

**THE UNIVERSITY OF WYOMING**

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

**November 16-18, 2022**

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**  
**November 16-18, 2022**  
**Wyoming Union**  
**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**

**UW Board of Trustees Recognition** – Pilot Hill Executive Director Sarah Brown Mathews

**Introduction** – Special Assistant to President Seidel Kelsey Kyne

Highlighting Research Excellence: Wyoming Sensory Biology Center of Biomedical Research Excellence- Dr. Qian-Quan Sun, SBC Director, Professor of Zoology and Physiology

Revenue Generating Dining Options – Kean.....6

“Saddle Up” Further Analysis – Seidel/Carman/Alexander/Chestnut.....8

Update on AMK Ranch – Chitnis/Mai *[verbal update]*

Update: EAB Navigate Implementation Report – Carman/Alexander/Miller.....31

Discussion: UW Fee Book proposal for coming academic year – Kean.....46

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Discussion: Financial Aid Plan (per UW Regulation 7-11) – Kean .....49

Q & A: UW Strategic Plan 2022+ - Seidel/Carman/Chestnut/Alexander .....50

Status Report of Exploring Potential Opportunities in Teton County – Seidel *[verbal update]*

Annual Reports:

Trustees Education Initiative – Thomas .....67

Science Initiative – Lyford..... 130

Tier I Engineering – Wright..... 163

**Trustee Committee Reports** *[Committee materials provided separately, unless indicated below.]*

*Academic and Student Affairs Committee; Michelle Sullivan (Chair)*

Consideration and Action:

- (UW Regulation 2-13) WYGISC move to School of Computing
- Name Change: Program in Ecology
- Notice of Intent: Master of Engineering (MRng) Degree in Energy and Petroleum Engineering
- Consideration and Action: Notice of Intent: Bachelor of Science in Ranch Management and Agricultural Leadership (RMAL)
- Request for Authorization: Undergraduate Carbon Capture Utilization and Storage Certificate
- Request for Authorization: Undergraduate Land Administration Certificate

*Biennium Budget Committee; Laura Schmid-Pizzato (Chair)*

Information:

- New and Amended MOUs with UW Foundation and reporting requirements for funds approved at the September 2022 Board of Trustees meeting
- UW Early Career and Promising Faculty Start Up & Research University Fund status update

Consideration and Action:

- UW Family Medicine Residency Program and the Education Health Center of Wyoming.....169

*Facilities Contracting Committee; Kermit Brown (Chair)*

Consideration and Action:

- College of Law GMP
- Campus Housing GMP

*Fiscal and Legal Affairs Committee; Macey Moore (Chair)*

Consideration and Action

- Annual external audited financial reports

*Legislative Relations Committee; Kermit Brown (Chair)*

Legislative Priorities

*Research and Economic Development Committee; David Fall (Chair)*

*UW Regulation Review Committee; Kermit Brown (Chair)*

Information:

- Modification to UW Regulation 2-13 (Academic Program Reorganization, Consolidation, Reduction and Discontinuance) .....171

**Business Meeting**

**Meeting Location – Wyoming Union, Family Room**

Roll Call

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

- October 12, 2022, UW Board of Trustees Conference Call Meeting

**Trustee Open Discussion on Any Topic**

**Reports**

- ASUW - President Allison Brown
- Staff Senate – President Tim Nichols
- Faculty Senate – Chairman Renee Laegreid

Public Testimony [*Scheduled for Thursday, November 17, 2022, 11:15 a.m.*]



Committee of the Whole

Regular Business

Board Committee Reports [*Scheduled for Thursday, November 17, 2022, at 3:00 p.m.*]

**Trustee Committees** - [*Note: Committees of the Board will provide reports during the regular work sessions and will not have a formal report to provide during the Business Meeting.*]

**Liaison to Other Boards**

- UW Alumni Association Board – Laura Schmid-Pizzato & Jack Tennant
- Foundation Board – Jeff Marsh & David Fall
- Haub School of Environment & Natural Resources – Michelle Sullivan
- Energy Resources Council – Dave True
- Cowboy Joe – John McKinley

**Proposed Items for Action:**

- I. Non-Academic Personnel – Seidel
- II. Contracts, agreements, procurements over \$1 million or 5 years in length – Evans

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

- Annual Report: Fiscal Year Carryforward (Per UW Regulation 7-10).....180
- Annual Report: Faculty Workload (Per UW Regulation 2-9) .....181
- Contracts and Procurement Report (per UW Regulation 7-2) – Evans .....190
- Capital Construction Report – Brown/Mai .....198
- Foundation Monthly Giving Report – Stark

New Business

Date of Next Meeting: December 14, 2022 (conference call)

Adjourn Meeting

**AGENDA ITEM TITLE: Revenue Generating Dining Options, Kean**

SESSION TYPE:

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

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:

Vice President Alex Kean will communicate the process for choosing a retail operation and provide an update on the results of the October 2022 campus survey regarding retail dining. The standard process is outlined below:

1. Dining conducts an annual survey in conjunction with The National Association of College and University Food Services (NACUFS). Write-in comments are reviewed and evaluated based on the frequency of the comment. When a concept brand comes up consistently, we start evaluating it.
2. Dining connects with peer universities across the country to determine the success of each brand at other locations.
3. If there are similar brands in that particular market, dining conducts additional surveys to determine if the preference is for a specific food type or a specific brand.
4. Once a specific brand stands out, assessments are made to determine if the brand will operate in this region and if the concept will fit in an identified space.
5. If the above components are met, the concept is discussed and reviewed with the President.
6. Negotiations with the company are conducted to see if an agreement is possible, and a pro forma budget is created.
7. The Vice President makes a recommendation to the President to move forward with requesting the Board of Trustees' approval to sign an operating agreement
8. Board of Trustees approval is required if the agreement is 5 years or longer, \$1M or over, or if a lease is involved.

Combining the results from the 2019 and 2021 NACUFS surveys, Dining Services received 63 write-in comments by faculty, staff, and students, wanting a Chick-fil-A on campus, with only 15 other comment requests spread over 11 national brands.

To assess the success of Chick-fil-A on campuses, Dining Services connected with Virginia Tech, the University of Nebraska-Lincoln, and Oklahoma University. All 3 of these universities confirmed that Chick-fil-A is a top dining choice on campus, has high-grossing sales, and sustained profitability.

On September 29, 2022, we sent an additional survey to the UW campus community asking what national chicken brand Dining Services should bring to campus. We received 4021 survey responses. The intent of this survey was to confirm that the desire was about the brand and not just about chicken.

Chick-fil-A received 2,720 votes  
Popeyes received 926 votes  
KFC received 375 votes

Of these results, there were 1293 comments, with 230 comments expressing concerns regarding the LGBTQIA+ Community.

In addition, a recent survey conducted this fall by Piper Sandler, Chick-Fil-A remained the number one restaurant choice for Gen Z's, for the second year in a row.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

The Board has periodically received updates on dining retail options. Board of Trustee approval is required if an agreement is 5 years or longer, \$1M or over, or if a lease is involved.

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

Discussion with the Board of Trustees about retail options in the Wyoming Union.

**ACTION REQUIRED AT THIS BOARD MEETING:**

No action is needed at this time.

**PROPOSED MOTION:**

No motion at this time.

**PRESIDENT'S RECOMMENDATION:**

N/A

**AGENDA ITEM TITLE: Saddle Up (Seidel/Carman/Chestnut/Courtney/Alexander)**

**SESSION TYPE:**

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

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

**EXECUTIVE SUMMARY:**

This report and discussion will provide further analysis of the 2022 Saddle Up program, including a summary of strengths and areas for improvement, assessment methods, findings, and changes to the program for the 2023 experience.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

Trustees analyzed and reviewed the program in September 2022; the Board also discussed the program as we began formulation in July 2021.

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

The Board requested further analysis and discussion of Saddle Up at this meeting.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A

**PROPOSED MOTION:**

N/A

**PRESIDENT'S RECOMMENDATION:**

N/A

## 2022 Saddle Up Assessment Summary

### Executive Summary

After analysis of survey feedback from students, extensive unit debriefs, the Board of Trustees, and field notes, as outlined below, common themes emerged showing areas where the Saddle Up program can be improved. Accordingly, we will be making the following changes to the Saddle Up program for 2023:

- Elimination of “Adulting 101” session
  - Programming on college success skills, including time management, note-taking, and study skills will be provided instead. Faculty with expertise in these areas will offer these sessions.
- Change to Course and Peer Assisted Study Sessions (PASS) schedule
  - Core Course – individual or group study time – PASS time staggered in this order daily to replicate healthy study habits and the value of both individual and group study and supplemental instruction.
- More “your choice” times.
  - Students will have flexibility in choosing which days to complete Skills sessions.
  - Students will have “your choice” options for other campus engagement activities.
- Simplified course offerings and harmonization of course expectations; PASS collaboration
  - Focus on offering core courses with routinely high (>20%) D’s, F’s, and Withdrawals (high DFW).
  - Focus on tighter offerings of MATH with less complex placement regime.
  - Faculty in core courses will be expected to embed assessments (quizzes, homework, and/or exams) along with time to close the loop on those assessments (time to walk through the answers and provide tools for improvement, managing test anxiety, etc.). A primer on core course expectations is being prepared by Provost Carman.
  - Schedule will build in time for office hours visits.
  - Earlier collaboration between PASS leaders and core course faculty on course materials, homework, quizzes, and examinations.
- Changes to Move-In and Move-In Day logistics.
  - Extend move-in start to Friday and Saturday prior to Saddle Up with scheduled move-in times for families and students.
  - Noon-start dinner options for drop-in dinner for families and students.
  - Convocation on Sunday afternoon.
  - Residence Halls and optional programming provided throughout the first weekend, similar to Cowboy Connect programming from previous years.
- Alteration of meal schedule and extended transit times. The ability of students to benefit from the program will be compromised if they are not nourished or are rushed.
  - Explore using catering for more meals.
  - Increase the independence of students in wayfinding as the week progresses.

- Elimination of redundant content identified during consultations across campus.
- Refine commuter student Saddle Up to be more responsive to their needs.
- Reiteration of program student learning outcomes (SLO’s) to all stakeholders.
  - SLO 1: Students are developing a sense of community at UW.
  - SLO 2: Students demonstrate the ability to navigate coursework.
  - SLO 3: Students are able to establish study skills.
  - SLO 4: Students are able to identify and access UW resources.
- Provost Carman has appointed a committee to evaluate the First-Year Seminar (FYS) including the possible integration of Saddle Up into the FYS.

**Feedback mechanisms:**

Unit debriefs:

Nineteen (19) 45-60 minute debriefs were held with units across Academic Affairs (including college session coordinators for each College and School, all Deans, Admissions, Registrar, ACES, ECTL, and core teaching faculty), and the Cowboy Coaches who were Poke Pack leaders; debriefs were also held with key partners offices including Residence Life and Dining Services, Center for Student Involvement and Campus Recreation, the Veterans Center, and campus wellness centers.

Saddle Up Program Pre- and Post-Attendance Surveys:

Two surveys were conducted with students pre- and post-attendance at Saddle Up. The surveys were designed to capture whether the Saddle Up program achieved our stated objectives – the student learning outcomes the program is built on. The **pre-attendance survey garnered 1,250 respondents**; the **post-attendance survey had 878 respondents**. In summary, the results for self-reported student learning outcome mastery showed:

Student Learning Outcome	Survey question(s) related	Pre-attendance		Post-attendance	
Students are developing a sense of community	Do you feel you are developing a sense of community at UW?	Post-attendance survey reflection only		Yes	78.8%
				Somewhat	12.7%
				111 (12.7%)	
				Neutral/Mixed	3.3%
				Not really	1.7%
				No	3.5%
Students demonstrate the ability to navigate coursework	Working with other students to understand course materials	Very comfortable/ comfortable	49.8%	Very comfortable/ comfortable	68.6%
		Neutral	37.5%	Neutral	24%
		Uncomfortable/ very uncomfortable	12.7%	Uncomfortable/very uncomfortable	7.4%

	Working with other students to explain course materials	Very comfortable/ comfortable	47.2%	Very comfortable/ comfortable	65.6%
		Neutral	39.4%	Neutral	25.9%
		Uncomfortable/ very uncomfortable	13.4%	Uncomfortable/very uncomfortable	7.6%
	Working with other students to prepare for an exam, quiz, or large assignment	Very comfortable/ comfortable	55.7%	Very comfortable/ comfortable	69.9%
		Neutral	33.3%	Neutral	21.6%
		Uncomfortable/ very uncomfortable	11%	Uncomfortable/very uncomfortable	8.5%
	Strategies for distributing work evenly throughout semester	High/Fairly high level of understanding	50.7%	High/fairly high level of understanding	70.5%
		Moderate	37.7%	Moderate	22.9%
		Little/no understanding	11.7%	Little/no understanding	6.5%
	Techniques to implement specific test strategies for before, during and after a test	High/Fairly high level of understanding	42.6%	High/Fairly High level of understanding	65.2%
		Moderate	40.6%	Moderate	26.2%
		Little/no understanding	16.8%	Little/no understanding	8.6%
	Strategies for better understanding and retention of course content	High/Fairly high level of understanding	45%	High/Fairly high level of understanding	67.4%
		Moderate	41.4%	Moderate	24.8%
		Little/no understanding	13.6%	Little/no understanding	7.7%
	Students are able to establish study skills	Very important/ important	75.2%	Very important/ important	80.5%
		Moderate	19.7%	Moderate	17.3%
		Slightly/not important	5.1%	Slightly/not important	2.2%

	Establishing a study group	Very important/important	45.2%	Very important/important	68.6%
		Moderate	36%	Moderate	25.5%
		Slightly/not important	18.8%	Slightly/not important	5.9%
	Identifying study location on campus (or at a distance site)	Very important/important	73%	Very important/important	81.9%
		Moderate	18.2%	Moderate	15%
		Slightly/not important	8.8%	Slightly/not important	3.1%
	Understanding frequency and duration for successful study habits	Very important/important	83.9%	Very important/important	86%
		Moderate	12.3%	Moderate	11.8%
		Slightly/not important	3.9%	Slightly/not important	2.2%
	Time management	Very important/important	95.3%	Very important/important	92.6%
		Moderate	3.7%	Moderate	6.5%
		Slightly/not important	1%	Slightly/not important	0.9%
	Methods for creating short and long-term study goals	Very important/important	55.6%	Very important/important	71.7%
		Moderate	34.2%	Moderate	21.9%
		Slightly/not important	10.2%	Slightly/not important	7.3%
	Strategies for maintaining an up-to-date calendar	Very important/important	63%	Very important/important	75.2%
		Moderate	25.6%	Moderate	18.1%
		Slightly/not important	11.4%	Slightly/not important	6.7%
	Setting priorities for each day, week, month, and year	Very important/important	67.8%	Very important/important	78.3%
		Moderate	25.8%	Moderate	17.3%
		Slightly/not important	6.4%	Slightly/not important	4.4%



Students are able to identify and access UW resources	I know how to access UW libraries in-person and/or online to find out information that I need.	Strongly agree/agree	29.4%	Strongly agree/agree	70%
		Neutral	40.7%	Neutral	22%
		Disagree/strongly disagree	29.9%	Disagree/strongly disagree	8%
	I know that UW academic support services (tutoring services, writing center, etc.) can provide support to help me succeed academically.	Strongly agree/agree	69.9%	Strongly agree/agree	84.3%
		Neutral	24.1%	Neutral	13.8%
		Disagree/strongly disagree	6%	Disagree/strongly disagree	1.9%
	I know how to access academic support services (tutoring services, writing center, etc.) in-person and/or online.	Strongly agree/agree	28.2%	Strongly agree/agree	75.1%
		Neutral	37.5%	Neutral	19.7%
		Disagree/strongly disagree	34.3%	Disagree/strongly disagree	5.2%
	I know how to access UW Wellness center in-person and/or online.	Strongly agree/agree	31%	Strongly agree/agree	68.9%
		Neutral	35%	Neutral	23.6%
		Disagree/strongly disagree	34%	Disagree/strongly disagree	7.5%

<p>I know that UW student support services (counseling center, financial aid, health center, etc.) can provide support for my overall well-being.</p> <p>I know how to access these student support services in-person and/or online.</p>	Strongly agree/agree	70.1%	Strongly agree/agree	80.4%
	Neutral	23.8%	Neutral	16.6%
	Disagree/strongly disagree	6.1%	Disagree/strongly disagree	3%
	Strongly agree/agree	32.9%	Strongly agree/agree	72%
	Neutral	38.3%	Neutral	23.1%
	Disagree/strongly disagree	28.8%	Disagree/strongly disagree	4.9%

**Faculty and Staff Field Notes:** Core course faculty and staff involved in Saddle Up were invited to reflect daily using a Qualtrics survey on how the day went. Some faculty and staff gave permission to share those notes. That analysis is shown in Appendix 2.

**Additional Feedback mechanism – ASUW Fall Issues Survey**

The results of the ASUW survey, which garnered 362 responses related to Saddle Up, are appended to this report below in Appendix 1. The appendix includes only the survey results pertinent to Saddle Up. The full survey results are available from ASUW’s Fall Issues Survey.

**Summary of positive feedback:**

Analysis of all feedback mechanisms reveals common themes regarding the positive impacts of the Saddle Up program.

- Stronger student engagement inside and outside the classroom this Fall.
- Earlier and effective engagement with students who may need support through Disability Support Services, University Counseling Center, tutoring, and other student success services.
- Level of incoming student preparedness for cadence of university life evident this Fall.
- Students feel a stronger connection to colleges’ advisors and other professional staff.
- Students feel stronger connection to faculty and able to advocate for themselves academically.

- Poke Pack Leaders created strong bonds with students and were viewed as incredible assets to colleges and faculty.

### **Summary of negative feedback and responses to this feedback:**

As outlined above in the Executive Summary, the Saddle Up core leadership After analysis of survey feedback from students, unit debriefs, the Board of Trustees, and field notes, common themes emerged which inform the changes we will be making to the Saddle Up program for 2023.

- Elimination of “Adulthood 101” session
  - Programming on college success skills, including time management, note-taking, and study skills will be provided instead. Faculty with expertise in these areas will offer these sessions.
- Change to Course and Peer Assisted Study Sessions (PASS) schedule
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- Provost Carman has appointed committee to evaluate the First-Year Seminar (FYS) including the possible integration of Saddle Up into the FYS.

## **Appendix 1: ASUW Fall Issues Survey (introduction, demographics, and Saddle Up closed-ended questions results)**



### **ASUW Fall Student Issues Survey Summarized Report**

The ASUW Fall Student Issues Survey was distributed for a month from September-October 2022 and received responses from 1,136 students. The compiled data in this report highlights quantitative data with a select number of qualitative responses. Alongside this data, ASUW also presents summaries highlighting our findings from the data as well as presenting suggestions or statements.

In addition to the following sections, ASUW also issued questions for President Seidel's evaluation on request from the Board of Trustees and will develop an internal report for the review of the Office of President Seidel and the Board of Trustees. ASUW also surveyed students about their knowledge and suggestions for ASUW, that report is available at our website linked below.

