering	Small Signal Stability Analysis and Estimation
State of Colorado Department of Natural Resources	5,995.00	Shannon Albeke	Wyoming Geographic Information Science Center	ICP Web Viewer and Database Maintenance
Synoptic Data Corp	38,876.40	Antony Bergantino	Civil & Architectural Engineering	Teaming Agreement between Synoptic Data Corporation and the Water Resources Data System at the University of Wyoming for the National Mesonet Program
The Nature Conservancy	23,000.00	James Fried	Haub School of Environment & Natural Resources	The Nature Conservancy, Red Canyon Creek Restoration

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
The University of Texas at El Paso	75,305.00	Mengqiang Zhu	Ecosystem Science & Management	Network Cluster: Patterns and controls of ecohydrology, CO2 fluxes, and nutrient availability in pedogenic carbonatedominated dryland critical zones
U.S. Department of Energy	135,000.00	Davin Bagdonas	School of Energy Resources Directors Office	Carbon Ore, Rare Earth and Critical Minerals (CORE-CM) Initiative for U.S. Basins
U.S. Department of Energy	115,405.00	Dilpuneet Aidhy	Mechanical Engineering	Understanding twinning and deformation in high entropy alloys
U.S. Department of Energy	1,539,438.00	Erin Phillips	School of Energy Resources Directors Office	Powder River Basin CORE-CM: Advancing Strategies for Carbon Ore, RareEarth Element, and Critical Mineral Resource Development in the Nation'sLargest Coal Producing Basin
U.S. Department of Energy	223,485.00	Katie Li-Oakey	Chemical Engineering	Tunable, nanoporous, two-dimensional Covalent Organic Frameworks for size and charge separations
University of Colorado Denver	123,849.82	Bistra Anatchkova	Wyoming Survey & Analysis Center	Conduct telephone interviews of Colorado residents to validate accuracy of recall of vaccination status.
Upper Missouri District Health Unit	2,000.00	Eric Canen	Wyoming Survey & Analysis Center	Upper Missouri District Health Unity Surveys
USDA - Rural Development	34,213.00	Jill Kline	Small Business Development Center	Wyoming SBDC Network market research tool - IBISWorld
Various Sponsors	9,395.23	David Jones	Laramie Clinic	New Access Point - Program Income 2021-2022
Various Sponsors	27,011.08	David Jones	Laramie Clinic	New Access Point - Program Income 2021-2022
Various Sponsors	14,133.05	David Jones	Laramie Clinic	New Access Point - Program Income 2021-2022
Various Sponsors	1,451.27	David Jones	Laramie Clinic	340B Pharmacy- Program Income 2021-2022
Various Sponsors	2,399.68	David Jones	Laramie Clinic	340B Pharmacy- Program Income 2021-2022
Various Sponsors	110.00	Gary Beauvais	Wyo Natural Diversity Database	VAR SPON DATABASE MANAGEMENT
Various Sponsors	11,200.00	Rocky Case	Manufacturing Works	Program Income- NIST Year 5
WY Dept of Family Services	400,000.00	Nikki Baldwin	School of Teacher Education	Providing professional development for the early childhood workforce in Wyoming.
WY Dept of Health	348,206.40	Kem Krueger	School of Pharmacy	Evidence-based integrated pharmacy model to address diabetes, hypertension, and cholesterol self-management
WY Dept of Transportation	1,547,005.00	Paul Kunkel	Transit & Parking Services	Portion of Outdoor Storage Connected to the New Maintenance Facility (FY21 5339 Capital Assistance Grant)
WY State Geological Survey	24,500.00	Kevin Chamberlain	Geology & Geophysics	Geochronology in support of mapping projects of the Earth MRI Central Laramie Range and Phantom Lake quadrangles
WY Workforce Services	95,000.00	Nikki Baldwin	School of Teacher Education	Manage and operate the Wyoming Early Childhood Professional Learning Collaborative

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
Wyoming Game and Fish Department	9,210.00	Holly Ernest	Veterinary Science	Statewide Elk CWD Genetic Susceptibility and Disease Ecology
Wyoming Game and Fish Department	20,000.00	Joseph Holbrook	Haub School of Environment & Natural Resources	Mapping Bobcat Habitats Across the State of Wyoming
Wyoming Game and Fish Department	24,200.00	Joseph Holbrook	Haub School of Environment & Natural Resources	Swift Fox Ecology Project
Wyoming Game and Fish Department	23,000.00	Kevin Monteith	Haub School of Environment & Natural Resources	Upper Powder River Mule Deer
Wyoming Game and Fish Department	75,000.00	Kevin Monteith	Haub School of Environment & Natural Resources	West Side Story
Wyoming Game and Fish Department	20,000.00	Kevin Monteith	Haub School of Environment & Natural Resources	Meeteetse Moose Ecology Project 2021
Wyoming Game and Fish Department	3,000.00	Kevin Monteith	Haub School of Environment & Natural Resources	Ungulate Compendium
Wyoming Game and Fish Department	46,000.00	Mark Andersen	Wyo Natural Diversity Database	Updated SGCN Distribution Maps for the 2022 State Wildlife Action Plan
Wyoming Game and Fish Department	10,000.00	Matthew Kauffman	Wyoming Coop Unit	Uinta Mule Deer Migration Roadway Interaction Study
Wyoming Game and Fish Department	8,633.00	Riley Bernard	Zoology & Physiology	Utilization of Transportation Structures by Bats in WY
Wyoming Nonprofit Network	11,027.00	Chrystelle Khalaf	Economics	Evaluating the Economic and Community Impact of the Nonprofit Sector in Wyoming
Zoetis	352,443.00	Christopher Block	Animal Science	Development of a Platform for Generating Embryos Using Oocytes Derived from Stem Cells

Externally Funded Projects	<u>\$14,745,260.22</u>
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Student Financial Aid	\$8,527.00
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CARES funding	0.00
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all other externally funded projects	14,736,733.22
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Month	Total Funding	Finacial Aid	CARES	Other External
Jul-21	\$12,253,019.06	\$221,515.80	0.00	12,031,503.261
Aug-21	\$14,745,260.22	\$8,527.00	0.00	14,736,733.222 report ran through 8/25/201 @ noon
Sep-21	\$0.00			
Oct-21	\$0.00			
Nov-21	\$0.00			
Dec-21	\$0.00			
Jan-22	\$0.00			
Feb-22	\$0.00			
Mar-22	\$0.00			
Apr-22	\$0.00			
May-22	\$0.00			
Jun-22	\$0.00			
	<u>\$26,998,279.28</u>		<u>\$0.00</u>	<u>\$26,768,236.48</u>

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.*

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 June 16 – August 15, 2021
- 2) Procurements valued at \$50,000 or above (one-time or in aggregate) from June 16 – August 15, 2021

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.

UW Regulation 7-2 (Signature Authority) Contracts Board Report - June 16, 2021 - August 15, 2021

Contract Number	Contract Header Name	Contract Type	Department	Supplier	Signed Date	Start Date	End Date	Agreed Amount	Signer Name	Signer Job Title
24009_TransLoc_FY22_24009	Amendment 4 between UW and TransLoc	Services Contract	Auxiliary Services	TransLoc Inc.	7/18/21	5/31/21	5/30/25	\$265,960.00	Neil Theobald	Senior VP, Admin & Finance
12001-PJ6Consulting-Dec2020	12001-PJ6Consulting-Dec2020	Services Contract	College of Agriculture & Natural Resources	PJ6 Consulting, LLC	6/27/21	11/30/20	12/30/21	\$107,660.80	Barbara Rasco	Dean of AGNR
13261-HealthTechS3-Aug2019	AGREEMENT FOR SERVICES BETWEEN THE UNIVERSITY OF WYOMING AND HEALTHTECHS3	Services Contract	College of Arts & Sciences	HealthTechS3	6/27/21	8/14/19	6/29/22	\$96,750.00	Daniel Dale	Assoc Dean/Professor
17104RocheDiagnosticsCorpFEB2018	Roche Amendment	Services Contract	College of Health Sciences	Roche Diagnostics Corporation	8/3/21	7/21/21	8/27/23	\$71,264.14	David Jones	Dean
17104-DelReal-July2021	Agreement For Services	Services Contract	College of Health Sciences	Del Real, MD, Frank	8/3/21	6/30/21	6/29/23	\$100,000.00	David Jones	Dean
18003LexisNexisMay2021	Lexis+	Services Contract	College of Law	LexisNexis a div of Reed Elsevier Inc	7/27/21	6/30/21	6/2/24	\$52,890.27	Klinton Alexander	Dean/Professor
26701-LCCC Pathfinder-July2021	Amendment 2 to the Lease agreement between LCCC and UW	Services Contract	General University Operations	Laramie County Community College	6/27/21	6/30/21	6/29/22	\$90,639.70	Neil Theobald	Senior VP, Admin & Finance
26701-FirstAmericanTitle-Jul2021	563 N 14th Purchase Contract	Services Contract	General University Operations	First American Title Insurance Co.	8/9/21	7/25/21	12/21/21	\$300,000.00	Neil Theobald	Senior VP, Admin & Finance
40003-Zoom MSA-Sept 2019	Amendment Form Number: Q531921	Services Contract	Information Technology	Zoom Video Communications Inc	7/21/21	8/3/21	8/2/22	\$109,622.60	Robert Aylward	Vice President
40003-Oracle CPQ-2187557-August 2021	Ordering Document	Services Contract	Information Technology	Oracle America, Inc.	8/12/21	8/22/21	8/21/26	\$1,253,535.00	Ed Seidel	President*
40003-Oracle CPQ-2145196-August 2021	Oracle Ordering Document CPQ-2145196-1	Services Contract	Information Technology	Oracle America, Inc.	8/12/21	8/30/21	8/29/26	\$4,972,019.72	Ed Seidel	President**
90251 Showtime Basketball June 2021	Forgein Tour Contract	Services Contract	Intercollegiate Athletics	Showtime Basketball LLC	7/6/21	6/9/21	8/30/22	\$122,250.00	Thomas Burman	Athletic Director
90201 UC Riverside June 2021	Athletic Contest Agreement	Services Contract	Intercollegiate Athletics	Regents of the University of California, Riverside	6/16/21	6/13/21	12/30/24	\$80,000.00	Matthew Whisenant	Deputy Director
90202 UTEP June 2021	Football Agreement	Services Contract	Intercollegiate Athletics	The University of Texas at El Paso	6/17/21	6/8/21	9/29/29	\$250,000.00	Matthew Whisenant	Deputy Director
90001MWCOfficialsJuly2021	Memorandum of Understanding	Services Contract	Intercollegiate Athletics	Mountain West Conference	7/19/21	7/11/21	6/29/22	\$475,000.00	Thomas Burman	Athletic Director
90202ArrowMovingJuly2021	Football Team Equipment Transport	Services Contract	Intercollegiate Athletics	Arrow Moving & Storage	7/13/21	7/8/21	6/29/22	\$75,000.00	Thomas Burman	Athletic Director
20001-Ruffalo-Sept 2018	Ruffalo Noel Levitz Services Agreement and Statement of Work	Services Contract	Provost	Ruffalo Noel Levitz LLC	7/27/21	8/20/18	9/29/22	\$259,272.00	Tami Benham-Deal	Senior Vice Provost
70007-Occhi-7/1/2019-6/30/2020	Wyoming Works, LLC	Services Contract	Research & Economic Development	Wyoming Works LLC	7/6/21	6/30/21	6/29/22	\$90,000.00	Diana Hulme	Interim VP of Research & Economic Development
70007-PatrickSchumJuly2021	Patrick Schum	Services Contract	Research & Economic Development	Schum Consulting	8/2/21	7/11/21	3/30/22	\$70,000.00	Diana Hulme	Interim VP of Research & Economic Development
70010-SheridanMedia-May2021	Agreement for Advertising Services between UW and lovcom Inc DBA Sheridan Media	Services Contract	Research & Economic Development	Sheridan Media	7/19/21	4/30/21	3/30/22	\$65,400.00	Chad Baldwin	Assoc VP, Comm&Mktg
10501-MelissaFirestone-June2021	Agreement for Services UW - Melissa D. Firestone	Services Contract	School of Energy Resources	Melissa Firestone	6/27/21	6/14/21	7/30/22	\$150,000.00	Holly Krutka	Executive Director
10501-NiallMacDowellAm.no.1-July2021	Niall Mac Dowell Amendment no. 1	Services Contract	School of Energy Resources	Dowell, Niall Mac	7/7/21	6/30/21	12/30/21	\$110,000.00	Holly Krutka	Executive Director
10501-MatsurfLimitedAmend.no.2-July2021	Matsurf Limited Consortium - Amendment no. 2	Services Contract	School of Energy Resources	Matsurf Limited	7/1/21	6/30/21	1/30/22	\$404,283.00	Holly Krutka	Executive Director
26001WyomingOfficeProducts&InteriorsJuly2021	Agreement for Services	Services Contract	University Operations	Wyoming Office Products & Interiors	7/25/21	7/21/21	2/2/22	\$1,667,341.86	William Mai	Vice President***
26001ArconIncJuly2021	Agreement Between Owner and Contractor	Services Contract	University Operations	Arcon Inc	7/19/21	7/13/21	3/30/22	\$2,440,550.00	William Mai	Vice President****
26001KeyCodeMediaJuly2021	Agreement for Services	Services Contract	University Operations	Key Code Media, Inc.	7/19/21	7/18/21	10/30/21	\$145,227.91	William Mai	Vice President
26001DeinesIrrigationJuly2021	Agreement for Services	Services Contract	University Operations	Deines Irrigation	7/13/21	9/30/21	12/30/21	\$57,919.01	William Mai	Vice President

*Board of Trustees approved on August 11, 2021

**Board of Trustees approved on August 11, 2021

***Board of Trustees approved on July 14, 2021

****Board of Trustees approved on July 14, 2021

UW Regulation 7-2 (Signature Authority) Procurement Board Report - June 16, 2021 - August 15, 2021

PO Date	Supplier Name	Line #	Description	Quantity	Line Unit Price	Total Line Price	Total PO Amount	Department	Last Approver	Last Approver Title	Approval Date
06/16/2021	10x Genomics, Inc.	1	10x Genomics - SQ3062871V1 - \$94,547.86	1	94,547.86	94,547.86	94,547.86	Zoology & Physiology	Cole, Laura	Business Manager	06/16/2021
06/16/2021	VCLLOUD TECH INC.	2	Production Support Coverage Academic VMware Horizon 7 Enterprise: 100 Pack (CCU) (HZ7-ENC-100-P-SSS-A) per attached bid	1	37,898.27	37,898.27		Enterprise Infrastructure	Aylward, Robert	Vice President	06/16/2021
06/16/2021	VCLLOUD TECH INC.	3	Production Support Coverage Academic VMware Dynamic Environment Manager: 10 Pack (CCU) (UEM-CCU-10-P-SSS-A) per attached bid	50	314.32	15,716.00		Enterprise Infrastructure	Aylward, Robert	Vice President	06/16/2021
06/16/2021	VCLLOUD TECH INC.	4	Production Support Coverage Academic VMware vSphere 7 Enterprise Plus for vCloud Suites (Per CPU) (VS7-EPL-VS-P-SSS-A) per attached bid	8	1,249.98	9,999.84		Enterprise Infrastructure	Aylward, Robert	Vice President	06/16/2021
06/16/2021	VCLLOUD TECH INC.	5	Production Support Coverage Academic VMware vSphere 7 Enterprise Plus for vCloud Suites (Per CPU) (VS7-EPL-VS-P-SSS-A) per attached bid	36	1,249.98	44,999.28		Enterprise Infrastructure	Aylward, Robert	Vice President	06/16/2021
06/16/2021	VCLLOUD TECH INC.	6	Basic Support Coverage Academic VMware vSphere 7 Enterprise Plus for vCloud Suites (Per CPU) (VS7-EPL-VS-G-SSS-A) per attached bid	8	628.64	5,029.12		Enterprise Infrastructure	Aylward, Robert	Vice President	06/16/2021
06/16/2021	VCLLOUD TECH INC.	7	Production Support Coverage VMware vCenter Server 7 Standard for vSphere 7 (Per Instance) (VCS7-STD-P-SSS-A) per attached bid	1	3,762.14	3,762.14		Enterprise Infrastructure	Aylward, Robert	Vice President	06/16/2021
06/16/2021	VCLLOUD TECH INC.	8	Basic Support Coverage Academic VMware vCenter Server 7 Standard for vSphere 7 (Per Instance) (VCS7-STD-G-SSS-A) per attached bid	1	1,895.69	1,895.69		Enterprise Infrastructure	Aylward, Robert	Vice President	06/16/2021
06/16/2021	VCLLOUD TECH INC.	1	Basic Support Coverage Academic VMware Horizon 7 Enterprise: 10 Pack (CCU) (HZ7-ENC-10-G-SSS-A) per attached bid	1	2,173.76	2,173.76	121,474.10	Enterprise Infrastructure	Aylward, Robert	Vice President	06/16/2021
06/17/2021	Six Point Solutions LLC	1	PROVIDE MATERIAL FOR URGENT REPLACEMENT OF DEGRADED, EXISTING 6-IN WATER MAIN AND UPSIZE TO 8"	1	90,000.00	90,000.00	90,000.00	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	06/17/2021
06/18/2021	Transact Campus Inc	3	VF PNT System Support (SEQ-VF-PNT-SYSM) per attached quote	1	2,500.00	2,500.00		Enterprise Infrastructure	Aylward, Robert	Vice President	06/18/2021
06/18/2021	Transact Campus Inc	5	Software Maintenance and Support (SEQ-SWS-OP-POS-A) per attached quote	2	8,093.75	16,187.50		Enterprise Infrastructure	Aylward, Robert	Vice President	06/18/2021
06/18/2021	Transact Campus Inc	1	PG Annual Fee (PG-ANNFEE) per attached quote	1	1,003.40	1,003.40		Enterprise Infrastructure	Aylward, Robert	Vice President	06/18/2021
06/18/2021	Transact Campus Inc	4	Verifone Point Service Subscription (SEQ-VF-PNT-DEVM) per attached quote	53	137.00	7,261.00		Enterprise Infrastructure	Aylward, Robert	Vice President	06/18/2021
06/18/2021	Transact Campus Inc	7	Mobile Ordering License Subscription (SW-MOBO-LOC) per attached quote	5	1,121.92	5,609.60		Enterprise Infrastructure	Aylward, Robert	Vice President	06/18/2021
06/18/2021	Transact Campus Inc	8	Mobile Ordering License Subscription (SW-MOBO-SYSTEM) per attached quote	1	9,349.32	9,349.32		Enterprise Infrastructure	Aylward, Robert	Vice President	06/18/2021
06/18/2021	Transact Campus Inc	9	Mobile Ordering License Subscription (SW-MOBO-LOC) per attached quote	4	934.93	3,739.72		Enterprise Infrastructure	Aylward, Robert	Vice President	06/18/2021
06/18/2021	Transact Campus Inc	2	TSUV Door Access Support (SW-SEC-02-P) per attached quote	1	18,643.00	18,643.00		Enterprise Infrastructure	Aylward, Robert	Vice President	06/18/2021
06/18/2021	Transact Campus Inc	6	SW-TSECORE Support (SW-TSECORE) per attached quote	1	43,631.00	43,631.00	107,924.54	Enterprise Infrastructure	Aylward, Robert	Vice President	06/18/2021
06/19/2021	OfficeScapes	16	Stand for markerboards	2	307.40	614.80		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	10	Table, conference, 60"Dx96"W	1	3,872.50	3,872.50		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	3	Table, multi-purpose, 30"x66"	16	473.28	7,572.48		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	18	Table, 42" round	4	657.80	2,631.20		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	14	Table, 42" round, standing height	3	708.81	2,126.43		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	2	Chair, Ioniq, light task, upholstered seat, height adj.	77	342.32	26,358.64		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	19	Desk, mobile, 30Dx72W, modesty panel	1	1,272.15	1,272.15		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	13	Table, conference, 30"Dx84"W	5	574.08	2,870.40		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	15	Markerboard, pkg of 4	1	1,222.71	1,222.71		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	5	Loveseat, 57.25x33.5x66.5, armless with surround & canopy, DesionTex fabric	0.45	3,456.02	1,555.21		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	22	Markerboard, mobile, 36x60, with marker tray	3	926.47	2,779.41		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	8	Chair, Movi, light task, mesh back, armless	11.43	281.16	3,213.66		Provosts Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	4	Table, height adjustable, portable	4	351.00	1,404.00		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	27	Freight charges	1	684.15	684.15		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	12	Task stool, Movi, mesh back, fixed arm	7	341.00	2,387.00		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	24	Privacy screen, freestanding, for microform reader station	1	1,849.70	1,849.70		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	1	Table, 24Dx48W, trapezoid for printer	1	349.20	349.20		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	20	Workstation, double, 69x34.5x53, 36" height	1	2,369.60	2,369.60		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	23	Table, 30Dx60W, rectangle, for microform reader station with desktop powerstrip and cable management	1	748.65	748.65		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021