In addition to this summarized report, there is a full report on each of these individual survey sections with all open comments and summaries available upon request via email and on the ASUW Website at <https://www.uwyo.edu/asuw/student-resources-and-services/asuw-student-surveys/>

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- Survey Demographics (2)
- Saddle Up Results and Recommendations (3-8)
- Student Parking and Transportation (9-12)
- UW Campus Chick-Fil-A (13-14)
- University Studies Program and First Year Seminar (15)
- Student Disability Support (16-17)
- LGBTQIA2S+ Student Support (18-19)
- Student Mental Health (20-21)
- Campus Resources (22)
- Campus Harassment & Discrimination (23-24)

## Survey Demographics

<b><i>What is your class standing?</i></b>		
Freshman	24.32%	315
Sophomore	16.83%	218
Junior	20.31%	263
Senior	22.93%	297
Graduate Student	15.60%	202

<b><i>Do you identify as a non-traditional student?</i></b>		
Yes	15.02%	194
No	72.52%	937
Unsure	12.46%	161

<b><i>Are you an international student?</i></b>		
Yes	3.56%	46
No	96.44%	1,247

<b><i>What gender do you identify as?</i></b>		
Female	63.03%	815
Male	33.95%	439
Non-Binary <small>*(For the purposes of this survey, non-binary is used as an umbrella term for gender expansive communities)</small>	2.86%	37
Other	0.15%	2

<b><i>What Race(s) and/or Ethnicity(s) do you identify as?</i></b>		
American Indian or Alaskan Native	1.79%	25
Asian	4.36%	61
Black or African American	1.50%	21
Native Hawaiian or Other Pacific Islander	0.50%	7
Hispanic or Latinx or of Spanish Origin	8.36%	117
White	83.49%	1,168

## Saddle Up Results & Recommendations

### Summary

The Saddle-up portion of the ASUW Fall Issues Survey received feedback from over 1,300 students thus far. Feedback on the Saddle Up portion of the survey was limited to students and staff only and the following report is comprised of 362 individual responses. We acknowledge this feedback is limited, but are confident it is a representation of student concerns.

On the whole, survey results provide productive feedback on areas of concern from both students and staff who participated in the program. Overarchingly, students who participated in Saddle Up were in support of the mission of the program but had substantial issues with how that mission translated into programming and scheduling.

### Students/Participants

For students, we surveyed their opinions on the four Student Learning Objectives (SLOs). The responses to those questions varied in student responses for the completion of these learning objectives. Across all four SLOs, **70.78% of students responded that Saddle Up “did not meet the objective”, only “somewhat met objective”, or “no opinion”.**

Through qualitative data, students reported not having enough time to eat, feeling overwhelmed by the daily expectation, and not gaining any helpful skills from the required course. Students also mentioned that the information covered was repetitive and often did not reflect what they wanted from the program in terms of preparing for their first college semester. Additionally, through anecdotal reports, students' wellness suffered from stress and burnout, as well as students dropping out due to the demands of the program. Overall, it is evident the majority of students were frustrated with the logistics of the program and would be in favor of substantive changes to the program.

### Saddle Up Staff

When asked “Did you notice a change in student confidence/engagement over the course of the program?” 55% of student staff surveyed said yes.

Similar to student responses, Pokes Pack Leaders and Trailbosses voiced concerns regarding the demands of the programs on students and the overwhelming expectations it set for new college students. The most common trend from these comments regards the demanding schedule set for students with long days that were unrealistic. Overall, it is evident that staff noted an increase in community engagement for students with the “Pokes Pack” set up and organic conversations that occurred during the program.

ASUW looks forward to using this data as a way to support campus partners in bettering Saddle Up for students next year and in the years to come. Similar to other UW processes, ASUW would welcome an opportunity to help facilitate further conversation through a planning committee (or any other form of review) to include student opinions for future programming.



## **ASUW Recommendations for the 2023 Saddle Up Program**

*Using feedback from the 2022 ASUW Fall Issues Survey and the input of ASUW members who were either Resident Assistants or Pokes Pack Leaders, we have formulated the following recommendations on how to improve the student experience of Saddle-Up.*

- 1. Reduce the daily and overall time commitment for student participants.**
  - a. Move-in day should not include any additional required programming besides getting moved in. Minimally-structured or optional fun events are fine, but students should have ample time to say goodbye to their family and become acclimated to their new environment.
  - b. The daily programming schedule should not exceed 8 hours. Students across the board reported feeling exhausted and not having enough time to adequately prepare for the beginning of the semester or eat meals.
  - c. Minimize programming on the weekend before the beginning of the semester. This allows students to rest and prepare for classes. Minimally-structured or optional events are fine, but Saturday and Sunday should not be as fully programmed as the weekdays. This shift also allows for students to attend religious services on Sunday if they so choose.
  
- 2. Intentionally and purposefully execute programming and workshops that students find engaging and relevant to their student experience.**
  - a. Programming should not repeat content that students were required to learn about during the summer. If necessary, Resident Assistants and Pokes Pack Leaders can facilitate reviews of the content during floor meetings or other small group check-ins.
  - b. Programming should be student-driven and relevant to student success. Involve students at every step of planning to ensure that the student participants are truly receiving the best experience possible.
  - c. Allow for more independent time periods for students to explore campus and interact with their peers
  
- 3. Restructure the class portion of the program so that it is relevant and helpful to every single student, regardless of major.**
  - a. Consider having students attend a first week of their class so that they can start meeting their real classmates and professors, and engage with a class that is already structured to provide tools and advice for first-year students.
  - b. Ensure that all classes are going over similar content. Students are interested in learning about study skills, time management, and tips that will help them succeed in college life. The content of the class should be comprehensive while also promoting engagement and being a realistic experience for students in terms of content and study loads.
  - c. Ensure that instruction of courses is fair and equitable. There were numerous complaints of unequitable workloads between different courses.
  - d. Expectations about what constitutes a "Pass" grade versus a "Fail" grade should be clearly communicated from the beginning of the week.

## Feedback from Students/Participants

***Saddle Up was structured around four learning objectives to gauge student engagement and participation. The following questions gauge your experience with the program.***

***On a scale of 1 to 5, how did Saddle Up programming meet the following learning objective in your experience: "Students are developing a sense of community at UW"?***

1	1 – did not meet objective	13.91%	37
2	2 – somewhat met objective	34.59%	92
3	3 – met objective	39.47%	105
4	4 – exceeded objective	10.53%	28
5	5 – no opinion	1.50%	4

***On a scale of 1 to 5, how did Saddle Up programming meet the following learning objective in your experience: "Students demonstrate the ability to navigate coursework"?***

#	Field	Choice Count	
1	1 – did not meet objective	27.44%	73
2	2 – somewhat met objective	41.73%	111
3	3 – met objective	25.19%	67
4	4 – exceeded objective	3.01%	8

***On a scale of 1 to 5, how did Saddle Up programming meet the following learning objective in your experience: "Students are able to establish study skills"?***

1	1 – did not meet objective	45.86%	122
2	2 – somewhat met objective	36.47%	97
3	3 – met objective	13.16%	35
4	4 – exceeded objective	3.01%	8
5	5 – no opinion	1.50%	4

***On a scale of 1 to 5, how did Saddle Up programming meet the following learning objective in your experience: "Students are able to identify and access UW resources."?***

#	Field	Choice Count	
1	1 – did not meet objective	46.62%	124
2	2 – somewhat met objective	34.21%	91
3	3 – met objective	14.29%	38

4	4 – exceeded objective	3.01%	8
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**Feedback from Pokes Pack Leaders/Trailbosses**

<i>Did you notice a change in student confidence/engagement over the course of the program?</i>			
1	Yes	55.17%	34
2	No	34.48%	14
3	Unsure	10.34%	5

## Appendix 2: Faculty and Staff Field Notes Analysis

Field Notes Collected via Qualtrics Survey (August 9 – September 30, 2022)<sup>17</sup> Total Number of Responses = 45, Total Number of Respondents = 32<sup>18</sup>

Information included below is from respondents who provided signed Permission to Share forms.<sup>19 20 21</sup> Content has been organized into 6 overall themes: Communication (Students), Communication (Instructors/Staff), Student Well-being, Student Engagement, Logistics/Organization, and Labor/Capacity. Within each theme, quotes are categorized according to *Strengths* and *Weaknesses*. Finally, specific sections within some quotes have been **bolded** for emphasis (emphasis is not included in original quotes).

	<b>Pre-Saddle Up</b> Total Number of Responses = 4 Total Number of Respondents = 4	<b>Saddle Up Week</b> Total Number of Responses = 33 Total Number of Respondents = 13	<b>Post-Saddle Up</b> Total Number of Responses = 8 Total Number of Respondents = 8
<b>Communication (Students)</b>			
<i>Strength</i>			
<i>Weakness</i>	“I met with a student on August 10, and <b>they were still unsure what Saddle Up was and why it was mandatory</b> . Recommend earlier and more detailed communication with students (which will be more feasible on subsequent Saddle Up sessions).”	“Even after explaining what was happening to my students, I got awoken by many confused texts about meeting at prexies. <b>Communication could have been better.</b> ”  “ <b>Many questions and confusion</b> , especially with QR codes.”  “The Saddle Up Hotline told the poke pack leader that I (the instructor) could add their attendance on my end, but <b>I was never told how to do that.</b> ”	“Communication: <b>everything needs to be communicated better.</b> ”  “Schedules: changes, updates, locations, times, etc. all need to be clear. The schedule needs to have locations on it and who is presenting. There should be abstracts as to what each session is about, specifically for the sessions that all are required to attend. This <b>information should not be hidden.</b> ”
<b>Communication (Instructors/Staff)</b>			
<i>Weakness</i>	“Having a complete list of who to talk to about specific needs would have been helpful and having better communication would have also been helpful.”		“Suggest specific point of contact with Saddle Up Team and each college for better communication.”  “ <b>Better communication</b> with Saddle Up team.”  “ <b>Better information</b> about the Saddle Up team and who is responsible for what organizational activities.”
	<b>Pre-Saddle Up</b> Total Number of Responses = 4 Total Number of Respondents = 4	<b>Saddle Up Week</b> Total Number of Responses = 33 Total Number of Respondents = 13	<b>Post-Saddle Up</b> Total Number of Responses = 8 Total Number of Respondents = 8

Student Well-being			
<i>Strength</i>		<p>“My students were also really happy to hear that they would be getting more independence on Friday and would be able to sleep in a little bit before heading to their exam in class.”</p>	
<i>Weakness</i>		<p>“They were also <b>worried</b> about all the tasks they needed to do.”</p> <p>“I began to notice homesickness become more of an issue.”</p> <p>“Most students seemed incredibly frustrated and <b>tired.</b>” (6 other comments related to tiredness and exhaustion during in this section)</p> <p>“(Students) commented on <b>wanting more free time</b> and not even knowing their roommate yet.”</p>	<p>“There was <b>not enough time for students to eat without being rushed</b>, which is not healthy. Many reported skipping meals or buying their own elsewhere because they could not get into Washakie in time to eat before their next session.”</p> <p>“Working in ample breaks and downtime would be helpful for morale.”</p> <p>“<b>I underestimated the amount of stress and work</b> that our freshman would be under for the week. From what I observed and gathered through conversation, the freshman were <b>overwhelmed with the time commitment and workload</b> for their first week of college.”</p> <p>“Less programmed activities and some built in down-time would be good.”</p> <p>“<b>Students complained about lack of breaks, lack of access to water and snacks.</b>”</p> <p>“Students were injured in this week. <b>Tendonitis was a significant issue</b> as students were</p>

<i>Weakness</i>			<p>not prepared for the miles they were required to walk each day. <b>Altitude sickness and dehydration were also significant concerns and made students ill.</b> The <b>schedules were too packed</b> for students to get the rest they needed in adjusting to stress, new expectations, environment, altitude, etc.”</p> <p>“Many students reported not being able to finish settling into their rooms until later in the week.”</p> <p>“While the program may have been intended to mimic a week at midterms, this was not it. Midterm weeks are not as heavily scheduled from sunup to sundown as this week was.”</p> <p>“<b>Students had anxiety</b> as to where to find classes and had no time to find classrooms. <b>They were overly scheduled.</b>”</p> <p>“Students did make the comment as well that <b>they would appreciate more free time</b> while participating in Saddle Up because they do have things they need to complete now that they’re on campus that they’re not able to do with all of the activities scheduled throughout the day.”</p>
	<p><b>Pre-Saddle Up</b>                  Total Number of Responses = 4                  Total Number of Respondents = 4</p>	<p><b>Saddle Up Week</b>                  Total Number of Responses = 33                  Total Number of Respondents = 13</p>	<p><b>Post-Saddle Up</b>                  Total Number of Responses = 8                  Total Number of Respondents = 8</p>
<b>Student Engagement</b>			
<i>Strength</i>		<p>“After that (story regarding note taking in college versus high school), it was a more <b>engaged and active group!</b>”</p> <p>“<b>We paused to help them think through how to stay focused in class.</b> We spent time talking about the fact that basic biological functions being attended to facilitate learning!”</p> <p>“<b>The students are definitely more comfortable in their skins now –</b></p>	<p>“The students were generally interested in both days (Skills Session). They participated well and asked questions. On the second day, when I ran out of time, <b>they even offered to stay longer so that I could finish.</b>”</p> <p>“The resource fair was great.”</p> <p>“<b>It seems that many of the first-time student attendees found it valuable.</b>”</p>

<p><i>Strength</i></p>		<p>asking questions, taking notes, taking breaks as needed, enjoying becoming their new selves!”</p> <p>“Today the final went well – it was a great chance for them to see where the pain points are for them in study skills and managing stress during an exam period.”</p> <p>“The <b>Exploratory Session went really well.</b>”</p> <p>“I can see that <b>they’re all building great connections with each other already.</b>”</p> <p>“Did have some really good participation by some students.”</p> <p>“My students are getting more okay with Saddle Up and are starting to enjoy it little by little!”</p> <p>“My poke pack in particular was more positive today as they <b>realized the relevance of this program and its intentions.</b>”</p> <p>“Students appeared energized and ready to go.”</p>	<p>“<b>They really enjoyed the scavenger hunt and the place based activities.</b>”</p> <p>“(Academic Skills session) – it seems like that <b>content is critical to their success/failure and retention.</b>”</p> <p>“<b>Students seemed to really appreciate the Skills Sessions.</b> Several said it was, ‘something new’.”</p> <p>“Students I spoke with at the Friday Department/Major activity were <b>relieved to finally be with the faculty in their major.</b>”</p>
	<p><b>Pre-Saddle Up</b>                  Total Number of Responses = 4                  Total Number of Respondents = 4</p>	<p><b>Saddle Up Week</b>                  Total Number of Responses = 33                  Total Number of Respondents = 13</p>	<p><b>Post-Saddle Up</b>                  Total Number of Responses = 8                  Total Number of Respondents = 8</p>
<p><b>Student Engagement</b></p>			
<p><i>Weakness</i></p>	<p>“One of my students <b>didn’t seem to be as receptive to the idea of Saddle Up</b> and voiced that they’ve had a difficult experience with the university so far, so I’m going to try and help them find solutions to any issues throughout this week.”</p>	<p>“They (students) feel like some of the information they’re receiving is repetitive and <b>they still have gaps in their knowledge that they don’t feel like is being discussed in any of the sessions.</b>”</p> <p>“<b>They were struggling to engage or focus,</b> lots of side chatter and laughter despite addressing the behavior directly. (Their pokes pack leader was not there at all for the entire session).”</p> <p>“They were <b>questioning the consequences of not fully participating in Saddle Up</b> and were generally negative in their</p>	<p>“Skills sessions were somewhat redundant based on their other activities across campus.”</p> <p>“Focus on Humanities, Art and Social science activities!”</p> <p>“<b>Students wanted more time with their major department and more activities associated with their major.</b> Students I spoke with at the Friday Department/Major activity were relieved to finally be with the faculty in their major. They wanted to have this much earlier in the week.”</p>

<i>Weakness</i>		<p>feedback/interactions with the professor.”</p> <p>“I listened to several complain that they <b>felt they were being treated like children at an all-day summer camp</b>. They hoped for time to see the city, obtain parking passes, and purchase books.”</p> <p>“I heard from staff that faculty were using threatening language about students not ‘passing’ Saddle Up if they didn’t pass the course. I am unsure if that is true, misinterpretation, or the faculty’s attempt to motivate students to pay attention.”</p> <p>“Most (students) didn’t want to attend the pep rally.”</p> <p>“My kids did not find the time spent in the science buildings to be beneficial. Most of them did not want to attend the create and explore sessions. Most of my students did not sign up for things beforehand and so there was nothing they wanted to do. The options were very limited.”</p>	<p>“Students <b>wanted more time with their major departments</b> and activities associated with their majors.”</p> <p>“By not having it (Academic Skills session) until the end of day 3 and 4, they might not have benefitted as much because many of them were <b>checked out by that point.</b>”</p>
	<p><b>Pre-Saddle Up</b>                  Total Number of Responses = 4                  Total Number of Respondents = 4</p>	<p><b>Saddle Up Week</b>                  Total Number of Responses = 33                  Total Number of Respondents = 13</p>	<p><b>Post-Saddle Up</b>                  Total Number of Responses = 8                  Total Number of Respondents = 8</p>
<b>Logistics/ Organization</b>			
<i>Strength</i>	<p>“<b>Great leadership and organization</b> from John Houghton and Nycole Courtney. Our committee meetings went well, and we had a great team of instructors. Our <b>Bystander Skills planning and training and organization went so well</b>, thanks to Michelle and Aleah.”</p> <p>“The <b>main Saddle Up team were great.</b>”</p>		
<i>Weakness</i>		<p>“Students did not seem familiar with logging onto WiFi on campus.” (1 other comment related to WiFi in this section, and 2 comments related to Canvas also in this section)</p>	<p>“<b>Dining could not provide for everyone.</b> They (students) could not get into Washakie in time to eat before their next session.”</p> <p>“The poke packs were late and needed to leave early, due to the</p>



<p><i>Weakness</i></p>		<p>“A few groups asked if they could leave if the ‘instructor wasn’t there yet’ and were reminded the session started at 4:30 p.m. Not sure if they thought it was supposed to start at 4 p.m. or maybe the previous session ended early.” (7 additional comments related to <b>time issues</b> – arriving late and leaving early – in this section)</p> <p>“A poke pack leader called the Saddle Up Hotline because some of the <b>QR codes weren’t working for students in the SOAR app</b>. The Saddle Up Hotline told the poke pack leader that I (the instructor) could add their attendance on my end, but <b>I was never told how to do that.</b>”</p> <p>“One group had <b>more people than the room had space for</b>. We brought in 12 chairs from the neighboring room, but they had to fit in the middle aisle between the tables.”</p> <p>“The resource fair was crowded and messy.”</p>	<p><b>schedule not accommodating travel time.</b>”</p> <p>“(At the resource fair) We ran out of swag quickly due to budget constraints.”</p> <p>“Many staff who were working tables at the resource fair were <b>worried about covid exposure</b> and became panicked due to the <b>number of people in a space that was not accommodating of that number of people.</b>”</p> <p>“Some college autonomy with organization, activities and planning.”</p> <p>“The advisors were asked to cover too much information during these sessions, especially <b>given the time constraints.</b>”</p>
	<p><b>Pre-Saddle Up</b>                  Total Number of Responses = 4                  Total Number of Respondents = 4</p>	<p><b>Saddle Up Week</b>                  Total Number of Responses = 33                  Total Number of Respondents = 13</p>	<p><b>Post-Saddle Up</b>                  Total Number of Responses = 8                  Total Number of Respondents = 8</p>
<p><b>Labor/Capacity</b></p>			
<p><i>Strength</i></p>		<p>“<b>Excellent</b> PASS leaders and Trail bosses.”</p>	
<p><i>Weakness</i></p>	<p>“The main Saddle Up team were <b>great but overwhelmed.</b>”</p>	<p>“Their pokes pack leader was not there at all for the entire session. I heard from other instructors that additional poke packs were in the rooms without their leaders, and those tended to be the most disruptive students.” (3 additional comments related to missing poke pack leaders in this section)</p> <p>“It seemed like Poke Pack Leaders (PPLs) were <b>tired and frustrated</b>. I understand the university could not pay the PPLs the advertised amount, which needs to be fixed. If you cannot pay, utilize other options like free parking passes or a free class in the coming semester.”</p>	<p>“Poke Pack leaders seemed <b>burned out</b> very quickly in the week and so did faculty and staff who had to participate.”</p>

<i>Weakness</i>		<p>“PPLs and staff <b>appeared tired</b> too.”</p> <p>“Multiple (students) were told that their RA’s were NOT taking them (to the pep rally) and to find their own way there.”</p>	
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<sup>17</sup> Pre-Saddle Up Timeframe = August 9-14, 2022; Saddle Up Week Timeframe = August 15-20, 2022; Post-Saddle Up Week Timeframe = August 21-September 30, 2022.