06/19/2021	OfficeScapes	9	Chair, Movi, light task, mesh back, fixed arm	20	294.36	5,887.20		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	26	Delivery & Installation	1	14,324.36	14,324.36		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	25	Design Services	1	3,320.00	3,320.00		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	8	Chair, Movi, light task, mesh back, armless	7.57	281.16	2,128.38		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	21	Booth, double, 102.5x70.5x68.75, with arms & surround, Desiontex fabric. includes top and base	6	6,967.14	41,802.84		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	11	Double booth, 104x68.5x54.75, arms and surround, Desiontex fabric. includes top and base	2	6,590.74	13,181.48		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	7	Loveseat, 69.25x33.5x66.5, armless with surround, console & canopy. Desiontex fabric	2	3,970.24	7,940.48		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	6	Lounge chair, 43x33.5x66.5, armless with surround, console & canopy. Desiontex fabric	2	2,580.74	5,161.48		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	5	Loveseat, 57.25x33.5x66.5, armless with surround & canopy, DesionTex fabric	0.55	3,456.02	1,900.81		Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/19/2021	OfficeScapes	17	Hanging panel with ceiling suspension kit	4	377.12	1,508.48	163,037.40	Libraries Administrative Office	Gaetz, Ivan	Dean	06/19/2021
06/21/2021	Weston Engineering Inc	1	LABOR & MATERIALS FOR WELL PUMPS AND ASSOCIATED CONTROLS INSTALLATION	1	85,774.00	85,774.00	85,774.00	Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	06/17/2021
06/21/2021	Inter Technologies Corporation	2	DMP53-4K-350-C 3 series 4K digitlmedia Presentation system	1	5,500.00	5,500.00		General University Operations	Koprowski, John	Professor/Dean/Wyo Excellence Chair	06/17/2021
06/21/2021	Inter Technologies Corporation	1	Beta House Room 205 - Quote 2100953Q	1	53,435.13	53,435.13	58,935.13	Haub School of Environment & Natural Resources	Koprowski, John	Professor/Dean/Wyo Excellence Chair	06/17/2021
06/29/2021	Torgerson's LLC	1	2015- Used- Case IH 1504 Windrower. Serial NO. YEG675375	0.84	78,900.00	66,276.00		Agriculture Experiment Station	Hansen, Winter	Assistant Director, Business Operations	06/28/2021
06/29/2021	Torgerson's LLC	1	2015- Used- Case IH 1504 Windrower. Serial NO. YEG675375	0.16	78,900.00	12,624.00	78,900.00	R&E Center Powell	Hansen, Winter	Assistant Director, Business Operations	06/28/2021
06/30/2021	Top Office Products Inc	3	30 #DN1200 Doni 4 Legged Chairs	1	9,180.00	9,180.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	4	8 MPT26R/CST /NC Modified 26" Round Tables w/casters.	1	5,584.00	5,584.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	5	16 #MYLL/NC MyWay Lounge Chairs	1	27,104.00	27,104.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	6	6 #MYTB9014 MYWay 24x42x16 Tables	1	4,032.00	4,032.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	7	1 #P254F-74P 30X48 Tables	1	541.00	541.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	8	2 #SEH36108L/NC Serenade Gathering Table	1	8,684.00	8,684.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	9	2 SEGH3696L/NC Serenade Gathering Table	1	6,118.00	6,118.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	10	10 TADAC30 Tatto30X30 Tables	1	4,400.00	4,400.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	11	12 KCZ6020B.E Aristotle Storage Credenza	1	3,150.00	3,150.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	12	4 Dauphin #AR6718-4853LR Sofa w /Back & Side Walls	1	19,264.00	19,264.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	13	2 Dauphin #AR6518-48 Two Seat Sofa	1	5,118.00	5,118.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	14	4 Bernhardt #6035T Neighborhood Lounge	1	8,708.00	8,708.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	15	2 Bernhardt# 6039T Neighborhood Lounge	1	3,960.00	3,960.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	16	1 Bernhardt #6041 T Neighborhood Lounge	1	2,475.00	2,475.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	17	4 Hightower #GZ7200 High Back Lounge Chair	1	16,856.00	16,856.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	2	5 #CTABLE-73P C-Tables.	1	1,510.00	1,510.00		College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
06/30/2021	Top Office Products Inc	1	28 #ALLSNAU Low Back Stools	1	13,944.00	13,944.00	140,628.00	College of Business Deans Office	Godby, Robert	Interim Dean/Assoc Professor	06/30/2021
07/06/2021	CFM Co.	1	BALTIMORE AIRCOIL COOLING TOWER	1	227,750.00	227,750.00		Facilities Management	Theobald, Neil	Senior VP, Admin & Finance	07/03/2021
07/06/2021	CFM Co.	2	5 YEAR EXTENDED WARRANTY	1	42,900.00	42,900.00	270,650.00	Facilities Management	Theobald, Neil	Senior VP, Admin & Finance	07/03/2021
07/06/2021	ALMACO	1	Plot Planter	1	113,126.16	113,126.16	113,126.16	Agriculture Experiment Station	Rasco, Barbara	Dean of AGNR	07/06/2021
07/12/2021	Burgener Trucking	1	DELIVER 1/4" TO 2" STOKER COAL TO THE CEP	1	838,980.00	838,980.00		Utilities Management	Jewell, David	Deputy VP for Finance	07/12/2021
07/12/2021	Burgener Trucking	2	COLLECT ASH FROM CEP AND DELIVER TO TDS COLLECTION SERVICES IN TORRINGTON, WY (24 TON ASH MINIMUM TONNAGE)	1	60,630.00	60,630.00	899,610.00	Utilities Management	Jewell, David	Deputy VP for Finance	07/12/2021*
07/13/2021	Gallagher Student Health & Special Risk	1	ICS Basic Insurance Premium Invoice 3912075	1	312,400.00	312,400.00	312,400.00	Risk Management Office	Evans, Teresa	Vice President & General Counsel	07/13/2021
07/14/2021	Brown Company	1	2021 New Holland T5-120 tractor with NH 815 LA Loader	1	95,800.00	95,800.00	95,800.00	Agriculture Experiment Station	Hansen, Winter	Assistant Director, Business Operations	07/13/2021
07/14/2021	Brown Company	1	2021 L328 Skid Steer Loader	1	51,500.00	51,500.00	51,500.00	Agriculture Experiment Station	Hansen, Winter	Assistant Director, Business Operations	07/13/2021
07/15/2021	Paciolan, Inc.	4	PACmail SUBSCRIPTION FEE	1	9,000.00	9,000.00		Ticket Office	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	07/15/2021
07/15/2021	Paciolan, Inc.	5	CREDIT AUTHORIZATION	1	3,100.00	3,100.00		Ticket Office	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	07/15/2021
07/15/2021	Paciolan, Inc.	1	HOSTING SUBSCRIPTION FEE	1	47,500.00	47,500.00		Ticket Office	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	07/15/2021
07/15/2021	Paciolan, Inc.	8	PAC ANALYTICS	1	6,000.00	6,000.00		Ticket Office	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	07/15/2021
07/15/2021	Paciolan, Inc.	2	ACCESS SUBSCRIPTION FEE	1	15,000.00	15,000.00		Ticket Office	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	07/15/2021
07/15/2021	Paciolan, Inc.	7	P2PE ANNUAL MAINTENANCE AND ENCRYPTION	1	4,500.00	4,500.00		Ticket Office	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	07/15/2021
07/15/2021	Paciolan, Inc.	6	CONCURRENT USER	1	2,400.00	2,400.00		Ticket Office	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	07/15/2021
07/15/2021	Paciolan, Inc.	3	PACfund FEE	1	32,000.00	32,000.00	119,500.00	Ticket Office	Sparks, Billy	Sr Assoc Ath Dir/Business Ops	07/15/2021
07/16/2021	Marshall Contracting Inc	1	FINE AND REPAIR LEAK IN HALF ACRE: T&M NTE \$100,000	1	100,000.00	100,000.00	100,000.00	Facilities Construction Mgt	Selmer, Forrest	Interim Assoc VP of Operations	07/15/2021
07/17/2021	EAB Global Inc	1	Adult learner recruitment for College of Business graduate programs.	1	291,578.00	291,578.00	291,578.00	MBA Program	Carman, Kevin	Provost & Senior Vice President, Academic Affairs	07/17/2021
07/19/2021	Trident Electric LLC	1	FY2022 - CAMPUS FIRE EXTINGUISHER MAINTENANCE	1	84,936.15	84,936.15		Facilities Engineering	Selmer, Forrest	Interim Assoc VP of Operations	07/19/2021