<sup>18</sup> Respondents were able to submit more than one Field Notes Journal entry.

<sup>19</sup> Respondents were contacted via email in early-September (some respondents received two and three emails regarding the Permission to Share form). Signed forms were sent to Heather E. Webb Springer. Respondents who did not reply and/or requested their Field Notes be omitted from the final report have been removed from the analysis provided here.

<sup>20</sup> Saddle Up Feedback Report provided to Mandy Gifford, Dr. Nycole Courtney, Dr. Kim Chestnut on August 31, 2022.

<sup>21</sup> Feedback and Field Notes Entries that fell under the category of “immediate action for improvement” were shared with Dr. Nycole Courtney and John Houghton during Saddle Up Week via email (identifiers removed prior to sharing).

**AGENDA ITEM TITLE: EAB Navigate implementation report - Carman/Alexander**

SESSION TYPE:

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

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:

UW has implemented the EAB Navigate advising platform over the course of the past 16 months. This report will update the Board on the implementation of the platform, including data on usage, interventions and campaigns, and user experience.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Trustees approved the adoption of the Navigate platform at their meeting June 16, 2021. A requested update on implementation was made at that same meeting.

WHY THIS ITEM IS BEFORE THE BOARD:

The Board requested an update on implementation progress to be delivered at the November 2022 Board meeting.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

# Update on EAB Navigate

UW Board of Trustees, November 2022

# Issue: Putting Holistic Advising Philosophy into Practice

UW has a holistic advising philosophy, but we did not have a tool to support it.

- We know that students are more than just people who walk into and out of classrooms. Their personal lives impact their academic success – financial concerns, food insecurity, etc. can reduce their ability to focus and flourish.
- Communicating support needs and solutions across multiple advisors – academic and support advisors – is critical.
- We also don't want students to have to tell their stories multiple times to multiple people.

# Solution: Navigate Advising Platform

- One tool that not only allows information sharing but helps target efforts in most effective way.

# Key partners

- Advising, Careers, and Exploratory Studies (ACES)
- College Advising Centers
- Information Technology
- Registrar
- Financial Services
- Student Success and Graduation Hub
- Institutional Analysis
- Learning Resources Network (LeaRN)

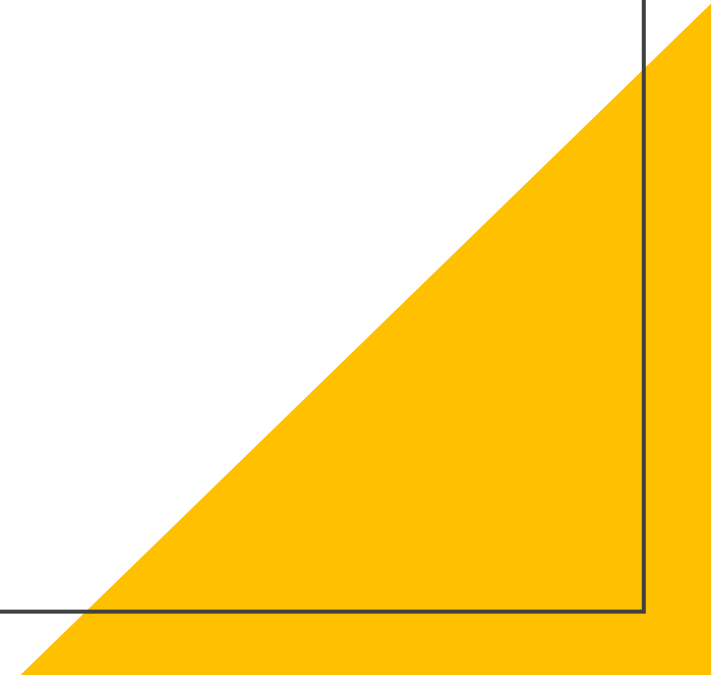
# Implementation Planning

- Met over course of Fall 2021 to plan soft roll-out for January 2022. Designed UW's advising appointments and campaigns and built data bridge for UW data.
- Initial roll-out staff users:
  - All college advising centers and ACES
  - Cowboy Coaches
  - Career advisors
  - Disability Support Services
  - Student Financial Aid and Student Financial Services



# Implementation – January 2022

- Use data
  - Unique students
  - Staff users
  - Campaigns
  - Comparator data

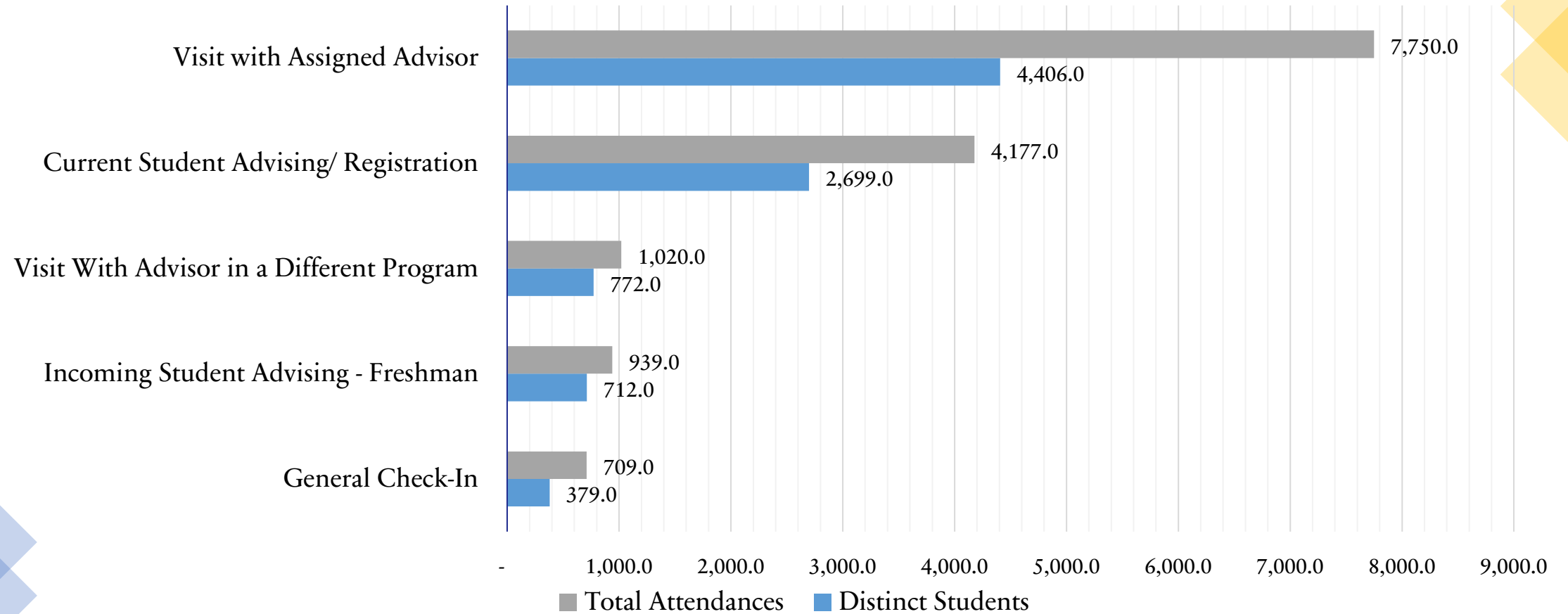


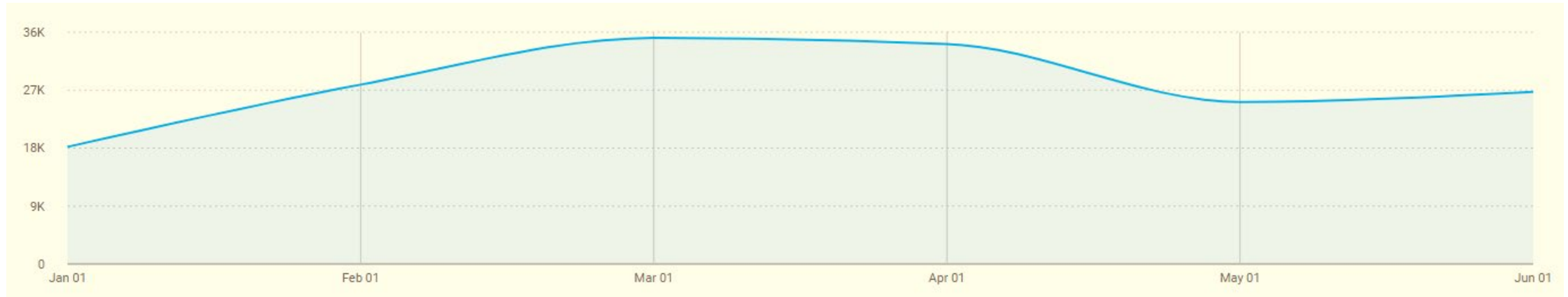
# Student Usage and Appointments, January – October 2022

7,753 distinct  
student users

18,848  
appointments  
created by  
students

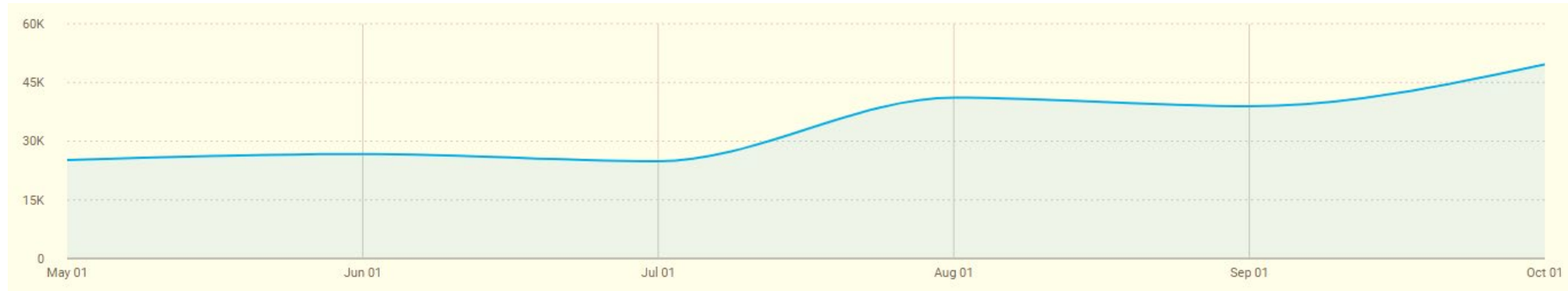
# Student Advising – Top 5 Reasons Students Have Made Appointments





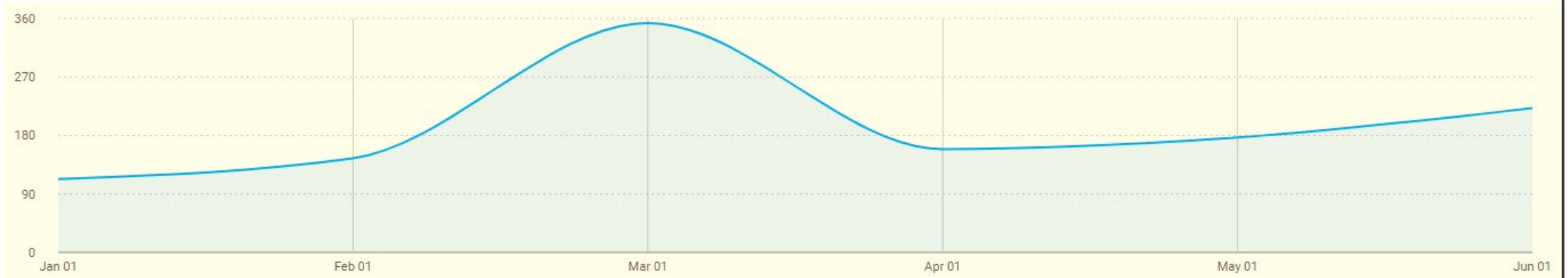
# Number of Events\* – January 1 - June 30, 2022

\*actions taken in the platform – i.e. appointment confirmed, appointment summary filed, note added, alert issued, case closed

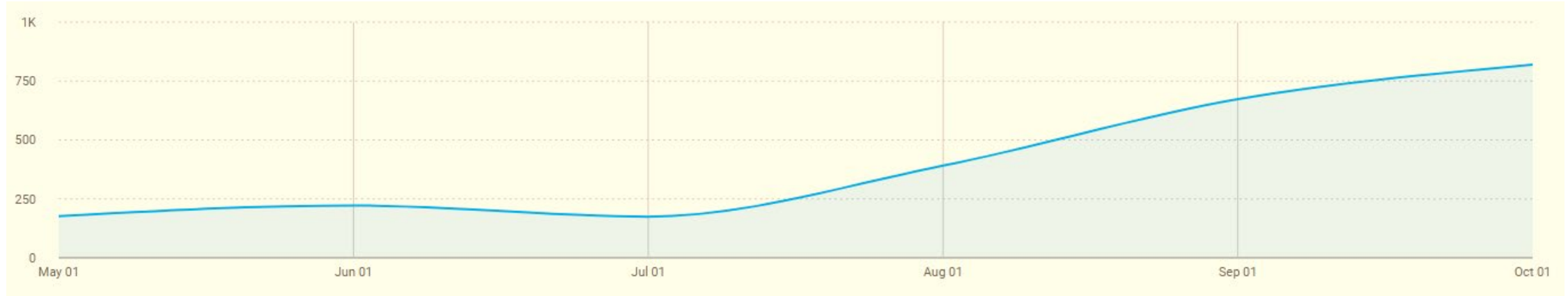


## Number of Events\* – May 1 - October 20, 2022

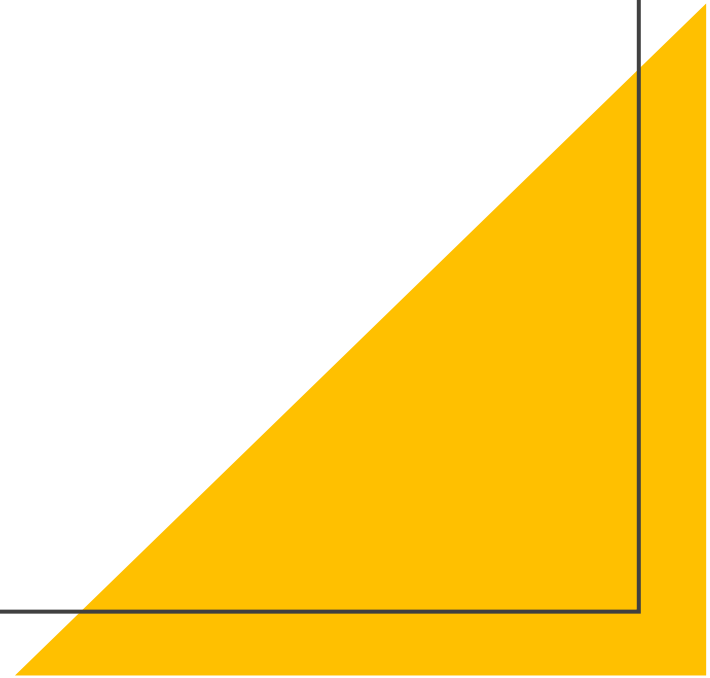
\*actions taken in the platform – i.e. appointment confirmed, appointment summary filed, note added, alert issued, case closed



**Number of Staff Users – January 1 - June 30, 2022**



**Number of Staff and Faculty Users –  
May 1 - October 20, 2022  
(progress report/Early Alert booster)**



For this calendar year – our first year live - out of **68** institutions with undergraduate enrollment between 8,000 and 12,000, we are:

- #19 with total distinct staff users (549)
- #39 for the total # of actions taken (257,065)
- Tied for #3 on average maximum number of days active per month for staff users (29)
- Tied for #4 on average number of days active per month per user for staff users (7)

## Comparative Data



## Fall 2022 and forward - Shift to integration

- Use of progress report functionality to issue Early Alerts by faculty.
- Working on refining historical population, major change, and course analytics
  - These will help advisors target their efforts even more finely
- Working on Academic Planning for students
- Adding graduate students to platform
- Adding more support users: International Students and Scholars, Student Success Services, and Athletics

**AGENDA ITEM TITLE: Discussion UW Fee Book, Schmid-Pizzato/Kean**

**SESSION TYPE:**

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

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

**EXECUTIVE SUMMARY:**

The table below outlines the timeline established for the FY2024 (2023-24 Academic Year) Student Fee Book proposals and review process.

<b>FY 2024 Proposal Submissions and Review Calendar</b>	
<b>Date</b>	<b>Objective</b>
October 31, 2022	Deadline for submission of completed and Vice President-approved forms to the Central Fee Committee
Oct 1 – Nov. 16, 2022	The ASUW Tuition Allocation and Student Fee Review Committee shall meet to have hearings from fee units and create recommendations.
November 1 – December 12, 2022	Parallel to the process above, the Central Fee Committee shall meet to deliberate in order to formulate recommendations
November 29, 2022	ASUW Resolution on Mandatory Student Fees for FY24
December 13, 2022	Central Fee Committee to make FY24 recommendations to UW Provost
TENTATIVE – January 9-12, 2023	UW Provost and Vice President of Budget & Finance makes FY24 Fee Book recommendations to the Board of Trustees’ Budget Committee
January 25-27, 2023	Proposed FY24 Fee Book presented to the full Board of Trustees

The FY2024 Central Fee Committee is comprised of the following members:

- Associate Vice President for Budget & Planning (voting)
- Vice President for Student Affairs (voting)
- Chief Information Officer and Vice President for Information Technology (voting)
- Vice Provost for Undergraduate Education (voting)
- Vice Provost/Dean of Graduate Education (voting)
- ASUW Vice President (voting)\*
- STUDENT at large (voting)\*

\* At least one of the student representatives will be an in-state student

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

Annually – The Board of Trustees accepts and approves the Student Fee Book.

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

The Board of Trustees is responsible for the establishment of all fees, charges, and deposits assessed, and refunds afforded to individuals applying for admission to the university, enrolled students, university employees, and the general public. Such fees shall be reasonable and prudent for the adequate protection and control of university funds, equipment, facilities, services, and materials.

**ACTION REQUIRED AT THIS BOARD MEETING:**

No action at this time

**PROPOSED MOTION:**

No motion at this time

**PRESIDENT'S RECOMMENDATION:**

N/A

**AGENDA ITEM TITLE: Tuition Policy, Schmid-Pizzato/Kean**

**SESSION TYPE:**

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

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

**EXECUTIVE SUMMARY:**

The Board is required to review and approve the Tuition Policy not later than four years after the subsequent review and approval. The Administration recommends the following modifications to the current tuition policy.

1. Clarify that the 4% tuition increase for each academic year is for base tuition.
2. Clarify that administration will submit recommendations regarding adjustments to differential tuition rates based on market analysis by degree program.
3. Modify that new net revenue generated by annual tuition increases will be disbursed each year when the President, in consultation with ASUW, submits his/her proposed annual operating budget for the University to the Board.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

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

The Board is required to approve the current Tuition Policy by November 2022. Thus, the Administration will develop Tuition Policy recommendations that can be discussed, and acted upon, at the Trustees' November 2022 meeting.

**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:**

The Board approves the recommended Tuition Policy presented to the Budget Committee

**PROPOSED MOTION:**

I move to authorize and accept the recommendations from the Budget Committee regarding the tuition policy. *[Placeholder]*

**PRESIDENT'S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: Financial Aid Strategy 2024-25, Schmid-Pizzato/Kean**

**SESSION TYPE:**

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

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

**EXECUTIVE SUMMARY:**

The Financial Aid Strategy approved in July 2019 was implemented for the 2020-21 and 2021-22 awarding cycles. This strategy was modified June 2021 for the 2022-23 awarding cycle and May 2022 for the 2023-24 awarding cycle. To utilize institutional and foundation resources in a strategic manner and enhance recruitment and retention, the Administration recommends the following for the 2024-25 awarding cycle:

1. Review and evaluate the Trustees Scholars Award allocation.
2. Continue the enhanced recruiting and retention option for college deans, advanced approved for 2022-2023 and 2023-24 awarding cycles, with incremental increase for 2024-2025 and subsequent awarding cycles.

In addition to these recommendations, the Administration will provide the FY2021 – FY2023 Scholarship Table for review of the historical shift of scholarships funded by unrestricted operating to foundation funds for discussion with the committee.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

The Financial Aid Strategy and status of awards was last reviewed and discussed during the May 2022 Board meeting, wherein the 2023-24 year Financial Aid Strategy was review and approved. To ensure timely implementation and effective strategic use advanced discussion is encouraged.

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

Per UW Regulation 7-11, Financial Aid Strategies require annual Board approval.

**ACTION REQUIRED AT THIS BOARD MEETING:**

The Board approves after careful review and discussion of the recommended Financial Aid Strategies presented for the 2024-25 year.

**PROPOSED MOTION:**

No motion at this time.

**PRESIDENT’S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: UW Strategic Plan 2022+ - Seidel/Carman/Chestnut/Alexander**

**SESSION TYPE:**

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

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

**EXECUTIVE SUMMARY:**

This session will provide an opportunity for questions/answers with the Board on the draft UW Strategic Plan 2022+. After receiving Trustees' feedback from this session, the Strategic Planning Council will edit and finalize the University's next strategic plan and seek approval from Trustees at their January 2023 meeting.

There are two separate documents attached for review and discussion: the draft UW Strategic Plan 2022+, which includes Values, Vision, Mission, Value Proposition, and our five Goals; and a second document, a working draft Strategic Implementation Plan document, which is still a work in progress and will outline actions necessary, responsible parties, timeline, and resources needed to achieve the Strategic Plan Goals.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

Trustees heard an update on the Strategic Planning process in September 2022.

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

The Board of Trustees approve the Strategic Plan for the University.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A

**PROPOSED MOTION:**

N/A

**PRESIDENT'S RECOMMENDATION:**

N/A

## UW Strategic Plan 2022+ Draft 2 | 3 November 2022

### VALUES

We value:

- Access to an affordable, high-quality education.
- Real-world education where students learn by doing.
- A welcoming and supportive learning community fostered by integrity, inclusivity, freedom of expression, and respect.
- The growth, health, and leadership capacity of all members of the university community.
- Wyoming's wild and working lands as an asset to be understood, stewarded, and treasured.
- Our partnership and engagement with thriving Wyoming and tribal communities in the creation and exchange of knowledge and resources.
- Serving as a catalyst for innovation and economic vitality.

### VISION

Use our unique strengths to make Wyoming and the world a better place.

### MISSION

As Wyoming's university, we unlock the extraordinary in every person through education, research, innovation, engagement, and service.

### VALUE PROPOSITIONS

- **Size:** UW leverages our scale to offer a diverse set of disciplines, perspectives, and ideas and connect accomplished professionals, students, and communities.
- **Collaboration:** UW is an intellectual powerhouse that fosters transdisciplinary collaboration to address the most complex challenges facing Wyoming, indigenous nations, and the world.
- **Community:** UW is a vibrant and supportive community where people learn, explore, create, and work together to achieve great things.
- **Wyoming's land-grant mission:** UW is a unifying force expanding intellectual opportunity, advancing economic and cultural vitality, and contributing to the well-being of the communities that call Wyoming home.

### UW'S ONGOING OBJECTIVES

As Wyoming's land-grant and flagship university, UW commits to five major objectives.

1. Ensure Student Success
2. Pursue Institutional Excellence
3. Provide a Supportive Community
4. Engage with and Serve the State
5. Ensure Financial Stability and Diversification

## Ongoing Objectives and Key Execution Strategies

UW's Ongoing Objectives	1. Ensure Student Success	2. Pursue Institutional Excellence	3. Provide a Supportive Community	4. Engage With and Serve the State	5. Ensure Financial Stability/Diversification
<b>Commitments</b>	Integrate best practices in teaching and learning to produce skills required for life, work, citizenship, and adaptation to needs of a changing world.	Nurture a culture of diverse ideas and knowledge creation that promotes teaching, learning, community engagement, economic development, and world-class research.	Foster a culture of community that values and cares for students, faculty, and staff.	Sustain and enhance our extensive service to and engagement with the State to improve the whole health and wellbeing of Wyoming and its residents.	Ensure the long-term vitality of UW through diversification and growth of revenue streams and effective application of resources, infrastructure, and processes.
<b>Key Execution Strategies</b>	<ul style="list-style-type: none"> <li>• Adopt Felten and Lambert's (2021) framework for a student-centered culture</li> <li>• Build a student-ready, student-focused enterprise</li> <li>• Enhance graduate student support services</li> <li>• Increase enrollment and engagement from tribal, marginalized, and underserved students</li> <li>• Increase global engagement</li> <li>• Prepare students for life and adaptation to a changing and increasingly digital world</li> </ul>	<ul style="list-style-type: none"> <li>• Raise UW's scholarly capacity and profile nationally and internationally</li> <li>• Value and reward all teaching, research, and service contributions to UW's mission</li> <li>• Celebrate and support free expression</li> <li>• Strengthen relationships with communities, government and tribal partners, and UW's external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Build opportunity ladders for staff</li> <li>• Develop initiatives to hire, reward, and retain excellent staff and faculty</li> <li>• Invest in resources that enhance the health and well-being of the UW community</li> <li>• Expand efforts of accountability, inclusion, and transparency</li> </ul>	<ul style="list-style-type: none"> <li>• Invest in and leverage UW Extension and R&amp;E Centers</li> <li>• Grow health and wellbeing initiatives across the state</li> <li>• Expand the impact of the Wyoming Innovation Partnership</li> <li>• Support Wyoming's economic and community development</li> <li>• Enhance UW's connections with and service to the people and tribes of Wyoming</li> <li>• Grow educational opportunities in communities</li> </ul>	<ul style="list-style-type: none"> <li>• Strategically grow enrollment</li> <li>• Audit business processes to ensure effectiveness</li> <li>• Grow external funding for research and scholarship across all disciplines</li> <li>• Leverage and grow corporate partnerships</li> <li>• Enhance the partnership between UW and the UW Foundation</li> <li>• Initiate planning for a comprehensive campaign</li> <li>• Review UW budget model and program offerings</li> <li>• Develop campus energy plan</li> <li>• Refine UW positioning, brand strategy, and brand promise</li> </ul>



## Strategic Implementation Plan:

### Goal-Specific Commitments, Key Performance Indicators (KPI's), Timeframe, Implementation Lead and Resources Needed

**Goal 1. Ensure Student Success.** Integrate best practices in teaching and learning to produce skills required for life, work, citizenship and adaptation to needs of a changing world.

*KPI's denoted with a \* were derived in part from the Strategic Alignment recommendations developed by Faculty Senate and administration.*

Execution Strategy/Implementation	Key Performance Indicators and Timeline for Completion	Timeline	Lead(s)	Other notes – Resources Needed -
<p><b>Increase enrollment and engagement from tribal, marginalized, and underserved students</b></p>	<p>Achieve 20% representation (currently 15%) of underrepresented minority students in the entering class (First Time Incoming and Transfers).</p> <p>Achieve 40% representation of underrepresented minority and underserved students (Pell eligible, first generation, and veterans) in the entering class (First-Time Incoming and Transfers).</p> <p>Grow number of students in graduate programs and professional programs from 2,600 to 3,000 across all disciplines.</p>	<p><b>2026</b></p> <p><b>2026</b></p> <p><b>2027</b></p>	<p><b>VP Enrollment Management</b></p> <p><b>VP and Dean Graduate Education, VP Enrollment Management, Deans of Law and Health Sciences</b></p>	<p>Backfill School of Graduate Education budget to pre-2020 levels.</p>

<p><b>Build a student-ready, student focused enterprise.</b></p>	<p>Increase undergraduate student participation in the Cowboy Coaching mentorship program by 50%.</p> <p>Increase on-campus students in Living Learning Communities to 75%.</p> <p>Increase on-campus student employment and implement a staff-student mentorship/ apprenticeship program.</p> <p>Leverage the resources and knowledge of the LeaRN program, SEO, College Academic Advising Centers, Colleges, and Student Affairs to build a new probationary student support system.</p> <p>By investing in stronger support and scaffolded learning structures, leveraging Navigate for data-driven holistic advising streamlining degree completion paths, and providing more course availability:</p> <ul style="list-style-type: none"> <li>• Decrease current opportunity gaps between UW's average retention, persistence, and graduation rates and those of underrepresented domestic students.</li> <li>• Increase the overall student retention rate from 76% to 85%.</li> <li>• Increase the four-year graduation rate for all undergraduate (entering First Time Incoming) students from 40% to 50%.</li> <li>• Achieve a five-year graduation rate of at least 63% (current 56.5%) and a six-year graduation rate of 65% (currently 60%).</li> <li>• Increase the three-year graduation rate for all undergraduate transfer students from 54% to 60%.</li> </ul>	<p><b>2025</b></p> <p><b>2025</b></p> <p><b>2025</b></p> <p><b>2024</b></p> <p><b>2027</b></p> <p><b>2026</b></p> <p><b>2027</b></p> <p><b>2027</b></p> <p><b>2027</b></p>	<p><b>Provost, VP Student Affairs, Student Success Institutional Transformation Taskforce</b></p>	
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<p><b>Enhance graduate student support services and build graduate education programs in areas of strength and potential.</b></p>	<p>Enhance graduate student support services and explore solutions to provide competitive institutional graduate student stipends.</p> <p>Establish 6-8 new MS, MA, and PhD programs, based on faculty availability, program interest, and market data.</p> <p>Provide opportunities for graduate students to participate in innovation and industry-related research activities.</p>	<p><b>2025</b></p> <p><b>2027</b></p> <p><b>2027</b></p>	<p><b>VP and Dean Graduate Education</b></p>	
<p><b>Increase global engagement</b></p>	<p>Increase international student representation to 8% (from 4.5%).</p> <p>Return number of students participating in education abroad to pre-pandemic levels by and grow annually 1-2% thereafter.</p>	<p><b>2026</b></p> <p><b>2024</b></p>	<p><b>VP Global Engagement</b></p>	
<p><b>Prepare students for life and adaptation to a changing world – effective learning environment</b></p>	<p>Increase participation in professional teaching development opportunities (ECTL, LAMP, LeaRN programs) by 10%.</p> <p>Systemically evaluate evidence of effective teaching by tracking internal and external teaching awards and results of performance improvement cases.</p> <p>Increase level of high-impact practices in use at UW as measured by NSSE/FSSE.</p> <p>Increase key indicator levels of perceived gains in knowledge, skills and development by Seniors and satisfaction levels on UW Student Satisfaction Survey and NSSE.</p> <p>Develop a set of university-level student learning outcomes.</p>	<p><b>2025</b></p> <p><b>2025</b></p> <p><b>2027</b></p> <p><b>2027</b></p> <p><b>2025</b></p>	<p><b>Provost</b></p>	

<p><b>Prepare students for life and adaptation to a changing world – experiential and interdisciplinary learning opportunities</b></p>	<p>Increase on-campus student employment and implement a staff- student mentorship/ apprenticeship program.</p> <p>Ensure that 50% of undergraduate and graduate degrees have required interdisciplinary and experiential learning components, ranging from research experiences to community engagement to company internships and entrepreneurship experiences.</p> <p>Build employer partnerships to support degree completion by boosting internships, co-ops, externships, and other professional experiences with local employers (including private for profit, nonprofit, and governmental entities) leading to fast tracks for graduates to be employed by participating employers.</p> <p>Develop and enhance lifelong learning opportunities for UW alumni, including targeted courses, and lectures, along with opportunities for alumni to mentor current UW students.</p> <p>Build curriculum to enhance opportunities for students to master digital literacies and take part in civic engagement.</p>	<p>2025</p> <p>2027</p> <p>2025</p> <p>2025</p> <p>2027</p>	<p>Provost</p>	
<p><b>Prepare students for life and adaptation to a changing world – general education</b></p>	<p>Increase percentage of students who value general education as chance to “broaden their horizons.”</p> <p>Increase percentage of exploratory studies students who find a major and stay at UW within 4 semesters, vs. those who transfer or stop-out.</p> <p>Demonstrated increase in mastery of general education outcomes related to key learning outcomes (citizenship, critical and creative thinking, information literacy).</p>	<p>2027</p>	<p>Provost</p>	

**Goal 2: Pursue Institutional Excellence.** Nurture a culture of idea and knowledge creation that promotes teaching, learning, community engagement, economic development and world-class research.

Execution Strategy/Implementation	Key Performance Indicators and Timeline for Completion	Timeline	Lead(s)	Other notes – Resources Needed -
<b>Raise profile and visibility of UW</b>	<p>Support and assist UW faculty in achieving recognition for their work by actively providing them with conduits to positions on national and international advisory committees, fellowships in societies, and nominations for more national awards.</p> <p>Position UW to invest in training, professional development, diversity, and leadership development to enhance our reputation as a desirable place for highly talented people to work.</p> <p>Increase the number of UW’s active international research partnerships by 10%.</p> <p>Increase number of faculty actively engaged in global research by 15%.</p>	<p>2026</p> <p>2025</p> <p>2027</p> <p>2027</p>	<b>Provost, VP Research and Economic Development</b>	
<b>Value and reward all teaching, research, and service contributions to UW's mission</b>	<p>Review and revise reward structures to promote interdisciplinary and inter-professional teaching and research.</p> <p>Review and revise reward structures to promote innovation, creation, applied research, and economic development.</p> <p>Review and revise reward structures to promote university and community service, community engagement, extension education, and societal impact.</p> <p>Evaluate incentives and accountability for effective, engaging teaching, with emphasis on</p>	<p>2025</p> <p>2025</p> <p>2025</p> <p>2024</p>	<b>Provost</b>	

	<p>instructional capacity in design of course-based research, community-engaged courses, and quality, consistent use of our learning management system.</p> <p>Eliminate disincentives to co-instruction and joint instruction across disciplines.</p> <p>Establish new degrees and track the number of faculty with joint appointments with School of Computing by 2024. Establish an independent School of Computing with a dean by 2027.</p> <p>Build programs and infrastructure to support the Neltje Center and Jentel.</p> <p>Through the Center for Entrepreneurship and Innovation, grow the statewide entrepreneurship and innovation network; expand concept, programming, and start-up initiatives; create a resource base of at least 50 mentors for entrepreneurs</p> <p>Through the Wyoming Outdoor Recreation, Tourism, and Hospitality (WORTH) center and WIP, further develop and expand degree offerings and short-term certificates and credentialing; and improve coordination of tourism/hospitality training, expertise, and information across the state.</p> <p>Invest in AMK Ranch infrastructure to get it into good working order for use in interdisciplinary programs as demonstrated by at least 20 new projects conducted at the AMK Ranch and at least one international partnership.</p>	<p>2024</p> <p>2027</p> <p>2027</p> <p>2027</p> <p>2025</p> <p>2025</p>		
<p><b>Celebrate and support free expression</b></p>	<p>Emphasize hosting a variety of events and speakers reflecting a diversity of viewpoints.</p>	<p>2024</p>		

	<p>Embed a focused session on the Provost’s Phythian Paper on Free Expression in the Academy in new faculty orientation</p>			
<p><b>Strengthen relationships with communities, governments, and tribal partners and UW’s external stakeholders</b></p>	<p>Apply for and achieve Carnegie Community Engagement Status.</p> <p>Incentivize and assess reciprocally designed community-engaged research and community-based courses across the state and with tribal partners.</p> <p>Advance efforts in a digital and data-driven alumni engagement strategy that has a meaningful impact on the university. Invest in infrastructure to effectively capture comprehensive data about alumni and their ongoing engagement with UW to provide for tailored outreach when connecting both local and international alumni to the vast engagement opportunities made available through UW</p>	<p><b>2024</b></p> <p><b>2025</b></p> <p><b>2027</b></p>		

**Goal 3: Provide a Supportive Community.** Foster a culture of community that values and cares for students, faculty and staff.

Execution Strategy/Implementation	Key Performance Indicators and Timeline for Completion	Timeline	Lead(s)	Other notes – Resources Needed -
<b>Build opportunity ladders</b>	Using outcomes of staffing analysis, identify implementation timeline and funding to build ladders for staff. E.g., when they complete additional education, training, or credentialing, they would be eligible for modification in pay or title. Establish these mechanisms as an institution-wide practice and calibrate appropriate duties and classifications by 2025.	<b>2025</b>	<b>Human Resources, Budget and Finance</b>	
<b>Develop initiatives to hire, reward, and retain excellent staff and faculty</b>	<p>Assess data for and develop standard data set to perform gap analysis to understand minimum staffing for sustainability of programs and units, minimum staffing for healthy functioning units, and aspirational staffing for a Carnegie R1 designation. *</p> <p>Prioritize retention and hiring in high-performing areas with identified staffing deficits *</p> <p>Develop long-term plan for retention pool. *</p> <p>Build research support structures in Research and Economic Development to support research across all disciplines, including social sciences, arts, humanities, and applied research.</p>	<p><b>2024</b></p> <p><b>2025</b></p> <p><b>2025</b></p> <p><b>2025</b></p>	<p><b>Provost</b></p> <p><b>VP Research and Economic Development</b></p>	
<b>Invest in resources that enhance the health and wellbeing of the UW community</b>	<p>Starting at Saddle Up and beyond, embed physical and mental wellness resource touchpoints into places students will find them.</p> <p>Measure utilization of services and satisfaction, analyze impact of utilization on student wellbeing and student success measures.</p> <p>Develop innovative and effective interventions for student mental wellness, resilience, and suicide prevention.</p>	<p><b>2025</b></p> <p><b>2025</b></p> <p><b>2024</b></p>	<b>Provost, VP Student Affairs, Human Resources, Campus Operations, Budget and Finance</b>	



	<p>Develop interventions that can be deployed by supervisors and department heads to assist faculty and staff in navigating resources for wellness, including financial, mental, and physical.</p> <p>Prioritize investment and maintenance of our current facilities and increase building services in Laramie and statewide.</p>	<p><b>2024</b></p> <p><b>2026</b></p>		
<p><b>Expand efforts of accountability, inclusion, and transparency</b></p>	<p>Develop an effective, inclusive strategy for celebrating and publicizing the ongoing initiatives and successes of UW units and specific employees, and for sharing these communications with internal and external stakeholders.</p> <p>Invite Senates to the President’s cabinet as appropriate. *</p> <p>Build in routine and regular campus contacts between administration and campus constituents, including informal and formal interactions. *</p> <p>Develop a transparent and inclusive communications strategy for administration to use when responding to external political or social issues, legislative priorities, and large institutional change. This plan should include touch points with front-line workers on the nature of messages prior to release so that they can respond to constituent questions. *</p> <p>Hire VP of DEI and prioritize and resource DEI efforts.</p> <p>Annual, transparent communication from administration regarding personnel decisions; e.g., faculty, staff losses and where new hires are targeted. *</p>	<p><b>2026</b></p> <p><b>2022</b></p> <p><b>2023</b></p> <p><b>2023</b></p> <p><b>2023</b></p> <p><b>2023</b></p>	<p><b>Communications and Marketing, President’s Office, Provost</b></p> <p><b>President</b></p> <p><b>President</b></p> <p><b>Communications and Marketing, Governmental Affairs and Community Engagement</b></p> <p><b>President</b></p> <p><b>Provost</b></p>	

**Goal 4: Engage with and Serve the State.** Sustain and enhance extensive service to and engagement with the State to improve the whole health and wellbeing of Wyoming and its residents.