07/19/2021	Trident Electric LLC	2	FY2022 - RLDS FIRE EXTINGUISHER MAINTENANCE	1	17,668.00	17,668.00		Facilities Engineering	Selmer, Forrest	Interim Assoc VP of Operations	07/19/2021
07/19/2021	Trident Electric LLC	3	FY2022 - UNION FIRE EXTINGUISHER MAINTENANCE	1	1,970.00	1,970.00		Facilities Engineering	Selmer, Forrest	Interim Assoc VP of Operations	07/19/2021
07/19/2021	Trident Electric LLC	4	FY2022 - CONVENTION CENTER FIRE EXTINGUISHER MAINTENANCE	1	638.80	638.80	105,212.95	Facilities Engineering	Selmer, Forrest	Interim Assoc VP of Operations	07/19/2021
07/23/2021	Vindum Engineering Inc	1	VP-20K-HC-T-EDU VP-20K Vindum Continuous Pulse-Free Flow Positive Displacement Pump	2	28,460.70	56,921.40	56,921.40	Center of Innovation for Flow through Porous Media	Piri, Mohammad	Wyoming Excellence Chair/Prof	07/23/2021
07/23/2021	Core Laboratories LP	1	OMNI HIGH PRESSURE OVERBURDEN MERCURY INJECTION CAPILLARY PRESSURE SYSTEM	1	85,000.00	85,000.00	85,000.00	Center of Innovation for Flow through Porous Media	Piri, Mohammad	Wyoming Excellence Chair/Prof	07/23/2021
07/26/2021	EAB Global Inc	1	EAB Navigate is going to provide the service of Academic Planning, Intelligence, Milestone Guidance, & Travel and Administrative Fee Per Contract as outlined in the contract.	1	373,500.00	373,500.00	373,500.00	Distance Education	Carman, Kevin	Provost & Senior Vice President, Academic Affairs	07/26/2021
07/26/2021	EAB Global Inc	1	Adult learner recruitment for College of Business graduate programs. As per attached fully executed contract and sole source justification form with email thread containing further details.	1	291,578.00	291,578.00	291,578.00	MBA Program	Carman, Kevin	Provost & Senior Vice President, Academic Affairs	07/26/2021
07/29/2021	Landmark Environmental Inc	1	ENVIRONMENTAL SERVICES, HILL HALL 4TH & 5TH FLOORS FOR ASBESTOS ABATEMENT	1	99,925.00	99,925.00	99,925.00	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	07/28/2021
07/30/2021	EverFI, Inc.	1	Year 1 of Everfi contract renewal: Online training for faculty staff & students, Application Program Interface, Single Sign-On, and LMS Integration	1	59,623.00	59,623.00	59,623.00	Human Resources	Green, Stephen	Accountant, Professional	07/29/2021
07/30/2021	Ellenbecker Oil Inc	1	Fuel	1	171,046.00	171,046.00	171,046.00	Fleet Services	Jewell, David	Deputy VP for Finance	07/30/2021
07/30/2021	BKD LLP	1	FY21 External Audit-Invoice BK01424384 WPM and Single Audit, and UW Financial Statements	1	2,080.00	2,080.00		Wyoming Public Media	Kuzmych, Christina	Gen Mgr, Wyoming Public Radio	07/28/2021
07/30/2021	BKD LLP	1	FY21 External Audit-Invoice BK01424384 WPM and Single Audit, and UW Financial Statements	1	95,450.00	95,450.00	97,530.00	VP for Research & Economic Development Office	Kuzmych, Christina	Gen Mgr, Wyoming Public Radio	07/28/2021
08/02/2021	Diamond NI LLC	1	INSTALLATION OF FIBER TO THE WATER TREATMENT FACILITY AT THE AMK RANCH	1	50,081.43	50,081.43	50,081.43	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	07/29/2021
08/03/2021	Risk Removal	1	ASBESTOS ABATEMENT HILL HALL 4TH & 5TH FLOORS	1	298,175.00	298,175.00	298,175.00	Facilities Management	Theobald, Neil	Senior VP, Admin & Finance	08/03/2021
08/04/2021	Arthur J. Gallagher RMS, Inc.	1	Insurance Package (Crime, WC, ELL, Cyber, GLX, Stu Prof Liab, Aviation, Cargo, Foreign pkg.) - Invoice 3926169. Risk Management & GC approved.	1	849,449.48	849,449.48	849,449.48	Risk Management Office	Seidel, Ed	President	08/04/2021
08/04/2021	Dooley Oil Inc	1	Fuel	1	171,046.00	171,046.00	171,046.00	Fleet Services	Jewell, David	Deputy VP for Finance	08/04/2021
08/04/2021	Marsh USA, Inc.	1	UW Property Insurance Renewal July 1, 2021-2022 WIRE TRANSFER Risk Management approved	1	1,524,119.77	1,524,119.77	1,524,119.77	General Counsels Office	Jewell, David	Deputy VP for Finance	08/04/2021**
08/06/2021	Becton, Dickinson and Company	1	BD Accuri C6 Plus System with adds-ons, repairs, training, and shipping	1	59,990.00	59,990.00	59,990.00	Agriculture Experiment Station	Hanson, Jaynee	Financial Analyst	08/05/2021
08/06/2021	En Pointe Technologies Sales Inc	13	Phone Mfr #: LK7-00001 per attached quote and agreement	10	32.64	326.40		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	1	CoreSvrPltfrm ALNG LicSAPK MVL 2017EES Mfr #: HAF-00008 per attached quote and agreement	4663	20.40	95,125.20		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	2	SQLSvrStdCore ALNG LicSAPK MVL 2Lic CoreLic Mfr #: 7NQ-00302 per attached quote and agreement	72	289.92	20,874.24		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	3	SysCtrDatactrCore ALNG LicSAPK MVL 2Lic CoreLic Mfr #: 9EP-00037 per attached quote and agreement	376	24.36	9,159.36		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	4	SysCtrStdCore ALNG LicSAPK MVL 2Lic CoreLic Mfr #: 9EN-00494 per attached quote and agreement	24	8.88	213.12		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	5	VisioOnlnP2forEDU ShrdSvr ALNG SubsVL MVL PerUsrMfr #: P4U-00001 per attached quote and agreement	2	24.00	48.00		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	6	WinRmtDsktpSrvcsCAL ALNG LicSAPK MVL DvcCAL Mfr #: 6VC-01251 per attached quote and agreement	18	8.16	146.88		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	7	WINVDAPerDvc ALNG SubsVL MVL PerDvc Mfr #: 4ZF-00019 per attached quote and agreement	1617	28.08	45,405.36		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	8	WinVDAE3perUSRSStpFrmWinVDA Alng MonthlySub Addon Mfr #: AAA-43267 per attached quote and agreement	1617	5.40	8,731.80		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	9	M365 EDU A3 Unified ShrdSvr ALNG SubsVL MVL PerUsr Mfr #: AAD-38391 per attached quote and agreement	4663	47.40	221,026.20		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	10	M365 EDU A3 Unified ShrdSvr ALNG SubsVL MVL PerUsr STUUseBnft Mfr #: AD-38397 per attached quote and agreement	20000	0.00	0.00		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	11	SQLSvrEntCore ALNG LicSAPK MVL 2Lic CoreLic Mfr #: 7JQ-00341 per attached quote and agreement	2	1,111.92	2,223.84		Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/06/2021	En Pointe Technologies Sales Inc	12	Office 365 Pro Plus Mfr #: 5XS-00001 per attached quote and agreement	310	20.76	6,435.60	409,716.00	Enterprise Infrastructure	Aylward, Robert	Vice President	08/06/2021
08/12/2021	Medina, Jonathan D.	1	Attending Physician in Clinic and Supervision of residents during hospital rounds and hospital call.	1	60,000.00	60,000.00	60,000.00	Family Medicine Residency Programs Cheyenne	Jenkins, Jonnie	Dir, Business Operations	08/10/2021
08/12/2021	Fisher Scientific	2	AB Assurance, KingFisher, Catalog NC1989800	1	6,913.94	6,913.94		Wyoming State Veterinary Laboratory	Jenks, Maria	Dir, Business Operations	08/11/2021
08/12/2021	Fisher Scientific	1	KingFisher Flex w/Setup & Training, Catalog NC1989796 & NC1989798	0.03	60,487.02	1,814.61		Wyoming State Veterinary Laboratory	Jenks, Maria	Dir, Business Operations	08/11/2021
08/12/2021	Fisher Scientific	1	KingFisher Flex w/Setup & Training, Catalog NC1989796 & NC1989798	0.15	60,487.02	9,073.05		Wyoming State Veterinary Laboratory	Jenks, Maria	Dir, Business Operations	08/11/2021
08/12/2021	Fisher Scientific	1	KingFisher Flex w/Setup & Training, Catalog NC1989796 & NC1989798	0.81	60,487.02	48,994.49	67,400.96	Wyoming State Veterinary Laboratory	Jenks, Maria	Dir, Business Operations	08/11/2021
08/12/2021	ConvergeOne Inc	22	Cisco Maintenance per attached bid and Master Agreement C12566	1	45,297.80	45,297.80		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021