Execution Strategy/Implementation	Key Performance Indicators and Timeline for Completion	Timeline	Lead(s)	Other notes – Resources Needed -
<p><b>Invest in and leverage UW Extension and R&amp;E Centers.</b></p>	<p>Invest in facilities and supplies/material budgets.</p> <p>Strengthen extension-research and extension-teaching links across the campus and state.</p> <p>Prioritize hiring specialist support staff for each geographic area in Extension’s primary program areas (4H and youth, community vitality and health, agricultural and natural resources educators).</p>	<p><b>2025</b></p> <p><b>2025</b></p> <p><b>2024</b></p>	<p><b>Provost, Dean of Agriculture, Life Sciences, and Natural Resources</b></p>	
<p><b>Grow health and wellbeing initiatives across the state.</b></p>	<p>Sustain and grow support for the Family Medical Residency Program, WWAMI and WYDENT, and College of Health Sciences programs in telehealth and other College of Health Sciences community partnerships in health, including prioritizing rural and tribal health initiatives.</p>	<p><b>2026</b></p>	<p><b>Provost, Dean of Health Sciences</b></p>	
<p><b>Expand the impact of the Wyoming Innovation Partnership</b></p>	<p>Develop and implement at least 10 high-quality, high-impact, sustainable programs by 2025 in collaboration with the community colleges, school systems, Wyoming Business Council, Wyoming Business Alliance, the Governor’s Office, and other organizations, consistent with Wyoming Innovation Partnership goals to advance the state.</p> <p>Develop and implement at least five activities by 2025 for developing entrepreneurship culture in different parts of the state in collaboration with local and regional institutions.</p> <p>Expand the Impact 307 incubators by attracting at least 10 new businesses.</p> <p>Create revenue-generating opportunities and partnerships through WIP and its associated initiatives.</p>	<p><b>2025</b></p> <p><b>2025</b></p> <p><b>2025</b></p> <p><b>2024</b></p>	<p><b>President, Provost, VP Research and Economic Development</b></p>	

<p><b>Support Wyoming's economic and community development</b></p>	<p>Develop academic programs, research, and extension-like programs to support the development of current and future economic sectors in Wyoming and continue to monitor changes to Wyoming's economic sectors for input to curriculum development</p>	<p><b>2024</b></p>	<p><b>Provost</b></p>	
<p><b>Enhance UW's connections with and service to the people of Wyoming.</b></p>	<p>Leverage the expertise and assets of UW-Casper, SEO programs, and other UW programs working directly with communities and tribes which enhance Wyomingites' educational and personal opportunities.</p> <p>Recognize and leverage community and tribal connections developed and nurtured by UW's current fine arts, cultural, educational, health, extension, and athletics community outreach and engagement activities.</p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p>	<p><b>Provost</b></p>	
<p><b>Grow educational opportunities for Wyoming.</b></p>	<p>Hire a Vice Provost for Online and Continuing Education. This Vice Provost will be responsible for, among other things, establishing, in collaboration with Financial Affairs and the Board of Trustees, a more competitive online program tuition structure for undergraduate programs and dynamic market-based tuition for professional and graduate programs; reexamining the university approval process for certificate approval; and expanding online and continuing education opportunities for Wyoming residents.</p> <p>Expand UW's physical presence across Wyoming.</p>	<p><b>2025</b></p> <p><b>2027</b></p>	<p><b>Provost</b></p> <p><b>President</b></p>	

**Goal 5: Ensure Financial Stability and Diversification.** Ensure the long-term vitality of UW through diversification and growth of revenue streams and effective application of Resources, infrastructure, and processes.

Execution Strategy/Implementation	Key Performance Indicators and Timeline for Completion	Timeline	Lead(s)	Other notes – Resources Needed -
<b>Strategically grow enrollment</b>	Maintain and improve student support while strategically growing enrollment in a financially responsible fashion.	<b>2025</b>	<b>Provost, President</b>	
<b>Audit business processes to ensure effectiveness</b>	<p>Conduct internal process “audits” with staff and relevant other users (faculty, students, stakeholders) to identify process bottlenecks that are having an outsized, negative effect on productivity and morale. Prioritize addressing these process issues to demonstrate institutional commitment to enhancing employees’ sense of workplace self-efficacy. *</p> <p>Evaluate number of steps to completion, time to completion, and effectiveness of outcomes for these identified processes.</p>	<p><b>2024</b></p> <p><b>2025</b></p>	<b>Provost, VP Budget and Finance</b>	
<b>Grow external funding for research and scholarship across all disciplines</b>	<p>Increase the breadth and size of research and innovation enterprise at UW through increased extramural funding:</p> <ul style="list-style-type: none"> <li>• Increase proposal submission by 20% by 2025.</li> <li>• Submit at least five applications to new federal programs, as an institution and in regional collaborations.</li> <li>• Work with academic and research units to identify at least five targets of opportunity to grow faculty and staff in areas for which future growth is anticipated.</li> <li>• Establish robust and strategic seed grant activities for faculty, students, and staff to develop externally funded proposals with grants writing support and accountability measures.</li> <li>• Grow and enhance our graduate and postdoc programs.</li> </ul>	<b>2025</b>	<b>VP Research and Economic Development</b>	

	<ul style="list-style-type: none"> <li>• Create more interdisciplinary institutes and support them for larger grant development.</li> <li>• Incentivize units to obtain more external funding by aligning their ability to obtain funding with faculty position allotment while still addressing teaching needs.</li> </ul>			
<b>Leverage and grow corporate partnerships</b>	<p>Position UW as a strong educational and research partner with corporate partners, including corporate partnerships with academic, R&amp;D, and philanthropic components.</p> <p>Develop a well-considered value proposition for companies to work more closely with UW, including clear opportunities for faculty, graduate students, undergraduate students, and postdocs to work with corporate partners.</p> <p>Develop plans for a research park and for companies to co-locate R&amp;D and/or recruitment offices close to campus and assess business models</p>	<b>2024</b>	<b>Provost, VP Research and Economic Development</b>	
<b>Enhance the partnership between UW and the UW Foundation</b>	<p>Foster better understanding of the value and purpose of the UW Foundation, the Foundation’s management of endowments and gifts, and the policies around expenditures from those endowments and gifts.</p> <p>Increase effectiveness of UW expenditures from endowments.</p> <p>Work with deans and directors to set fundraising targets.</p>	<b>2024</b>	<b>Provost, President, VP Institutional Advancement</b>	
<b>Initiate planning for a comprehensive campaign</b>	<p>Conduct a campaign feasibility study, design comprehensive campaign, and meet or exceed comprehensive campaign goal.</p>	<b>2024</b>	<b>President, VP Institutional Advancement</b>	
<b>Review UW budget model and program offerings</b>	<p>Develop a refined budget model for UW that examines costs, financial incentives to grow programs, state funding, tuition, corporate partnerships, funding from agencies and</p>	<b>2024</b>	<b>Provost, VP Financial Affairs</b>	

	<p>foundations, and philanthropic support.</p> <p>Change revenue mix to reduce reliance on one source of funding by:</p> <ul style="list-style-type: none"> <li>• Strategically increasing online degree program offerings with entrepreneurial market-based tuition structure.</li> <li>• Enhancing and capitalizing on Summer and J-Term sessions to increase use of campus facilities and assets.</li> <li>• Increasing international student representation to 8% (from 4.5%).</li> </ul> <p>Review revenue distribution model and explore revenue generation opportunities using current assets.</p> <p>Using a baseline for the current number of degree and certificate programs of 211, re-examine UW's process for evaluating, re-organizing, or discontinuing programs to allow UW to best serve our students and Wyoming by allowing us to respond wisely and nimbly to changes in budgetary realities as well as changes in knowledge, disciplinary landscapes, and the structure of academic fields. *</p>	<p><b>2025</b></p> <p><b>2025</b></p> <p><b>2024</b></p> <p><b>2025</b></p> <p><b>2025</b></p>		
<p><b>Develop campus energy plan</b></p>	<p>Develop a campus energy plan.</p>	<p><b>2025</b></p>	<p><b>Campus Operations</b></p>	
<p><b>Refine UW positioning, brand strategy, and brand promise</b></p>	<p>Focusing on UW strengths and be cognizant of our strategic threats, refine UW's branding strategy.</p>	<p><b>2025</b></p>	<p><b>Governmental Affairs and Community Engagement, Communications and Marketing</b></p>	

**AGENDA ITEM TITLE: TEI Annual Reporting, Thomas & Bostrom**

**SESSION TYPE:**

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

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

**EXECUTIVE SUMMARY:**

Trustees Education Initiative annual report due to the UW Board of Trustees per TEI bylaws.

This brief report provides an overview of work over the past year, describes activities in the next phase of TEI and outlines three major projects tied to TEI's overarching objectives. It also describes the Wyoming School University Partnership and its tightened alignment with the work of TEI. Finally, we offer brief updates on staffing, facilities, governing board composition, and the TEI budget.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

Previous annual report made on 11-18-21

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

Required reporting.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A

**PROPOSED MOTION:**

N/A

**PRESIDENT'S RECOMMENDATION:**



College of Education

**Trustees Education Initiative Office**

Dept. 3374 • 1000 E. University Avenue  
Laramie, WY 82071  
(307) 766-3145  
[www.uwyo.edu/education](http://www.uwyo.edu/education)

November 3, 2022

TO: University of Wyoming Board of Trustees

FR: Scott L. Thomas, Executive Director and John P. “Jack” Ellbogen Dean of Education

RE: Trustees Education Initiative Annual Report

The Trustees Education Initiative team brought the very successful inaugural phase of TEI to completion with our August 2022 final report submission to the Daniels Fund. Attached is a summary of that report, highlighting the significant accomplishments over the grant period spanning 2016-2022 (see Attachment 1). The work across the TEI/Daniels Fund partnership period allows us to pull lessons learned forward, providing a solid foundation for the next phase of TEI work.

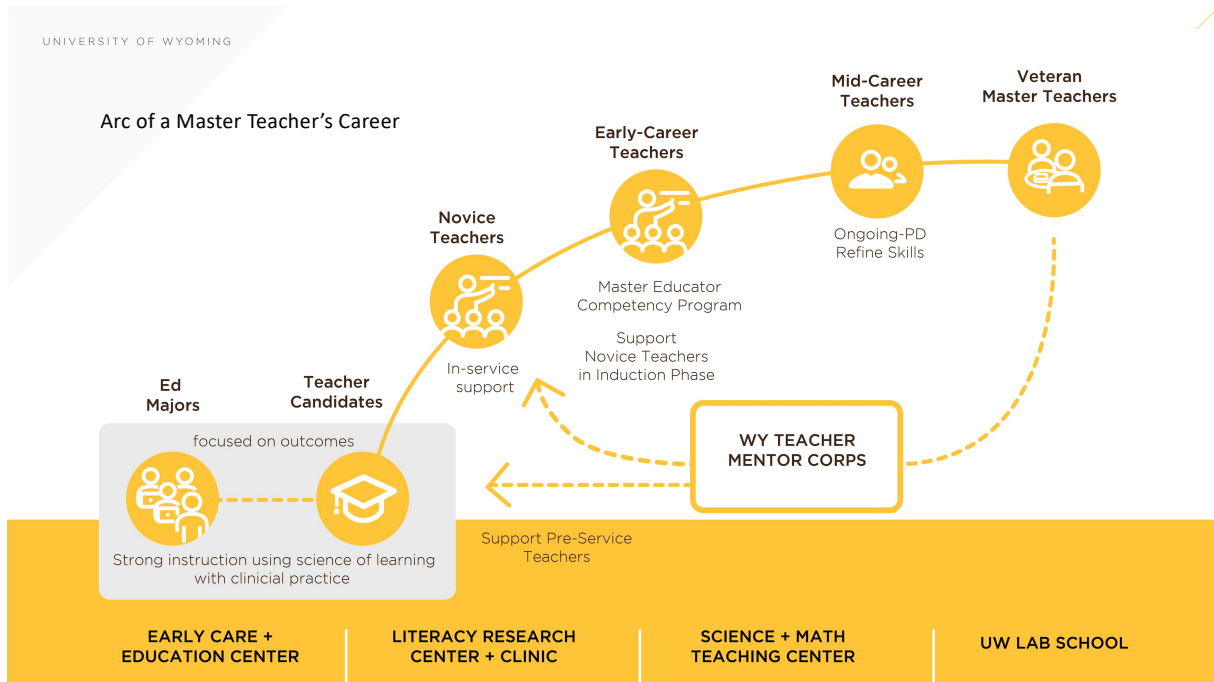
This brief report provides an overview of work in the next phase of TEI and describes three major projects tied to TEI’s overarching objectives. It also describes the Wyoming School University Partnership and its tightened alignment with the work of TEI. Finally, we offer brief updates on staffing, facilities, governing board composition, and the TEI budget.

The next phase of this work, TEI 2.0, reframes our commitment to encompass the entire arc of the career of a “Master Teacher.” This reframing is responsive to shifts in the external environment impacting teachers and schools across Wyoming. The teacher labor market was strained even before the pandemic. While TEI 1.0 innovations advantaged our navigation of the pandemic (through new online programs and virtual supports for pre-service and in-service teachers, as examples), the pandemic accelerated the crisis. Wyoming loses more than 800 teachers each year. Some of these losses are to retirement and lateral shifts between schools (teachers relocating within Wyoming). Still, most are due to teachers moving out of Wyoming or departing from the profession entirely.

The critical point here is that this is not a crisis driven by an expanding market. It is a crisis caused by attrition – exacerbated by a lack of support and a deprofessionalization of teaching as a career. Pressure to produce more graduates to fill this gap addresses the symptom rather than the cause. Moreover, it is a disservice to our students when we contribute to the churn of teachers due to low morale and poor working conditions. Attachment 2 is a report recently issued by College of Education Professor Mark Perkins. You may have seen this coverage in



various news outlets around the region. Decades of academic research show that, on the whole, more experienced teachers provide more powerful learning experiences in the classroom. Having a higher than necessary proportion of new teachers at the front of our classrooms disadvantages student learning and compromises our educational ambitions as a state.



We were invited to offer testimony over the summer about Wyoming's teacher labor market crisis. Attached to this report is a slide deck from a presentation made to the Joint Education Interim Committee (see Attachment 3). The slide deck offers more details about the problem and our logic. It also provides the rationale for the TEI 2.0 framework.

Our first steps in TEI 2.0 focus on two major projects addressing the development of educators across the career span. The College of Education and TEI launched the Wyoming Teacher Mentor Corps (WTMC) in the Summer of 2022. We will present the Master Educator Competency Program (MECP) pilot to the Board of Trustees in January 2023. Each of these represents significant innovations that promise to transcend the impact of the excellent work coming from TEI 1.0.

### TEI 2.0 – Project 1: Wyoming Teacher Mentor Corps (WTMC)

*The pilot phase is funded through 5-year \$.5M private gift with a \$1M sustaining estate commitment.*

Members of the first cohort of the Wyoming Teacher Mentor Corps are approaching the halfway point in their 18-month program. The inaugural cohort of 22 was selected from over 90 nominations from educators across the state. Members represent almost every content area and grade level. Mentors in the first cohort have a variety of mentoring responsibilities, including mentoring first-year teachers in classrooms next door, mentoring teachers in the same building but in different content areas, and even mentoring teachers in other districts.

WTMC Cohort 1 meets virtually in November, January, and February, then again in April. They will attend a face-to-face Spring Retreat in March and return to the University of Wyoming Campus in June, where they will be introduced to cohort 2. The final meeting of cohort 1 will take place in September 2023.

Calls for Cohort 2 will go out toward the end of the 2022 calendar year, and nominations will be accepted through January 2023. All teachers nominated to participate will be asked to complete a nomination acceptance form. Once they complete that form, their principal or direct supervisor will be asked to complete a survey to indicate their level of support for the teacher to be a part of cohort 2. Once all nomination materials are received (in early February), the WTMC selection committee, made up of representatives from the UW College of Education faculty and staff, Wyoming School Boards Association, Wyoming Education Association, and other education organizations will review all nomination materials and select the members for WTMC Cohort 2.

Those selected will be asked to participate in all WTMC activities, including attending four face-to-face events. The College of Education will cover the costs for participant travel, substitute teacher costs while participants are away from their classroom and provide ongoing support to the participants, their mentees, and their schools.

### TEI 2.0 – Project 2: Master Educator Competency Program (MECP)

*The pilot phase is funded through the balance of the original Daniels Fund grant – with potential (and design) for self-sustaining revenue generation within the next three years.*

Competency-Based Education (CBE) is an innovative, technology-enhanced educational method that combines vital future-ready teacher skills with a formal degree program. Rather than focusing on teaching new concepts to students, CBE assesses and awards credit for already proven capabilities and skills, then provides an education plan customized to the student's educational needs. CBE models are often modular, self-paced, and require students to concretely demonstrate specific knowledge, skills, and abilities without requiring them to sit

through a traditional 8- or 12-week course. Students can move through the program as quickly as they are able, but they must demonstrate mastery over a concept before moving on.

Competencies are often identified through outside expert perspectives, but we are adopting a different approach to designing and implementing the Master Educator Competencies Project (MECP). Specifically, the MECP faculty team has traveled the state to lead focus groups with Wyoming public school teachers. The substance of the team's work is being guided by our faculty in the Learning, Design, and Technology program – faculty with nationally recognized expertise in learning design.

So far, the MECP team has conducted seven site visits with teachers in school districts across the state. During these site visits, we asked teachers to identify the skills they felt they needed to achieve the future learning aspirations they set for their students. At roughly the same time, the Wyoming State Board of Education has engaged in a similar exercise to define the "Profile of a Graduate." This profile will define standards for future Wyoming high school graduates. These two projects complement one another. Aligned with the Board's focus on students, the MECP should be viewed as a tandem effort to define the knowledge, skills, proficiencies, and competencies of future generations of Wyoming educators - the "Profile of a Master Educator."

The competencies MECP will help teachers develop are based directly on the skills that current teachers identified as vital to their professional growth and development. Surfaced and developed during our intensive, on-site focus group discussions, the MECP competencies are designed as stand-alone professional development opportunities that will support teachers in the field.

Through our site visits and follow-ups with each district, we have identified seven preliminary competencies for MECP's proof-of-concept phase:

1. Modeling and Cultivating Learner-Centered Mindsets
2. Designing and Implementing Learner-Centered Assessments
3. Building Learner-Centered Relationships and Cultures
4. Designing and Implementing Learner-Centered Instruction
5. Sustaining and Cultivating Wellness
6. Collaborating, Communicating, and Creating in a Learner-Centered System
7. Championing Learner Centered Systems and Communities

Working with 2Revolutions, our outside technical partner, we are now constructing 5-8 micro-learning modules around each competency. Content for these modules comes from existing coursework within the college and a content library managed by 2Revolutions.