08/12/2021	ConvergeOne Inc	21	Software Subscriptions per attached bid and Master Agreement C12566	1	22,225.20	22,225.20		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	2	UCS 9508 Chassis per attached bid and Master Agreement C12566	1	15,102.64	15,102.64		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	3	UCS 9508 Chassis per attached bid and Master Agreement C12566	1	15,102.64	15,102.64		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	4	UCS 9508 Chassis per attached bid and Master Agreement C12566	1	15,102.64	15,102.64		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	5	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	6	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	7	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	8	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	9	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	10	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	11	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	12	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	13	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	14	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	15	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	16	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	17	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	18	UCS 210c M6 per attached bid and Master Agreement C12566	1	17,401.21	17,401.21		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	19	UCS Fabric Interconnect 6454 per attached bid and Master Agreement C12566	1	31,323.61	31,323.61		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	20	UCS Fabric Interconnect 6454 per attached bid and Master Agreement C12566	1	31,323.61	31,323.61		Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/12/2021	ConvergeOne Inc	1	UCS 9508 Chassis per attached bid and Master Agreement C12566	1	15,102.64	15,102.64	434,197.72	Enterprise Infrastructure	Aylward, Robert	Vice President	08/12/2021
08/13/2021	PCD Engineering Services Inc	1	UW STUDENT HOUSING & DINING: COMMISSIONING SERVICES (INCLUDES \$6,450 REIMBURSABLES NTE)	1	124,330.00	124,330.00	124,330.00	Facilities Construction Mgt	Selmer, Forrest	Interim Assoc VP of Operations	08/13/2021

*Due to workflow issues, this was not sent to the correct approver.

**Board of Trustees approved in FY22 Budget

Capital Construction Progress Report as of August 22, 2021

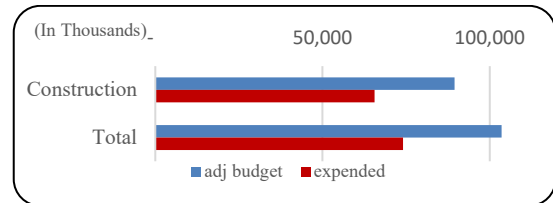
The following is an accounting of the progress and activity of construction and design since the last Trustees meeting. Also reported are approved change orders.

PROJECTS IN CONSTRUCTION

1. Science Initiative

Contractor: GE Johnson Construction Wyoming
Jackson, WY

Original Project Budget \$ 103,000,000 (a)
Adjusted Project Budget \$ 103,755,000 (d)



Funding Sources:	Original Anticipated:	Actual:
State Appropriation (2015 SL Ch 142 Sec 345)	3,000,000.00	3,000,000.00
UW General Reserve Account	10,000,000.00	10,000,000.00
UW Construction Reserve Account	5,000,000.00	5,000,000.00
State Appropriation (2018 Session, HB0194, Sec 5)	85,000,000.00	85,000,000.00
UW INBRE program		325,000.00
Major Maintenance		430,000.00
Total Project	103,000,000.00	103,755,000.00

Guaranteed Maximum Price \$74,359,220
Contract Substantial Completion Date February 3, 2022

(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)
Construction	82,029	-	7,472	89,501	(65,544)	(23,957)	-
Contingency	3,919	430	(3,454)	895	-	-	895
Reserve	2,002	-	-	2,002	-	-	2,002
Design	6,962	42	171	7,175	(6,914)	(261)	-
FF&E	3,100	-	(1,013)	2,087	(1)	(1,707)	379
Tech	2,287	-	(2,287)	-	-	-	-
Admin	2,701	283	(889)	2,095	(1,591)	(298)	206
Total	103,000	755	-	103,755	(74,050)	(26,223)	3,482

Statement of Contract Amount

Original contract	Pre-construction	\$142,000
10/16/2019, Amendment #1	GMP established, includes full project scope excluding alternates, reserve held for north greenhouses. (Includes pre-construction)	74,359,220
Amendment #2	Construct research greenhouse	5,999,462
Amendment #3	Multiple scope changes: utility consumption, cw/hw line upsize, vivarium underground, INBRE underground, general duty valves, civil additions & revisions, add L2 bulkheads, ABB drive, INBRE complete, growth chambers	6,439,023
Amendment #4	AV/IT package	2,269,217
Change order #1	Installation of two (2) additional 4" conduits	2,230
Change order #2	Installation of emergency exit signs in greenhouse area	1,896
Change order #3	Increased size for transformer breakers for levels 2 & 4	1,788
Change order #4	Adding one (1) UPS machine within greenhouse manager's office	2,087
Change order #5	Relocation of level 2 lab electrical panel	814
Change order #6	Allowance for temporary utility consumption – natural gas & electric (Feb 2021-Dec 2021)	314,083
Change order #7	Additional data drops & door hardware revisions, room 1230 – added plumbing & electrical, added CO sensors for greenhouse, room 1015 – add RO line	110,635
Adj contract		\$89,500,455

Work Completed/In Progress:

- Guaranteed Maximum Price contract amendment was approved 10/16/2019.
- Construction activities commenced 10/17/2019.
- Interior framing is in progress.
- Drywall hang, tape, finish is in progress on all levels.
- Paint, first coat is in progress on levels 1-3.
- Exterior masonry field stone and slabs are in progress.
- Glazing and curtain walls are in progress.
- Building is dried in.
- Elevators installed.
- Interior glazing and lab casework are in progress.
- Electrical trim is in progress.
- Lab flooring is in progress.
- Mechanical trim is in progress.

Issues Encountered with Proposed Resolution for Each:

- Energy recovery units (air handlers) delivery delay due to pandemic. Re-sequenced final install and shifted start-up and commissioning.
- Stainless steel corner guards are delayed due to pandemic. Re-sequenced accessories installation.

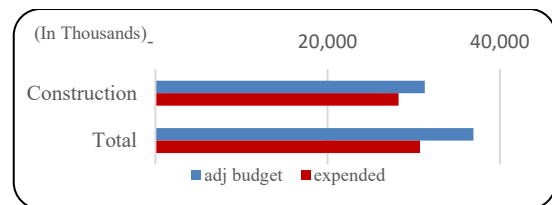
Work Planned for Upcoming Month:

- Drywall finish.
- Final paint at levels 1 and 2.
- Greenhouse mechanical and electrical trim.
- Casework.
- Exterior masonry.
- Site work and landscaping.

2. West Campus Satellite Energy Plant

Contractor: GE Johnson Construction Wyoming
Jackson, WY

Original Project Budget \$ 36,931,109 (a)
Adjusted Project Budget \$ 36,931,109 (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
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
Total Project	36,931,109.00	36,931,109.00

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)
Construction	29,559	(200)	1,930	31,289	(28,228)	(3,261)	(200)
Contingency	3,688	(500)	(1,931)	1,257	-	-	1,257
Reserve		1,447	-	1,447			1,447
Design	2,623	(565)	-	2,058	(1,862)	(172)	24
FF&E	110	-	-	110	(25)	(4)	81
Tech	25	-	-	25	(10)	-	15
Admin	926	(182)	1	745	(608)	(138)	(1)
Total	36,931	-	-	36,931	(30,733)	(3,575)	2,623

Statement of Contract Amount

Original contract	Pre-construction	\$61,250
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
Amendment #3	Utility extension and future boiler rough-in	82,297
Amendment #4	Heat exchangers, full heating conversion to surrounding buildings	2,348,254
Adj contract		\$31,489,100

Work Completed/In Progress:

- Demolition of the Ag/Engineering ramp is complete.
- Substantial completion for building and distribution utilities are complete.
- Alternate building tie-ins are complete, except for Anthropology.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

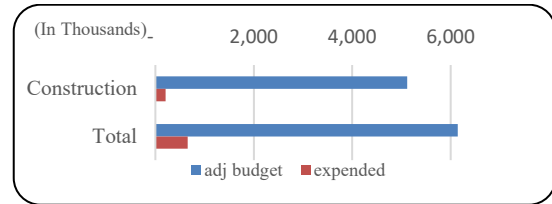
Work Planned for Upcoming Month:

- Mechanical commissioning.
- Chilled water load test.
- Building tie-in for Anthropology.

3. 11th & 12th/Lewis Street Reconstruction

Contractor: GE Johnson Construction Wyoming
Jackson, WY

Original Project Budget \$ 4,000,000 (a)
Adjusted Project Budget \$ 6,140,465 (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
EERB Project Reserve	4,000,000.00	4,300,000.00
Science Initiative Project Reserve		300,000.00
West Campus Satellite Energy Plant Project Reserve		1,446,440.17
City of Laramie		31,624.83
Campus Master Plan Project – remaining funds		62,400.00
Total Project	4,000,000.00	6,140,465.00

Guaranteed Maximum Price \$ 3,586,303 (direct construction)
Contract Substantial Completion Date Phase 1 and 2: May 2022

(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)
Construction	3,000	2,078	38	5,116	(208)	(4,908)	-
Contingency	450	-	(231)	189	-	-	189
Design	365	63	223	651	(417)	(234)	-
FF&E	-	-	-	-	-	-	-
Tech	-	-	-	-	-	-	-
Admin	185	-	-	185	(33)	(13)	139
Total	4,000	2,141	-	6,141	(658)	(5,155)	328

Statement of Contract Amount

Original contract	Phase 1 & 2 Lewis Street Corridor Improvements <i>(Change order to GE Johnson Science Initiative contract)</i>	\$3,586,303
Change order #9	Additional concrete for light pole bases, contingency for 12 th Street section and overhead	48,198
Change order #10	Additional light pole stone, construction contingency and overhead	8,057
Change order #11	Additional concrete to widen 12 th Street rated path per AHJ, contingency and overhead	47,680
Adj contract		\$3,690,238

Work Completed/In Progress:

- Design development is 95% complete.
- Survey is complete.
- Construction drawings are 95% complete and issued for pricing.
- Vacation of Lewis Street section and 11th and 12th Street has been submitted to the City.
- Utility design is complete and issued for pricing.
- MOU Amendment is executed.
- Site capture has started.
- Demolition is complete on Lewis and 10th. Grading is in progress.
- Hardscapes are in progress on Lewis St. from 9th to 10th St.
- Seat walls are complete on the south elevation of Science Initiative.
- Boulder placement has started on the south elevation of Science Initiative.

Issues Encountered with Proposed Resolution for Each:

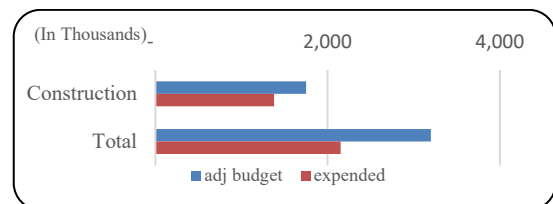
- None at this time.

Work Planned for Upcoming Month:

- Additional sand finished hardscapes in Lewis St.
- Completion of the hardscapes and ramp between the Agriculture and Engineering buildings.

4. College of Business: Student Success Center

Contractor: GE Johnson Construction Wyoming
Jackson, WY



Original Project Budget \$ 400,000 (a)
Adjusted Project Budget \$ 3,200,000 (d)

Funding Sources:	Original Anticipated:	Actual:
Foundation donations	400,000.00	400,000.00
Foundation donations (loan)		2,800,000.00
Total Project	400,000.00	3,200,000.00

Guaranteed Maximum Price
Contract Substantial Completion Date

N/A
July 30, 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)
Construction		1,750	-	1,750	(1,379)	(258)	113
Contingency		262	(70)	192	-	-	192
Design	287	-	70	357	(314)	(43)	-
FF&E		665	-	665	(419)	(106)	140
Tech		129	-	129	(9)	(91)	29
Admin	113	(6)	-	107	(31)	(27)	49
Total	400	2,800	-	3,200	(2,152)	(525)	523

Statement of Contract Amount

Original contract	**\$267,387 MEP scope in contract is funded by major maintenance	\$1,375,000
Change order #1	Restroom 193: add floor drain/framing on north wall for water closet carrier inside wall cavity; specification change for tile carpeting	17,083
Change order #2	Installation of perimeter window sills, column patching, plastic laminate deletion, automatic entrance finish	35,821
Change order #3	Installation of vestibule renovations, demolition, framing & wood walls	47,393
Change order #4	Installation of electrical changes for breezeway renovations	49,757
Change order #5	Installation of access panels, mechanical revisions, vestibule paint & temporary protections, restroom ceiling, floor x-ray, fireproofing touchup	46,418
Change order #6	Installation of case room entry ceiling, controls work, AV/IT routing and power towel dispenser	44,590
Change order #7	Installation of stone and AV contractor change	43,130
Change order #8	Installation of new roller shades, added light fixtures and flooring preparation	38,297
Change order #9	Additional costs: ASI 11 breezeway modifications, added soffit in Student Commons, Gridworx for donor stone, Steamboat in case room, remake of panel for booths, force account for move-in damage	43,263
Change order #10	Paint touch ups & wall sconce replacements, add power to roller shades, outlets for data; additional speakers & strobes; cut/fab diffuser for vestibule & install duct/diffusers on north wall; rework wall C120; change accent wall south office	31,912

Change order #11	Removal & replacement of lighting fixtures & dimming switches; installation of new & relocation of receptacles & telecom outlets	44,179
Change order #12	Additional costs: Saturday premium time; TV change; south stair; case; room north wall; mechanical access panels; drywall; core for doors	40,378
Change order #13	Fry riglet lighted reveals for breezeway donor walls; demo/re-frame break room; stone & sealer on donor wall; remove/re-install door frames; extend main entry soffit to match existing soffit entryway 160	47,229
Adj contract		\$1,904,450

Work Completed/In Progress:

- Original project scope is substantially complete. Certificate of Owner's occupancy obtained, individuals moved into the suite the week of April 12th.
- A/V work throughout is approximately 99% complete. Expected to be complete by the end of August 2021.
- Architect's Supplemental Instructions (ASI) related work ongoing, including breezeway renovation. Breezeway work is expected to be complete prior to the grand opening ceremony on September 24th.
- Additional ASI work includes the creation of a masonry veneered wall for an illuminated wood panel donor recognition within the GJSSC, remodel of the corridor to restrooms, and renovation of the vending/breakroom. This additional ASI work is expected to be complete before September 24th.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

Work Planned for Upcoming Month:

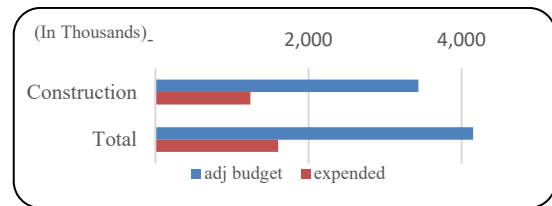
- Weekly OAC meetings will continue to be held.
- ASI related work, including breezeway renovation, will continue.
- Final environmental graphics for the breezeway and a few other key locations are to be completed between September 15th -17th.