MECP competency-based education is designed around the latest proven technology-enhanced teaching and learning methods. Our modules are asynchronous online learning experiences in which students engage with specifically tailored content and activities. Students navigate these

learning experiences by reading and viewing content relevant to the topic and then engaging in challenging scenarios that test their knowledge and application of that knowledge in ways that relate to the mastery of one element of the larger competency. Learning experiences are AI-enhanced by a set of adaptive learning algorithms that support metacognitive learning functions and help students accurately identify their competency strengths and weaknesses. Faculty and specifically trained learning coaches will work alongside students to guide learning and validate assessments toward the mastery of each competency.

The MECP competency, content, and delivery platform we have designed with 2Revolutions will merge seamlessly with UW's Canvas Learning Management Software (LMS). This compatibility will ensure that the final product looks and feels organically connected to the UW digital ecosystem. Once completed, all access will occur through our existing LMS and other digital assets.

We are prepared to demonstrate the MECP proof of concept at the January Board meeting. The proof-of-concept will entail a demonstration of the platform and content (with direct access for the Trustees to try this out on their own before and after the meeting). Superintendents, principals, and teachers who were a part of the pilot phase will speak to the value of this new approach for professional development and formal coursework. We will also be prepared to present the business model that reveals market potential for the next phase of the work and downstream revenue projections for the college and university.

### TEI 2.0 – Project 3: College and Career Readiness (High Altitude Pathways)

*Funded through 3-year \$1.3M US Dept. of Education Rural and Economic Development Grant*

In addition to the two projects focusing on the Arc of the Career and supporting master educators, we continue work from the first TEI phase focused on the pipeline. The UW College of Education and Trustees Education Initiative was awarded a three-year grant from the US Department of Education to support rural high school students' enrollment and persistence in post-secondary education. The grant's funding cycle began on October 1, 2022 and runs through September 20, 2025. The College is working with College for Every Student (CFES) to provide high-quality training and resources to rural Wyoming school staff and students.

The primary goal of the grant is to increase the number of students from rural Wyoming schools who enroll, persist, and complete post-secondary education/training programs. These post-secondary programs can be anything from a license, certificate, associate's, or bachelor's degree. Attached you will find a complete description of our work with each of our partner high schools (see Attachment 4).

We plan to host a statewide "Ribbon Cutting" event just before the January Board of Trustees meeting. The project has been receiving national attention, and we expect great interest in the January event.

### Wyoming School University Partnership

On January 1, the Wyoming School University Partnership will become more closely connected with TEI. The Wyoming School-University Partnership is a statewide collaborative group of school districts, community colleges, the University of Wyoming, and state education organizations working together to improve teacher education and renew public schooling.

In its most recent Governing Board meeting, the Wyoming School-University Partnership took an important step designed to further future collaborative work and to assist in resolving the teacher shortage issue, particularly for small rural Wyoming schools. Dr. Colby Gull was named the incoming Director of the Wyoming School-University Partnership beginning in January 2023. Dr. Gull currently serves as Managing Director of the Trustees Education Initiative and is a former Wyoming district superintendent, having served in that capacity in Lyman, Wyoming, for six years.

### TEI Staffing

Dr. Colby Gull continues as Managing Director of TEI. Dr. Gull is the lead for the Wyoming Teacher Mentor Corps and the High Altitude Pathways program. As noted above, he was recently selected as the next Director of the Wyoming School University Partnership.

There is one Graduate Assistant supporting TEI.

Curtis Biggs, the E4 Director of TEI during its 1.0 phase, has moved to the Office of Research and Economic Development where he now serves as the Director of Strategic Partnerships in the Wyoming Technology Business Center.

With significant growth in programming, we anticipate the need to hire an office associate or coordinator in the second half of FY23.

Faculty and staff from across the College of Education are increasingly involved in TEI initiatives. Stipends are frequently allocated to compensate time devoted beyond existing workload obligations.

### TEI Facilities

The physical offices of TEI remain in McWhinnie Hall. We anticipate changes in office locations but no significant change in square footage needs for the foreseeable future.

### TEI Governing Board

The TEI Governing Board is scheduled to meet in Casper on December 5.

#### *Executive Committee*

Dave Bostrom, Chair

John McKinley, Vice-Chair

John Stark, UW Foundation President

R.J. Kost, Wyoming State Senator

Scott L. Thomas, John P. Jack Ellbogen Dean of Education and Executive Director of TEI

#### *Board members*

Amy Pierson, In-Service Teacher

Greg Brown, Professor of Botany, UW College of Arts & Sciences

David Fall, UW Trustee

Brad LaCroix, UW Trustee

#### *Ex officio members*

Sandra Caldwell, Executive Director of Wyoming Community College Commission

Ed Seidel, UW President

Abbey Mortenson, Undergraduate Student, UW College of Education

Mia Williams, Assistant Professor of Learning, Design, and Technology, UW College of Education

### TEI Budget Overview

Attached (Forthcoming)

Trustees Education Initiative Annual Report  
University of Wyoming Board of Trustees  
November 3, 2022

ATTACHMENT 1

## **Major Excerpts from the TEI Final Report to the Daniels Fund – Submitted August of 2022**

(Report submitted online in text response to specific prompts)

**Please reflect on the original outcomes from the Letter of Agreement above and describe the actual results achieved. Please be very brief and limit your answer specifically to the results achieved.**

Since the creation and inception of the University of Wyoming Trustees Education Initiative in November 2014—and due to the transformational support and generosity of the Daniels Fund— we strategically redirected the college's traditional model of educator preparation. This was accomplished through the development of a five-year strategic plan for the college (through TEI); the new conceptual model for attracting, developing, and supporting teachers; and five core programmatic innovations. Without question, we have are becoming the preeminent educator preparation program that the state of Wyoming deserves.

Importantly, the Initiative has centered educator preparation as a top priority of the UW Board of Trustees. TEI is a core feature of the board's activities. They are active engaged as a full board and through their primary membership on the TEI Advisory Committee. This ensures the attention and material support of the Initiative's ongoing activity. With the Daniels Fund support, TEI has transformed the university's top priorities.

The state of Wyoming has developed a significant history of partnership with the University of Wyoming to respond to the needs of the state with transformative initiatives. The UW Trustees Education Initiative is one of three major initiatives supporting the strategic direction of the university—the UW Tier I Engineering Initiative, the UW Science Initiative, and the UW Trustees Education Initiative. These three initiatives form the pillars on which the university's larger strategy rests.

In close partnership with and generous support from the Daniels Fund, Phase I of TEI focused on discovery, strategic planning, and staffing for Phase II. Phase II of TEI focused on innovation and the implementation of transformational activities and programs.

Through TEI projects, the college revised the core preparation programs 1) to incorporate a stronger set of field experiences, 2) to align the curriculum with desired outcomes and best practice, 3) to create a measurement system enabling assessment and feedback for continual program improvement, 4) to improve accessibility and instructional design through the conversion of traditional face-to-face courses with more than 60 hybrid and online offerings, 5) to incorporate emergent technologies like the Mursion augmented reality environment to improve student learning and readiness, and 6) to present our students with a wider range of high-quality field experiences to better prepare them to be job ready on day one.

This is a generational effort. The Daniels Fund, through their remarkable investment, has empowered us to be the change agent needed to take on this considerable task. The measurable impact of our graduates on K-12 student learning will be realized over the next decade. Our outcomes show that we have increased interest in education as a profession across the grant period. In direct contrast to many teacher education programs across the



## **Major Excerpts from the TEI Final Report to the Daniels Fund – Submitted August of 2022**

(Report submitted online in text response to specific prompts)

country, enrollments in the college's programs are growing faster than those in any other college on the UW campus. Students are voting with their feet and those entering our programs have among the highest rates of success at UW as measured by retention and graduation rates.

A key objective of TEI is systems-level change in Wyoming—from the governor's office to the university to the 48 schools districts in Wyoming. While there have been changes in personnel in every major agency in the state since the inception of TEI, the relationships created between the entities through TEI endure. The standardization of these partnerships—transcending individual leaders—speaks to the degree of systems change that has occurred over the grant period. Through our collaboration with the other major educational interests in Wyoming, we realized stronger working relationships between UW and the state's school districts as well as the Wyoming Department of Education. Education in Wyoming is very decentralized, local control-oriented environment. TEI has helped serve as a balance between the state and the districts.

As an example, each district has the authority to determine how reading is taught. A byproduct of this is our need in the UW College of Education to prepare teachers to encounter multiple approaches to reading across districts. Through vehicles like the UW Literacy Research Center and Clinic (LRCC), TEI brings expert knowledge to statewide discussions about best practices in reading. The credibility of our expert faculty shapes the state policy environment. While the LRCC can offer specific professional development and programming, it has less leverage on the larger education system. TEI, on the other hand, has provided an important vehicle for influencing practice and policy. See for example the role the TEI Executive Director played in influencing the elevation of phonics statewide through collaboration on HB 297 in 2019—which explicitly codifies phonics, phonemic awareness, and beyond in the core of literacy instruction both for in-service teachers and pre-service teachers.

The work across the TEI/Daniels Fund partnership period also allowed us to pull forward lessons learned, providing a solid foundation for the next phase of our work. As an example, the E4/5 model draws our focus to the entire arc of an educator's career rather than the brief, but important, segment of pre-service teacher training we offer through our undergraduate programs. TEI provides the platform and tools that allow us to nurture and support excellent teaching across the career. TEI 2.0 initiatives like the Master Educator Competency Program and the Wyoming Teacher Mentor Corps provide enhanced supports and opportunities for growth for aspiring pre-service teachers, those new to the field and working through the very challenging induction phase of their career, and those more senior educators who may be struggling to maintain and nourish the spark of enthusiasm and passion that sets good apart from great. These TEI 2.0 initiatives would not be possible without the substantial years-long TEI planning and experimentation, setting the stage for the next generation of TEI programming.

The TEI effort has enabled a powerful response to the teacher labor market crisis in Wyoming. Similar to other states, Wyoming is experiencing a profound teacher shortage. More than 800 teachers leave their classrooms each year in Wyoming and only about 500 are replaced. This

**Major Excerpts from the TEI Final Report to the Daniels Fund – Submitted August of 2022**

(Report submitted online in text response to specific prompts)

leaves a gap of more than 300 teacher vacancies across the state at any given time. Demographic projections reveal a largely stable school-age population base over the next decade. The demand for teachers in Wyoming is a function of attrition, not market expansion. Our response to this crisis—through numerous TEI initiatives focusing on the entire career—is made possible by the Daniels Fund investment and confidence in the UW Trustees Education Initiative.

Student achievement is directly impacted by teacher turnover. TEI has provided a means to help the state address the cause (a lack of adequate supports and professionalism) rather than the symptom (teachers leaving the classroom in unsustainable numbers). Preparing and retaining high performing teachers is the surest way to advance student learning across the board and it provides a far superior alternative to producing more novice teachers to feed the labor market churn. The entire portfolio of work coming out of TEI can be leveraged to prepare outstanding teachers and to help aid in the retention of those who have honed their craft over years in the field.

The Daniels Fund has enabled a singular opportunity for UW to engage in the planning, action, and adaptation that are precursors to preeminence in programming. Through TEI, the UW Board of Trustees has made a sustained commitment to supporting preeminence in educator preparation. This commitment also comes with expectations of continuing excellence from the UW College of Education. With the full support of the Board of Trustees and many others who are now invested, TEI will continue to advance education preparation, Wyoming's educational policy environment, and most importantly the next generation of student learning.

**Major Excerpts from the TEI Final Report to the Daniels Fund – Submitted August of 2022**  
(Report submitted online in text response to specific prompts)

**Through the balance of this grant in addition to the original terms, the Trustees Education Initiative (TEI) will meet the following goals through UW’s E-5® (Career Exploration, Experiential Learning, Embedded Practice, Entry, and Endurance) Teacher Preparation Program and Innovations model.**

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

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

Three distinct efforts have been implemented to recruit highly qualified and motivated students in Wyoming high schools and community colleges. These efforts focus specifically on students interested in exploring the teaching profession who have a high probability of self-selecting into the teaching profession and into the UW-E4® model teacher preparation program at UW. First, we have offered a new teaching course, an Education 1000-level introduction to teaching, to support the new Elementary Education program launched in fall 2020. This course is available in face-to-face and online in collaboration with faculty from Wyoming community colleges. Second, a module-based online curriculum was made available to high schools and community colleges as part of UW’s **Future Teachers Clubs (FTCs)** that were planned to be established in 30 locations throughout Wyoming. Third, the College of Education committed to employ a Coordinator of College Relations to stand up FTCs in Wyoming high schools and community colleges throughout the state as a primary means of identifying and recruiting potential teachers into the UW-E4® teacher preparation programs. As part of this effort, TEI provided a stipend to FTC advisors to encourage local educators to participate as advisors to students exploring the profession of teaching.

As an outgrowth of our work with FTCs, TEI committed to the development and implementation of the Teacher Cadet training program, a postsecondary curriculum designed to educate highly qualified high school students on the teaching profession and to recruit them into the field. TEI has provided Teacher Cadet training and certification in 2020 and 2021.

Now in its second full year, Wyoming Teacher Cadet training program has certified 13 high school teachers in the Teacher Cadet curriculum in 11 partner high schools. The program also expanded from three Wyoming community college partners to five. Our progress by 2021 exceeded goals and is ahead of scheduled growth. Additionally, TEI anticipates investing in several Wyoming Teacher Cadet Teachers

## **Major Excerpts from the TEI Final Report to the Daniels Fund – Submitted August of 2022**

(Report submitted online in text response to specific prompts)

by sending them to the advanced Teacher Cadet training next summer. The Wyoming Department of Education continues to be a major collaborator and co-funder of the Wyoming Teacher Cadet training program.

The UW College of Education Agricultural Education program is leading much of this work—tying back to an emphasis on Career and Technical Education (CTE)—something the state of Wyoming holds dear. Truly, CTE programs are aligned with TEI and its goal of additional access points to teacher licensure. TEI has been on the forefront of the CTE educator preparation work. We now have a block transfer agreement with the Wyoming Community Colleges that allows students to complete a two-year AAS degree in a range of CTE areas at the community college and gain automatic admission to our UW CTE Teacher Education Program. The fieldwork is community based, and the UW upper-level coursework is all online so students can remain in their communities while completing their bachelor's and gaining recommendation for state licensure. We have invested in a communications and marketing plan that will be implemented beginning in September of 2022 and run through the academic year. The marketing and communications work is a template for each of our other programs leading to initial licensure.

Complementing the Teacher Cadet Program and our efforts in CTE is WYTeach. WYTeach is a teaching contest that provides students interested in becoming educators the opportunity to practice and test their skills. TEI utilizes our Mursion virtual reality simulations to recreate the classroom environment and replicate a real-world teaching experience. TEI awards the top three participants a scholarship to UW or a Wyoming community college.

Students register for WYTeach by submitting a lesson plan. These lesson plans are scored by education faculty from UW and our partners from Wyoming community colleges. The top 12 students are invited to interact with the Mursion avatars in Round 2. This round of the competition features participants demonstrating their ability to engage with students, to build relationships, and to give and receive feedback from peers. In Round 3, the top six participants teach their submitted lesson plan to the avatars while being observed by UW and community college education faculty. Students are judged based on their ability to deal with off-task behaviors, to ask high-quality questions, and to engage students in the learning activity. In fall of 2022, TEI expects an expanded WYTeach high school competition. This will include a launch of the inaugural collegiate-level WYTeach program.

### ▪ **UW-E4®-E2 – Experiential Learning**

In 2019, TEI leadership and College of Education faculty began a complete course redesign program, focusing on course improvement as well as building distance opportunities for coursework required in numerous degree programs. TEI and the College of Education partnered with Hughes & Cassens, an outside learning and

## Major Excerpts from the TEI Final Report to the Daniels Fund – Submitted August of 2022

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instructional design firm, for the first two phases of the redesign work. All three phases of our course redesign and conversion project are complete. Phase 3, a collaboration with Wiley Educational Services, was the final push to complete, specifically, the Elementary Education and Special Education program online course redesigns. The Wiley partnership allowed faculty from other programs of study to also advance their course design and online instructional capacity. Faculty from both undergraduate and graduate teacher preparation degree programs, as well as faculty from Counselor Education, worked industriously through all three phases, resulting in a total of 45 courses redesigned. The redesign also allowed for increased online access and for ADA accessibility and compliance for more than 60 of our courses.

### ▪ UW-E4®-E3 – Embedded Practice

The number and types of field experiences working with P–12 students has been dramatically expanded beginning with the freshman year and extending through every year of the UW-E4® educator preparation program. The new elementary and special education teacher preparation programs have worked hard to assure that students get a distinct array of experiences working in field settings from working with Avatars in the UW-E4® Mursion® lab to working in tutoring settings in UW's Literacy Research Center and Clinic and from working with small group instruction in the UW Laboratory School to student teaching in a semester, year-long, or overseas student teaching experience. College of Education faculty have worked to ensure that practicum and field experiences are carefully aligned with course content. This alignment is a high leverage best practice in the most impactful educator preparation programs. This information is available in a comprehensive website devoted to student teaching.

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

The College of Education now places student teachers in 35 of the 48 school districts in Wyoming. The mentor modules and the Common Indicators System guide our fieldwork on a daily basis. TEI surveys every cohort of student teachers at the beginning and the end of their student teaching experience.

In the summer of 2022, TEI and the College of Education launched the Wyoming

## Major Excerpts from the TEI Final Report to the Daniels Fund – Submitted August of 2022

(Report submitted online in text response to specific prompts)

Mentor Teacher Corps—an initiative to train a cohort of master mentor teachers to further improve and enhance the student teaching experience. The corps also strives to retain high-quality teachers in the profession by providing the supports necessary for success in the induction phase of the educator’s career.

### ▪ **UW-E4®-E4 – Entry into the Profession**

The ultimate aim of the UW-E4® program is to support graduates in their first two years of practice in Wyoming classrooms. We accomplish this through providing an Induction Mentor in each school district as well as access to a set of online modules and materials for these Induction Mentors to use to coach, support, and help new teachers. Doing so helps teachers adapt and adjust to the rigors of their new career while also increasing the chance that these new teachers will remain in the profession. This was the design and intent of WYCOLA, one of the five initiatives approved by the board in 2018. We learned from those early lessons and have evolved our approach.

The new Wyoming Teacher-Mentor Corps (WTMC) focuses on providing mentoring during the critical induction period in the arc of a teacher's career. The WTMC program is a direct outgrowth of WYCOLA, one of the five initial innovations framing the second phase of TEI’s work. The benefits of the WTMC extend to the in-service phase of our graduates’ first two years in the classroom, better ensuring support that encourages their success and commitment to the profession.

There are few areas promising a similar return on investment that can almost immediately improve our support for teachers in Wyoming.

The first cohort of Teacher-Mentors (Fellows) were launched into the 18-month long program on the UW Campus in Laramie for a three-day Summer Mentor Institute at the end of June 2022. At UW, the Teacher-Mentors receive introductory training in the core competencies they will master in the WTMC program. By the end of the institute, the Teacher-Mentors understand the power of mentoring, understand their role as a mentor, and develop a plan for mentoring an early career educator in their districts throughout the 2022–23 school year.

### ▪ **UW-E4®-E5 – Endurance withing the Profession**

During its October 2020 meeting, the TEI Governing Board approved a proposal to add an additional component to the E4 model. The Endurance component (E5) was conceptualized to provide a professional development hub for in-service and preservice teachers both internally and externally. Work on this digital hub began in spring of 2020, when TEI engaged with experienced online instructors in the College of Education to provide support for Wyoming K–12 teachers and College of Education faculty at the beginning of the pandemic. In collaboration with the Ellbogen Center

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for Teaching and Learning, TEI provided much-needed support in quality teaching over digital platforms. One course developed in 2021, “K–12 Digital Teaching and Learning,” was taken by 60 teachers from 22 districts across Wyoming.