5. Corbett Renovation

Contractor: Shepard Construction

Original Project Budget \$4,150,000 (a)

Adjusted Project Budget \$4,150,000 (d)



Funding Sources:	Original Anticipated:	Actual:
State Appropriation (2018 Session, HB0001, Section 308 e)	1,000,000.00	1,000,000.00
UW – Kinesiology & Health	350,000.00	350,000.00
Major Maintenance	2,800,000.00	3,045,846.00
Total Project	4,150,000.00	4,395,846.00

Guaranteed Maximum Price N/A
Contract Substantial Completion Date June 3, 2022

(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)
Construction	3,277	246	(31)	3,492	(1,242)	(2,195)	55
Contingency	416	-	(45)	371	-	-	371
Design	228	-	-	228	(180)	(13)	35
FF&E	21	-	-	21	(18)	-	3
Tech	16	-	-	16	-	-	16
Admin	192	-	76	268	(192)	(117)	(41)
Total	4,150	246	-	4,396	(1,632)	(2,325)	439

Statement of Contract Amount

Original contract		\$3,041,142
Change order #1	Complete second floor office expansion	93,000
Change order #2	Installation of showerhead change, stainless steel ball brim change	9,892.96
Change order #3	Additional electrical modifications/door preparations for reader systems	280,224
Change order #4	Extended substantial completion date by 275 days	-
Change order #5	Install owner provided light fixtures	4,053.50
Change order #6	Install LVT flooring on ramp to classrooms 137 and 138	7,991
Adj contract		\$3,436,303.46

Work Completed/In Progress:

- Hazardous material abatement complete.
- 1st floor steel framing complete.
- Plumbing, electrical, and fire alarm rough-in over 80% complete.
- Interior concrete complete.
- Drywall and insulation installation underway.
- 2nd floor office framing underway.
- Power duct bank installation complete.
- Acoustical ceiling baffle installation in pool area complete.
- Pool area cleaning complete.
- Filling the pool and chemical balancing is underway.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

Work Planned for Upcoming Month:

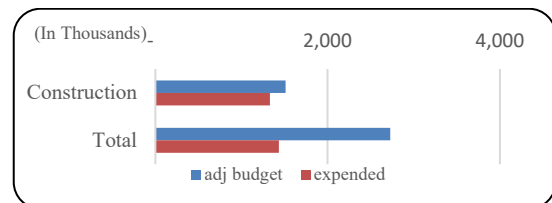
- Electrical pad and equipment installation.
- Start drywall taping and finishing.
- Lobby suspended ceiling and hallway lighting installation.
- Complete drywall and insulation installation.
- Start new LVT flooring install.
- Have pool available for use.
- Acoustical wall panel installation in the pool area.

UW Housing Phase I

6. Wyoming Hall Deconstruction

Contractor: Haselden Wyoming Constructors
Laramie, WY

Original Project Budget \$ 2,726,536 (a)
Adjusted Project Budget \$ 2,726,536 (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
UW – Housing Reserve Account	2,726,536.00	2,726,536.00
Total Project	2,726,536.00	2,726,536.00

Guaranteed Maximum Price
Contract Substantial Completion Date

\$13,946,242 (includes Utility Relocation Scope)
November 30, 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)
Construction	720	788	3	1,511	(1,328)	(183)	-
Contingency	108	-	(3)	105	-	-	105
Design	43	-	-	43	(22)	-	21
FF&E	-	-	-	-	-	-	-
Tech	-	-	-	-	-	-	-
Admin	1,856	(788)	-	1,068	(84)	-	984
Total	2,727	-	-	2,727	(1,434)	(183)	1,110

Statement of Contract Amount

Original contract	GMP established	\$1,508,420
	Adjusted amount on schedule of values from Wyoming Hall Utility Relocation project	2,398
Adj contract		\$1,510,818

Work Completed/In Progress:

- Asbestos abatement is complete.
- Remaining demolition starting.
- Willet St. open temporarily
- Wyoming Hall parking lot partially opened to the public.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

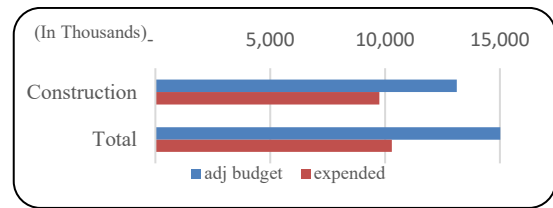
Work Planned for Upcoming Month:

- Project completion.

7. Wyoming Hall Utility Relocation

Contractor: Haselden Wyoming Constructors
Laramie, WY

Original Project Budget \$14,929,300 (a)
Adjusted Project Budget \$14,929,300 (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
UW – Construction Reserve Account	10,000,000.00	10,000,000.00
Major Maintenance	4,929,300.00	4,929,300.00
City of Laramie	-	88,686.25
Total Project	14,929,300.00	15,017,986.25

Guaranteed Maximum Price
Contract Substantial Completion Date

\$13,946,242 (includes Demolition scope)
November 30, 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)
Construction	12,929	89	102	13,120	(9,747)	(3,373)	-
Contingency	1,200	-	(206)	994	-	-	994
Design	331	-	104	435	(405)	(30)	-
FF&E	-	-	-	-	-	-	-
Tech	240	-	-	240	-	-	240
Admin	229	-	-	229	(149)	(22)	58
Total	14,929	89	-	15,018	(10,301)	(3,425)	1,292

Statement of Contract Amount

Original contract	Pre-Construction	\$10,000
Amendment #1	GMP established	12,427,822
Change order #1	Vault lid structural change and tunnel light fixture revision.	6,037
Change order #2	Removal of existing duct bank and installation of new, provide (4) runs of 4' conduit with new MV cable.	49,755
Change order #3	Installation of 15 th Street water line, Bradley Street water line changes.	493,830
	Adjusted amount on schedule of values to Wyoming Hall Deconstruction project	(2,398)
Change order #4	Construction contingency, surveying, installation of 15 th Street north additional water	1,425,572

	& sewer line, overhead & profit/general conditions **Lewis Street project/funds	
Change order #5	Associated costs with accelerating the 15 th Street water line work from Lewis Street to Iverson Street, due to delayed start through DEQ permitting	16,297
Change order #6	15th Street water line: associated costs with added scope resulting from City of Laramie review	27,817
Change order #7	Associated costs with running compressed air to new vault	2,343
Change order #8	Construction/relocation of playground for Education Building/Lab School **Major Maintenance project	405,739
Change order #9	15th Street water main upsizing – 10” to 12” Iverson to Lewis Street	25,573.25
Change order #10	Installation of 12” water line in 15 th Street from Iverson to Grand Avenue (per City of Laramie request)	63,113
Adj contract		\$14,951,500.25

Work Completed/In Progress:

- Utilities installations in the tunnels are complete.
- McWhinnie Hall basement work is nearing completion.
- West tunnel installation is complete.
- 15th street water line is installed from Bradley to Iverson.
- Lewis duct bank is installed.
- Bradley water line from 15th to 14th is complete.
- Install started on Bradley waterline from 13th to 14th.
- 15th street water line from Bradley to Flint starting.
- 15th street waterline from Iverson to Grand Ave. starting.
- Medium voltage is nearing completion.
- Playground phase 1 will be complete this week.

Issues Encountered with Proposed Resolution for Each:

- None at this time

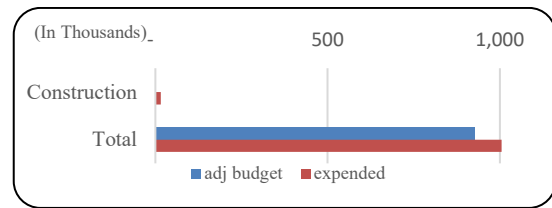
Work Planned for Upcoming Month:

- Install Bradley water line from 13th to 14th.
- 15th street water line from Bradley to Flint.
- 15th street waterline from Iverson to Grand.
- Added irrigation main to start.
- New water main installation on schedule.