Additional projects that are supported by E5 include the following:

- a coordinated catalog of Digital Teaching and Learning modules—self-paced and need-driven online modules for classroom teachers and pre-service teachers;
- continued work on supporting the Literacy Research Center and Clinic in creating the Literacy Leadership online professional development based on input from the state and designed for elementary principals to support classroom teachers for improved literacy instruction;
- expanding Social Studies and Civic Engagement online content and educator professional learning network;
- AgWise Wyoming K–12 Ag Ed and FFA Educator training and events;
- Wyoming Education Summit (in partnership with the Wyoming Department of Education);
- Wyoming Ingenuity CTE Professional Learning Summit;
- Wyoming Professional Industry Career (PIC) Permit Standard Licensure Training; and
- work on internally facing professional development designed to meet emerging needs of the College of Education community, including preservice teachers.

The goal of E5 is to provide practicing teachers with the systems of support needed to help them remain in the profession throughout their career. This work helps prevent teachers from becoming “terminally stuck” in their career trajectory while also encouraging lifelong improvement in their teaching quality.

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

TEI adopted five major innovations in spring 2018 through action of the TEI Governing Board and the UW Board of Trustees. These innovations were recommended to UW’s College of Education for adoption and implementation as part to the college’s educator preparation programs. Since adoption and recommendation, TEI and the College of Education have been working to adopt, adapt, integrate, and implement these five innovations into its teacher education preparation programs through a variety of pilot projects and other planning and training activities.

#### ▪ **Mursion®**

Mursion’s ® augmented reality avatar-based technology is being used by leading national programs to prepare teachers for the challenges of teaching in today’s classrooms. School systems are also using the technology to help classroom teachers and school leaders to hone their skills once they are on the job. For example, Mursion® is an innovative technology endorsed by Relay Graduate School of

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Education’s Provost Brent Maddin. In fact, Mursion® was lifted up as an exemplar innovation in teacher preparation at the Relay 2017 Teacher Education Institute.

Mursion® experiences are deeply embedded into the fabric of the College of Education and into the UW-E4® teacher preparation model in the elementary, special, early childhood, and leadership preparation programs—truly helping classroom teachers and school leaders hone their skills once on the job. Students find teaching in UW’s Mursion® lab or using the Mursion® media cart in their classes to be an effective but lower-stress environment to practice teaching skills, concepts, and strategies than in real classrooms in real time because the simulations can be paused, and student-teachers can receive feedback and coaching and then re-engage in the simulation.

New in 2021, TEI convened a Mursion user group to assist in further implementation of the platform into the curriculum. Mursion now reaches a broader audience and is pivotal to our teacher training program, particularly in the early stages of the program.

Mursion has proven to be a durable resource that is now funded directly by the College of Education. TEI and Mursion also continue to grow in reach to an internal UW audience. The College of Health Sciences and UW’s academic advising office have both collaborated with TEI on Mursion for their work.

### ▪ **Wyoming Coaching Lab (WYCOLA)**

The Wyoming Coaching Laboratory (WYCOLA) was established as a three-year TEI pilot to enhance teaching through improved instructional coaching and mentoring in Wyoming schools. During the pilot, more than 50 teachers, instructional facilitators, and administrators, as well as UW students, honed their high-leverage teaching skills as participants. When the WYCOLA pilot ended June 30, 2020, we saw no clear path to financial sustainability at scale, and the program was not renewed. The lessons learned through WYCOLA eventually informed a new mentoring program, the Wyoming Teacher-Mentor Corps, that was put in place in the spring of 2022 and is funded through a sustaining philanthropic gift.

### ▪ **Wyoming Early Childhood Outreach Network (WYECON)**

The Wyoming Early Childhood Outreach Network (WYECON) began in earnest in spring 2019. Dr. Nikki Baldwin, director of WYECON, working with Becca Steinhoff, executive director of the John P. Ellbogen Foundation, developed the Wyoming Early Childhood Professional Learning Collaborative framework (The Collaborative), drawing statewide support from Wyoming’s workforce and family services, the Ellbogen Foundation, WYECON, ALIGN, Wyoming Kids First, Wyoming Quality Counts, Wyoming Statewide Training and Resource System, and Project ECHO at the University of Wyoming. This statewide collaborative, initiated by a TEI Design Team,



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has successfully secured additional funding from the sources listed above in excess of \$500,000 and has successfully hired nine regional early childhood education liaisons to provide much-needed continuing education and professional development for established Wyoming early childhood education providers. This project is up and operating statewide!

Additionally, WYECON has supported the recent development of a proposal for a new interdisciplinary degree in Early Childhood Education. This bachelor's degree program will potentially replace three other early childhood endorsement and certificate programs currently offered at UW. This proposal is currently advancing within the university.

One primary role of WYECON in the state is leadership of the Wyoming Early Childhood Professional Learning Collaborative. Funded by TEI, the Wyoming Department of Family Services, WY Quality Counts, and Wyoming Kids First, the Collaborative provides free professional development for early childcare educators in the state, including mentoring and technical assistance in each of seven regions of Wyoming. Facilitators for this professional development are contracted through Align (a nonprofit), and WYECON staff lead the professional development and drive the content, all according to NAEYC standards. This work informs the professional development that will eventually be used as coursework in a proposed bachelor's in Early Childhood Education to provide a pathway to that online degree.

In 2020, WYECON partnered with state agencies, nonprofits, and the Governor's Early Childhood Advisory Council to implement the Federal Preschool Development Grant. Activities included completion of a statewide needs assessment and strategic plan. WYECON staff also worked with Leading for Children, a nationally recognized early childhood nonprofit, to guide a network of early childhood professionals from around the state in the development of a statement and vision for early childhood quality.

As part of the Preschool Development Grant, WYECON was awarded \$200,000 in 2020 to lead the development of an online resource portal for sharing best practices (<http://wyecplc.org/>). We are pleased with the launch of this online resource. Further, WYECON hosted a virtual Kindergarten Summit and leads a Kindergarten Community of Practice for teachers from across the state that meets monthly on Zoom. WYECON staff also authored a guidance document with recommendations for programs in Wyoming on supporting young children and families with the transition to kindergarten.

The activity in this area encouraged the relocation of the UW Early Care and Education Center (ECEC) to the College of Education. This consolidates a wide array of resources under the college's umbrella and connects to important advances enabled through TEI. Notably, WYECON was awarded a Preschool Development

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grant that has funded the development of Wyoming Early Learning Standards Birth through Kindergarten. The standards were published and disseminated in January 2022 for use among Wyoming early childhood education providers.

### ▪ **Ethical Educator Program**

While engaging with ETS, the vendor for the ProEthica modules, proved to be a successful innovation in our programs, summer 2021 brought an end to the partnership. ETS determined that the modules were no longer a viable business option and pulled them from the open market. In response to this sudden change in trajectory, the TEI team partnered with education faculty from Millersville University in Pennsylvania to create in-house Ethical Educator modules. These new modules are based on the Model Code of Ethics for Educators and feature vignettes of ethical dilemmas that educators face in their daily lives. The modules were fully vetted before being introduced. Students enrolled in the introduction to education courses have been the first to have these modules as part of their required coursework. These modules are now embedded into numerous education courses and have been since fall 2021.

Here too is a durable innovation elevating and distinguishing our programs and one where the costs are now embedded within the College of Education's budget. In addition to training the next generation of educators on ethics, TEI has become a key partner in the annual UW Summer Law and Ethics conference. Held annually in person on the UW campus, this conference is co-sponsored by the Wyoming School Boards Association, the UW Education Leadership program, and TEI. Keynote speaker Troy Hutchings presented his work on ethics in education. An entire strand of breakout sessions, including a presentation by UW's Kent Noble, focused on the Bill Daniels Ethics model and ethics in professional education writ large.

### ▪ **Common Indicator Systems® (CIS)**

The Deans for Impact Common Indicator Systems® (CIS) is a set of common metrics employed by a national consortium of universities to measure and evaluate effective programs and practices in teacher preparation. Carefully selected valid and reliable assessment tools examine beginning teacher characteristics that indicate later success in teaching, employer satisfaction, program completer feedback, and actual classroom observations of classroom teaching by teacher preparation program candidates and completers.

Annual reports are issued to each participating institution for their own program evaluation and improvement. An annual report of all participating institutions' aggregated data is also provided.

The UW-E4® began using two of the four CIS assessment tools in spring 2019 to collect completer and employer satisfaction data. In 2020, faculty and staff will be

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trained to use the CLASS teaching observation tool of the CIS metrics by Teach Stone® trainers. Baseline elementary education student teacher CLASS data were gathered in spring 2020.

The 2019–20 academic year marked the initial year of implementing CIS. Data collection and analysis are used to assess the effectiveness of the teacher preparation program and our graduates. These data and outcomes have become the vehicle for quality assessment of the UW College of Education teacher preparation programs. Internally, the national data capturing process that all partner institutions are utilizing was followed during the 2020–21 academic year. Results have served as a baseline for data collection and analysis in the College of Education.

TEI staff regularly attend the annual Inquiry Institute at which members of the consortium gather to advance understanding through comparative data and detailed campus-level analyses. The 2022 institute was held in San Antonio, Texas, in August.

During 2021, the UW College of Education and TEI began in earnest an evaluation of the data collected over the past two academic years. Faculty reviewed the data and identified areas of improvement based on findings. Faculty and TEI continue to meet monthly to identify target areas and strategies for improvement. Ongoing data collection and analysis utilizing these tools sits at the very cornerstone of our work as a College of Education. TEI opened the door to meaningful data collection that leads to the ultimate goal of TEI assessment—continual improvement.

## **Major Excerpts from the TEI Final Report to the Daniels Fund – Submitted August of 2022**

(Report submitted online in text response to specific prompts)

### **Unanticipated Results and External Factors, including impact of COVID-19**

**In the space below, please address the following:**

**Describe any unanticipated results, either positive or negative, related to the outcomes above and the implications of these results.**

**How has COVID-19 affected your operations?**

**Did other external or environmental factors (e.g. natural disaster, economic downturn, a partner organization stopped providing services, etc.) affect the achievement of your program or organizational outcomes?**

**What did you do or are you doing to address these issues?**

University Reorganization – A large-scale reorganization of the university has brought the Early Care and Education Center (birth through 8 lab school) into the college, which aligns programmatic efforts of the UW K–8 Lab School and the ECEC in our teacher preparation work. Also, a new Research Innovation and Engagement Division with TEI at its heart was created.

To mitigate COVID-related health risks and to explore training advantages, we piloted an effort to replace 3 of 5 student teaching supervisory visits with virtual visits using Go React®, a cloud-based system for viewing a student teaching observation, providing feedback, and debriefing student teachers from a distance. As we have found ways to safely manage our time in schools, most supervisors have chosen to return to in-person supervision.

The Endurance component (E5) was added to provide a professional development hub for in-service and preservice teachers. Work on the digital hub began in spring 2020, when TEI engaged with experienced online instructors in the College of Education to support K–12 teachers and the College of Education faculty at the beginning of the pandemic. In collaboration with the Ellbogen Center for Teaching and Learning, TEI supported quality teaching on digital platforms. One course developed in 2021, “K12 Digital Teaching and Learning,” was taken by 60 teachers from 22 districts across Wyoming.

As part of preparing the launch of the UW-E4® in elementary education in fall 2020, the faculty of the elementary education program engaged in a year-long curriculum review process in which some courses were eliminated or combined and new courses were approved. Also, as part of this process, it was agreed that at least one section of elementary education courses would be offered via distance either synchronously or asynchronously in fall 2020. This work was accelerated by the pandemic, and we have now converted more than 60 courses from face-to-face delivery to asynchronous online delivery in our undergraduate programs. This large-scale delivery modality conversion was initially supported by Imagine Online, an outside consulting firm. It enabled us to continue high-quality programming throughout the first stages of the pandemic and has kept students on track toward program completion when many other programs experienced significant programmatic disruption. A by-product of this high-quality

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course conversion is the realization of a portfolio of more accessible courses leading to degrees and recommendations for licensure.

In 2019, TEI leadership and College of Education faculty began a complete course redesign program, focusing on course improvement as well as building distance opportunities for coursework required in numerous degree programs. TEI and the College of Education partnered with Hughes & Cassens, an outside learning and instructional design firm, for the first two phases of the redesign work. All three phases of our course redesign and conversion project are complete. Phase 3, a collaboration with Wiley Educational Services, was the final push to complete, specifically, the Elementary Education and Special Education program online course redesigns. The Wiley partnership allowed faculty from other programs of study to also advance their course design and online instructional capacity. Faculty from both undergraduate and graduate teacher preparation degree programs, as well as faculty from the Counselor Education programs, worked industriously through all three phases, resulting in a total of 45 courses redesigned. The redesign also allowed for increased online access and for ADA accessibility and compliance for more than 60 of our courses.

Previous reports have highlighted the urgency of the teacher labor market crisis in Wyoming and the role our work plays in addressing these challenges. The pandemic and related economic shocks have further destabilized the teacher labor market in the state and created a heightened imperative for the college to drive immediate and mid-term solutions.

Student-teachers will be placed in 35 Wyoming school districts across fall 2022 and spring 2023. Our first cohort of 12 UW teacher candidates completed international student teaching with the Consortium of Overseas Student Teaching in spring 2019. We have had cohorts of COST students every spring since that year. While the spring 2020 cohort's experience was cut short due to the pandemic, we're seeing interest return, with four students traveling abroad in spring of 2022. We have 10 students who have applied for spring 2023, but none have received their official placements.

Also, we piloted an effort beginning in 2020 to replace three of five student teaching supervisory visits with virtual visits using the Go React<sup>®</sup> system, an internet software program for viewing a student teaching observation, which provides feedback and debriefs student-teachers from a distance, minimizing health risks related to the pandemic and saving time and expenses associated with faculty travel. As we have found ways to safely manage our time in schools, most supervisors have chosen to return to visiting classrooms in person. The program is still more heavily used in Early Childhood education classes to minimize exposure and spread of Covid and other illnesses. We explored this as an innovation prior to the pandemic, and it proved to be a useful tool, assisting our work to support our candidates during their time in the field. Given our internal assessments of the quality of the student experience and the value of being present at our school sites, we anticipate ending use of the system at the end of this calendar year.

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- work on internally facing professional development designed to meet emerging needs of the College of Education community, including preservice teachers.

The goal of E5 is to provide practicing teachers with the systems of support needed to help them remain in the profession throughout their career. This work assists in preventing teachers from becoming “terminally stuck” in their career trajectory while also encouraging lifelong improvement in their teaching quality.

### **Future Plans**

*If you will be continuing the program or services, what are the plans for sustaining or expanding?*

*If discontinuing the program or services, what factors led to this decision? For a general operating grant, please answer in terms of the organization as a whole.*

The college will reaffirm the E5 framework in its next strategic planning cycle. This reaffirmation will highlight our focus on career-long support (Arc of the Career)

- Mursion has become an organic program feature. This is now embedded within the College of Education budget.

## **Major Excerpts from the TEI Final Report to the Daniels Fund – Submitted August of 2022**

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- Ethics has become an organic program feature, and we have grown our own programming as part of a larger collaborative of schools. This is now embedded within the College of Education budget.
- WYCOLA has given rise to the Wyoming Teacher-Mentor Corps, which is funded through philanthropic current use and sustaining support.
- WYECON is now a part of the college's new Research Innovation and Engagement Division. It is funded through soft money and matching support from the dean's office.
- Common Indicator System is now the baseline model for our outcomes assessment. We are developing extensions on the CIS system and working with the Wyoming Department of Education to provide an assessment of the longer-term outcomes of our graduates.

Three new major innovations now form the core of TEI 2.0 and connect to the innovations in TEI 1.0.

- Wyoming Teacher-Mentor Corps, supporting our pre-service students in the field and our in-service graduates across the induction period.
- Master Educator Competency Program, – a competency-based professional development program that will be incorporated into our degree programs in TEI 2.0.
- High Altitude Pathways Project builds on Teacher Cadet's programming to provide high school mentoring and support for college and career readiness.

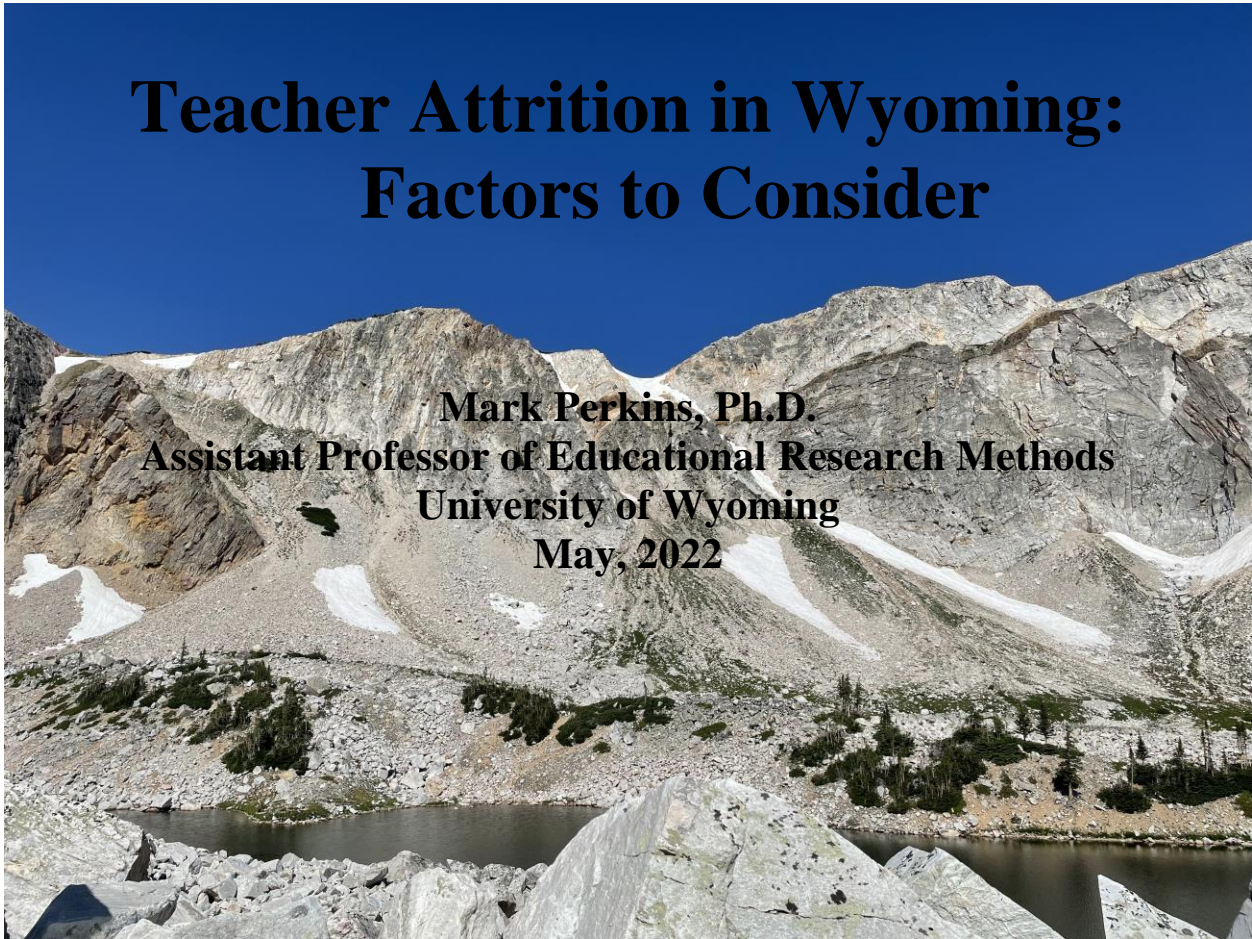
Trustees Education Initiative Annual Report  
University of Wyoming Board of Trustees  
November 3, 2022

ATTACHMENT 2



# **Teacher Attrition in Wyoming: Factors to Consider**

**Mark Perkins, Ph.D.**  
**Assistant Professor of Educational Research Methods**  
**University of Wyoming**  
**May, 2022**



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## Executive Summary

This paper examined the phenomenon of teacher attrition in Wyoming by casting a survey in March 2022 of public school teachers in the state. Over 700 teachers responded to the survey. The following provides a summary of the findings and recommendations.