8. Ivinson Lot Parking Garage

Contractor: Haselden Wyoming Constructors
Laramie, WY

Original Project Budget \$926,400 (a)
Adjusted Project Budget \$926,400 (d)



Funding Sources:	Original Anticipated:	Actual:
UW – Housing Reserve Account	926,400.00	926,400.00
	-	-
Total Project	926,400.00	926,400.00

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)
Construction	-	-	-	-	(16)	-	(16)
Contingency	-	-	-	-	-	-	-
Design	726	-	-	726	(1,041)	(456)	(771)
FF&E	-	-	-	-	-	-	-
Tech	-	-	-	-	-	-	-
Admin	200	-	-	200	(246)	(46)	(92)
Total	926	-	-	926	(1,303)	(502)	(879)

Statement of Contract Amount

Original contract	Pre-Construction	\$15,712
Adj contract		\$15,712

Work Completed/In Progress:

- Construction documents are complete.
- Site Plan submittal in review by the City.
- Contractor bids are due 8-31-21.
- Purchase order request is submitted for Civilworx for design of 10th, 11th, and Ivinson.
- Received building permit approval from the State.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

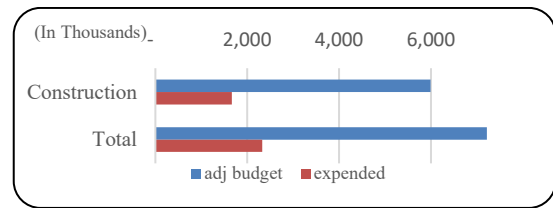
Work Planned for Upcoming Month:

- Board approval to award the construction contract.

9. Bus Garage/Fleet Relocation

Contractor: GH Phipps Wyoming
Laramie, WY

Original Project Budget \$2,779,260 (a)
Adjusted Project Budget \$7,214,217 (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
UW – Construction Reserve Account	2,779,260.00	2,779,260.00
FTA 5339(b) Grant		4,237,262.00
UW - VP Administration Reserve Account		197,695.00
WYDOT Grant (1005207)		1,547,005.00
Total Project	2,779,260.00	8,761,222.00

Guaranteed Maximum Price \$5,989,703.00
Contract Substantial Completion Date December 6, 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)
Construction	2,100	4,939	-	7,039	(1,664)	(5,375)	-
Contingency	315	1	-	316	-	-	316
Design	125	127	-	252	(230)	-	22
FF&E	86	166	-	252	(126)	(53)	73
Tech	71	-	-	71	(7)	-	64
Admin	82	749	-	831	(300)	(14)	517
Total	2,779	4,435	-	8,761	(2,327)	(5,442)	992

Statement of Contract Amount

Original contract	Initial limited scope Guaranteed Maximum Price	\$1,322,997
	Final Guaranteed Maximum Price	5,989,703
Adj contract		\$5,989,703

Work Completed/In Progress:

- Lot Consolidation Final Plat complete.
- Electric and plumbing under concrete slab complete.
- Site concrete curb, gutter, and sidewalk pours underway.
- Existing parking lot geo grid and road base installation underway.
- Landscaping rough-in underway.
- Excavation for South Canopy foundations underway.

Issues Encountered with Proposed Resolution for Each:

- South Canopy delivery date is still being confirmed.

Work Planned for Upcoming Month:

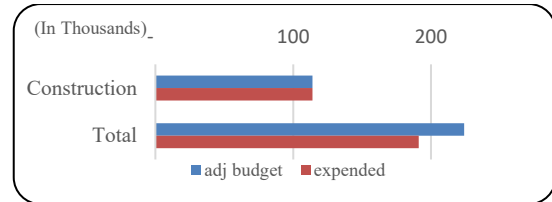
- Electrical pad and equipment installation.
- Continue site compaction and final grading.
- Complete site concrete curb, gutter, and sidewalk.
- Complete landscaping installation.
- Building delivery and erection.
- Complete South Canopy foundation installation.
- Begin asphalt paving.

10. Bus Garage/Fleet Relocation – 1602 Spring Creek Renovation

Contractor:

Original Project Budget \$ (a)

Adjusted Project Budget \$ (d)



Funding Sources:	Original Anticipated:	Actual:
UW - VP Administration Reserve Account	223,772.00	223,772.00
Total Project	223,772.00	223,772.00

Guaranteed Maximum Price
Contract Substantial Completion Date

N/A

(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)
Construction	94	-	20	114	(114)	-	-
Contingency	22	-	(20)	2	-	-	2
Design	-	-	-	-	-	-	-
FF&E	15	-	-	15	-	-	15
Tech	10	-	-	10	(10)	-	-
Admin	83	-	-	83	(67)	(11)	5
Total	224	-	-	224	(191)	(11)	22

Statement of Contract Amount

Original contract		\$-
Adj contract		\$-

Work Completed/In Progress:

- 1602 Spring Creek is complete.

Issues Encountered with Proposed Resolution for Each:

- Fleet Services roof is damaged and leaking. Reviewing options for funding repairs.

Work Planned for Upcoming Month:

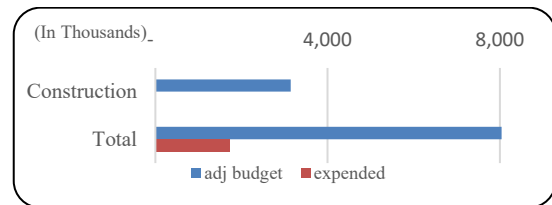
- None at this time.

11. UW Student Housing

Contractor:

Original Project Budget \$ (a)

Adjusted Project Budget \$ (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
UW – Housing Reserve Account	590,000.00	8,681,675.00
UW – Construction Reserve Account		2,143,000.00
Total Project	590,000.00	10,824,675.00

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)
Construction	3,143	-	-	3,143	-	-	3,143
Contingency	-	-	-		-	-	-
Design	7,682	-	-	7,682	(1,688)	(6,193)	(199)
FF&E	-	-	-		-	-	-
Tech	-	-	-		-	-	-
Admin	-	-	-		(47)	(124)	(171)
Total	10,825	-	-	10,825	(1,735)	(6,317)	2,773

Statement of Contract Amount

Original contract		\$-
Adj contract		\$-

Work Completed/In Progress:

- Schematic design phase is complete

Issues Encountered with Proposed Resolution for Each:

- None at this time

Work Planned for Upcoming Month:

- Design development phase is proceeding

AGENDA ITEM TITLE: Report on new Temporarily Restricted Endowment accounts established during the past year, Theobald

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:

Per the current UW Investment Policy, the Vice President for Administration is to report annually on any new Temporarily Restricted Endowment accounts (also known as Funds Functioning as Endowments) that were established in the current year. No new Temporarily Restricted Endowment Accounts were established during FY2021.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE BOARD:

Current University Policy requires the Vice President for Finance & Administration to report this information annually to the Board of Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: VP Finance & Administration annual report on balances, transactions and investment returns of reserve accounts, Theobald/Kean

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: The Annual Report on Balances of Reserve Funds shows the activity and unaudited ending balance of the following University Reserves as of June 30, 2021: Operating Reserve, Construction Reserve, Special Projects Reserve, Recruitment & Retention Reserve, Residence Hall Reserve, Litigation Reserve and Passenger Plane Reserve. The FY21 beginning balance was \$88,084,671 and the unaudited ending balance for FY21 is \$101,310,421. In addition to normal activity during the fiscal period the University also issued bonds. A portion of the bond proceeds will be used to reimburse the Capital Construction Reserve Account and the Residence Hall Reserve Account. No investment income was allocated to these reserve accounts for the year, as all investment income for the University is reported to the University entity rather than to individual accounts in the general ledger.

Summary of University Reserves:

Reserve Account:	Reported Balance on 6/30/2020	Unaudited Balance Prior to Reg. 7-10 Carryforward Policy and Bond Proceeds Reimbursement As of 6/30/2021	Bond Proceeds used to Reimburse Prior Appropriations	Unaudited Balance After Bond Proceeds Reimbursement	Change from Prior Annual Report
Capital Construction Reserves	\$4,277,740	\$4,277,740	\$14,922,260	\$19,200,000	\$14,922,260
Residence Hall Capital Project	\$498,616	\$498,616	\$12,951,384	\$13,450,000	\$12,951,384
Transportation Plane Reserve	\$780,000	\$920,000	\$0	\$920,000	\$140,000
Legal Reserve	\$4,792,724	\$5,000,000	\$0	\$5,000,000	\$207,276
General University Reserve (Unrestricted Operating Reserve)	\$45,000,000	\$45,000,000	\$0	\$45,000,000	\$0
Recruitment & Retention Expendable (1)	\$239,821	\$306,698	\$0	\$306,698	\$66,877
Special Projects Reserve (Unrestricted Operating Reserve)	\$32,495,770	\$45,307,367	\$0	\$45,307,367	\$12,811,597
	\$88,084,671	\$101,310,421	\$27,873,644	\$129,184,065	\$41,099,394

(1) \$10M of this reserve has been transferred to the UW Foundation for investment like an endowment

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE BOARD:

Information item.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A