- About 12% of the surveyed teachers said they were quitting teaching by the end of the school year.
- 65% of the teachers said that if they could quit, they would but cannot quit due to financial or other reasons.
- Teachers with higher levels of anxiety are more likely to want to quit teaching.
- Teachers with higher levels of depression are more likely to quit teaching.
- Community and professional support correlate with desire to quit with professional support showing stronger effects.
- The majority of teachers do not find assessment useful and as a result of the lack of variability on this, it does not distinguish between teachers who want to quit and those who want to stay.
- Teachers who score higher on items related to wellbeing are less likely to quit teaching.
- Since COVID, teachers have observed longer work hours and more incidents of aggression.
- This study thus recommends focusing on teacher mental health, building community and professional support, rethinking assessment, and seeking ways to address increased workload.

ATTACHMENT 3





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College of  
Education

# Labor Market Pressures

A new framework for supporting Wyoming's educators

# UW CoE Guiding Principles

**Every child** in Wyoming deserves an exceptionally well-prepared teacher capable of stirring the imagination, stoking curiosity, and revealing the power and thrill of learning to our young people.

**Every teacher** in Wyoming deserves a competent and motivated school and district leader. These leaders should be capable of setting the context enabling the excellence of every teacher and ensuring equitable learning opportunities for every student.

**Every teacher and principal** in Wyoming deserves access to a system of career-relevant learning opportunities and support to advance their effectiveness in advancing student learning and growth.

# A Program-Centric Look at UW Educator Prep and Support

- This year, there were 735 students in our nationally accredited **baccalaureate degree programs** leading to initial teacher licensure in WY.
  - The CoE undergraduate three-year rolling average enrollment has declined 5.5% over past 3 years.
- Enrollment in the college's educator-oriented **master's degree program** has declined linearly from 74 in 2017 to 36 in 2020.
- UW and its various centers and institutes offer many high quality **professional development (PD)** opportunities for in-service teachers across the state (regardless of their alma mater).
  - Demand for these PD programs exceeds our delivery capacity.

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# Wyoming's school-aged population is forecast to remain constant

Through 2030, the school-aged population is projected to hold steady or decline slightly.

We will need to maintain a base of roughly **7,500** FTE teachers to support more than **90,000** K-12 students across **364** schools in Wyoming's **48** school districts.



# We Have a Shortage of Teachers...

- Each year, UW's Educator Preparation Programs (EPPs) graduate more than 200 highly capable educators. The majority of these graduates remain in Wyoming.
- UW's output alone falls far short of 825 teacher vacancies experienced annually, and is supplemented by other educator preparation programs outside of the state's borders.
- Taken together, **UW and these other EPPs contribute to filling nearly 500 of those roughly 825 vacancies in Wyoming schools.** This leaves a durable 325 teacher gap affecting schools across WY.

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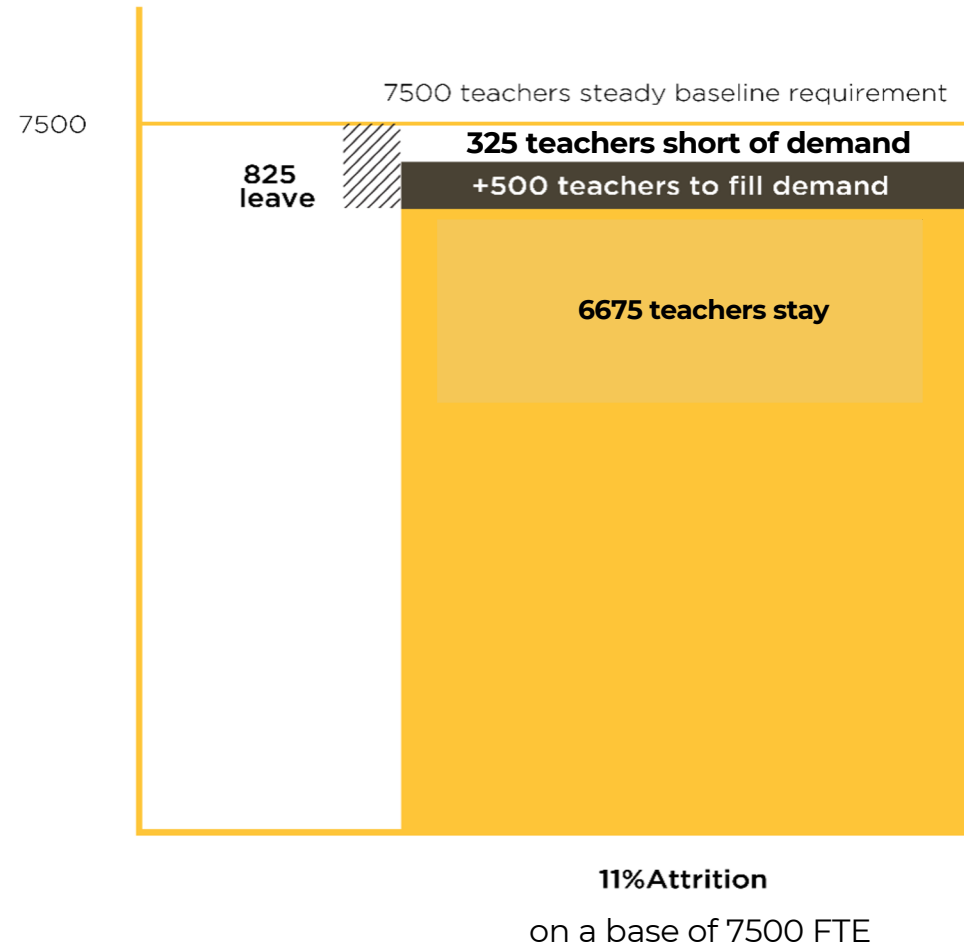
**We Have a Shortage of Teachers...**

**...But Supply Alone is Not the Problem.**

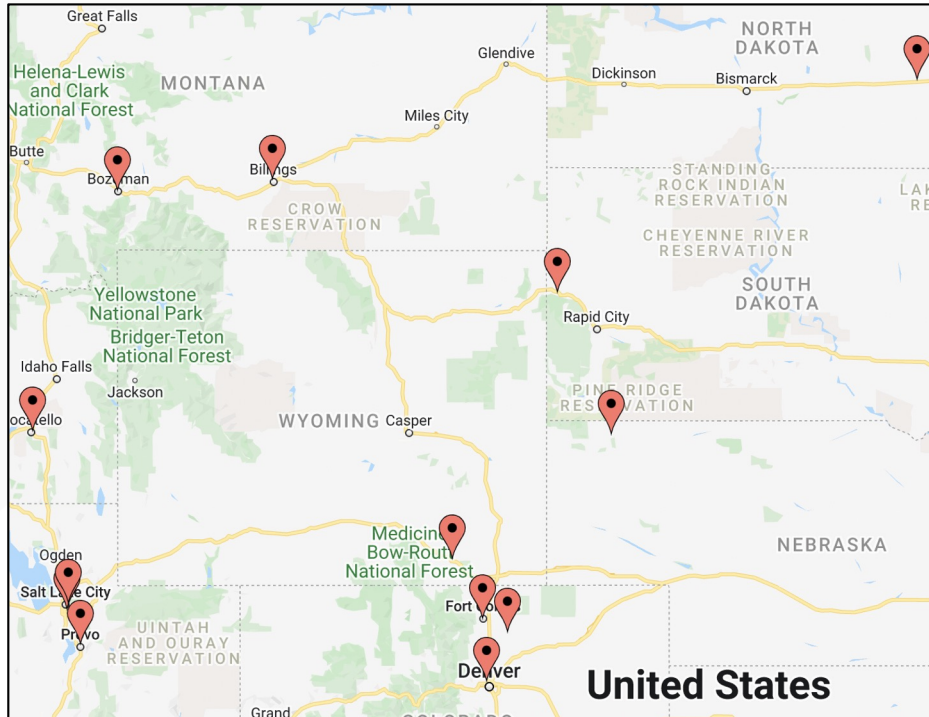
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# The Problem: Attrition

not market expansion.



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## Supply: The Big-13

Together, UW and 12 border state institutions prepare **82%** of Wyoming's teachers

We might think of this group of providers as the Big-13

**46%** of Wyoming teachers hold a degree from the University of Wyoming

**36%** of Wyoming teachers hail from one of 12 border institutions

The remaining **18%** of Wyoming teachers come from EPPs outside of the Big-13

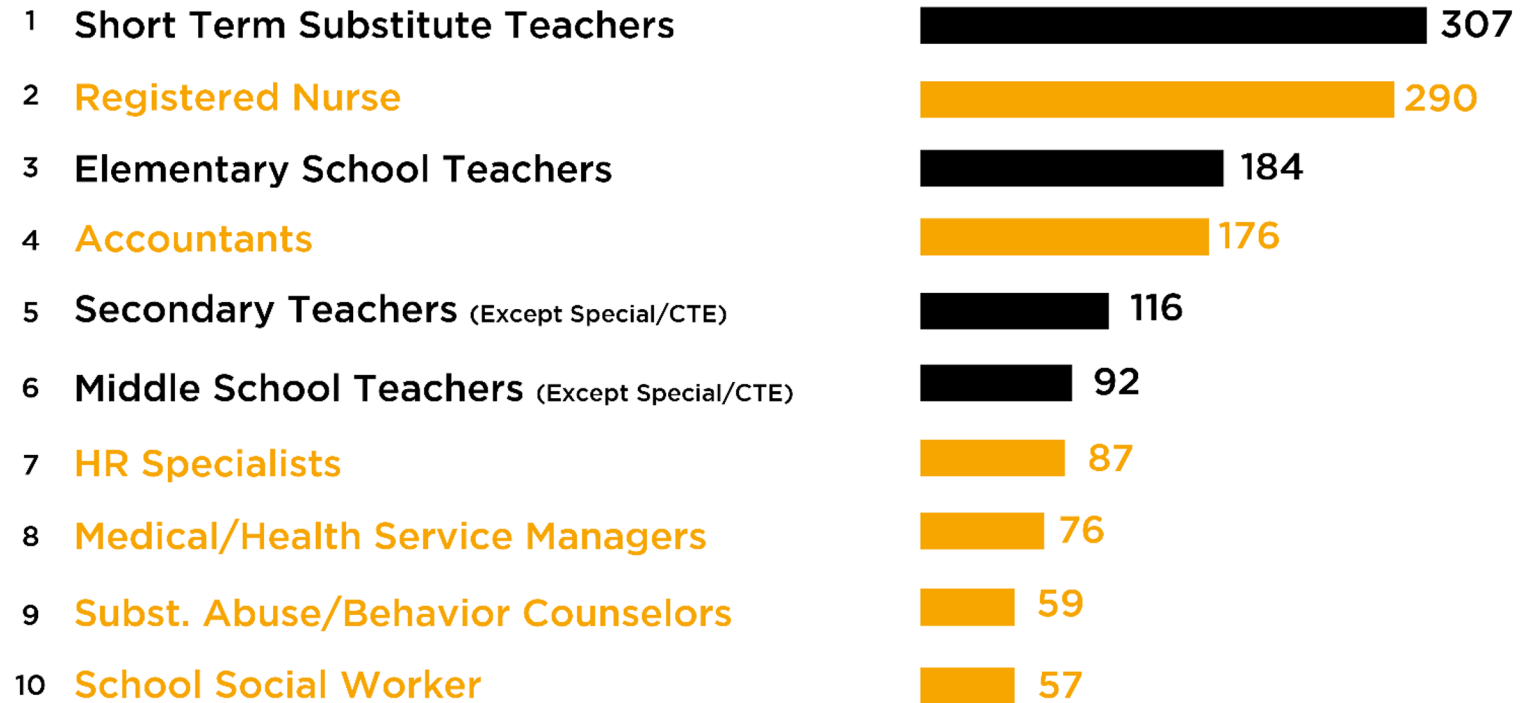
# The Big-13

<b>2020-21</b>		<b>Total</b>	<b>Institution</b>
<b>Big 13</b>	<b>University Name</b>	<b>WY FTE</b>	<b>Percentage</b>
1	UNIVERSITY OF WYOMING	3399	46%
2	BLACK HILLS STATE UNIVERSITY	546	7%
3	CHADRON STATE COLLEGE	494	7%
4	WESTERN GOVERNORS UNIVERSITY	469	6%
5	MONTANA STATE UNIVERSITY BILLINGS	228	3%
6	UNIVERSITY OF NORTHERN COLORADO	208	3%
7	UTAH STATE UNIVERSITY	170	2%
8	MONTANA STATE UNIVERSITY BOZEMAN	145	2%
9	VALLEY CITY STATE UNIVERSITY	145	2%
10	BRIGHAM YOUNG UNIVERSITY	112	2%
11	REGIS UNIVERSITY	107	1%
12	COLORADO STATE UNIVERSITY	96	1%
13	IDAHO STATE UNIVERSITY	66	1%
<b>TOTAL 2020-21</b>		<b>6185</b>	<b>83%</b>

# WY Vacancies & UW Enrollment

TEACHING AREA HIRING	WDE JOB OPENINGS 3-10-22	WDE JOB OPENINGS 5-08-22	UW FOUR YR ENROLLMENT 2020	5-YR ENROLLMENT TREND
SPED	51	49	57	UP 5%
ELEMENTARY	50	43	309	DOWN 20%
ENGLISH	31	40	60	LEVEL
MATH	25	30	25	DOWN 30%
SCIENCE	23	23	15	DOWN 30%
COACHING	16	34		
CTE (AG & OTHER - AG IS DOMINANT)	15	12	34	LEVEL
TECH/COMP SCI	12	13		
SOCIAL STUDIES	11	14	75	LEVEL
PE	10	9	42	DOWN 19%
OTHER	10	8		
MUSIC	9	11	69	LEVEL
LANGUAGES	6	8	10	DOWN 60%
BUSINESS	4	4		
ART	3	13	39	UP 70%
FCS	2	10		
	<b>278</b>	<b>321</b>	<b>735</b>	

### Top 10 Job Openings in Wyoming Requiring a Bachelors Degree 2020-2030



# Approaches to the Crisis that Will Fail

- **Generic solutions:** The shortage is often treated too broadly, inviting generic solutions to field- and geographic-specific challenges.
- **Growing our way out of the problem:** UW & the Wyoming Community Colleges are unlikely to realize an expansion of their programs that will adequately address the gap.
- **Treating symptoms rather than the cause:** Even if UW *could* fill this gap, we would still be plagued by attrition, which undercuts student achievement and success.



# A Path to Success - What We Know

Effective, **well-prepared** teachers are more likely to stay in the classroom.

Effective, well-prepared and **well-supported** teachers have an even higher likelihood of staying in the classroom.

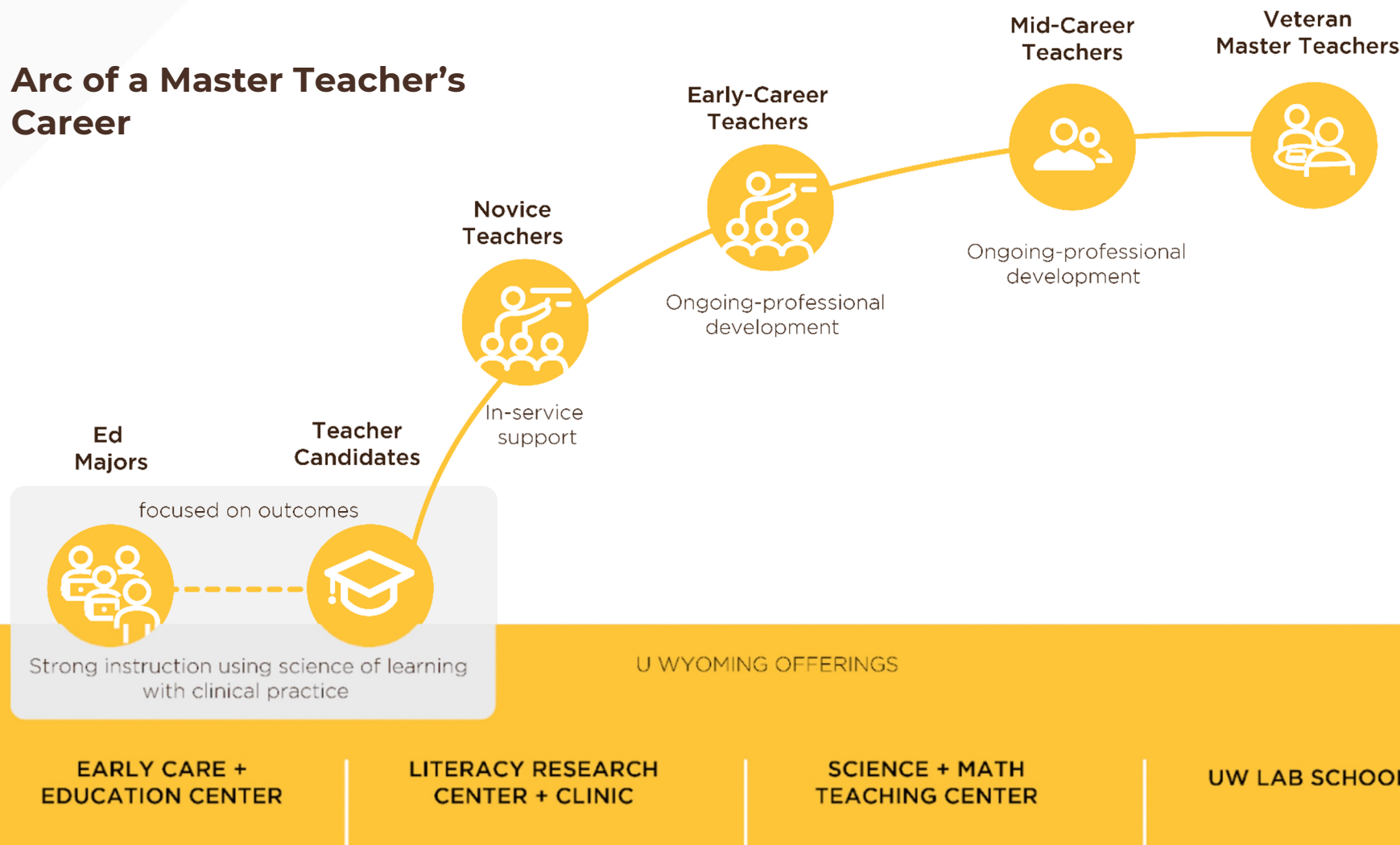
Because attrition outpaces the supply of new teachers, filling the chronic 325-teacher gap through increased supply focuses on the **symptom rather than the cause.**

# Our Approach: Support Teachers Across the Arc of their Career

- Reframing our work to provide continuous, career-stage relevant support will enhance commitment to the profession and reduce teacher attrition.
- Main features of **Arc of the Career** model:
  - Enhanced pre-service field experiences
  - Continued “outcomes focus” on quality improvement of programs
  - Strengthening of the Wyoming School University Partnership
  - Implementation of the Wyoming Teacher-Mentor Corps (WTMC)
  - Development of the Master Educator Competency Program (MECP)

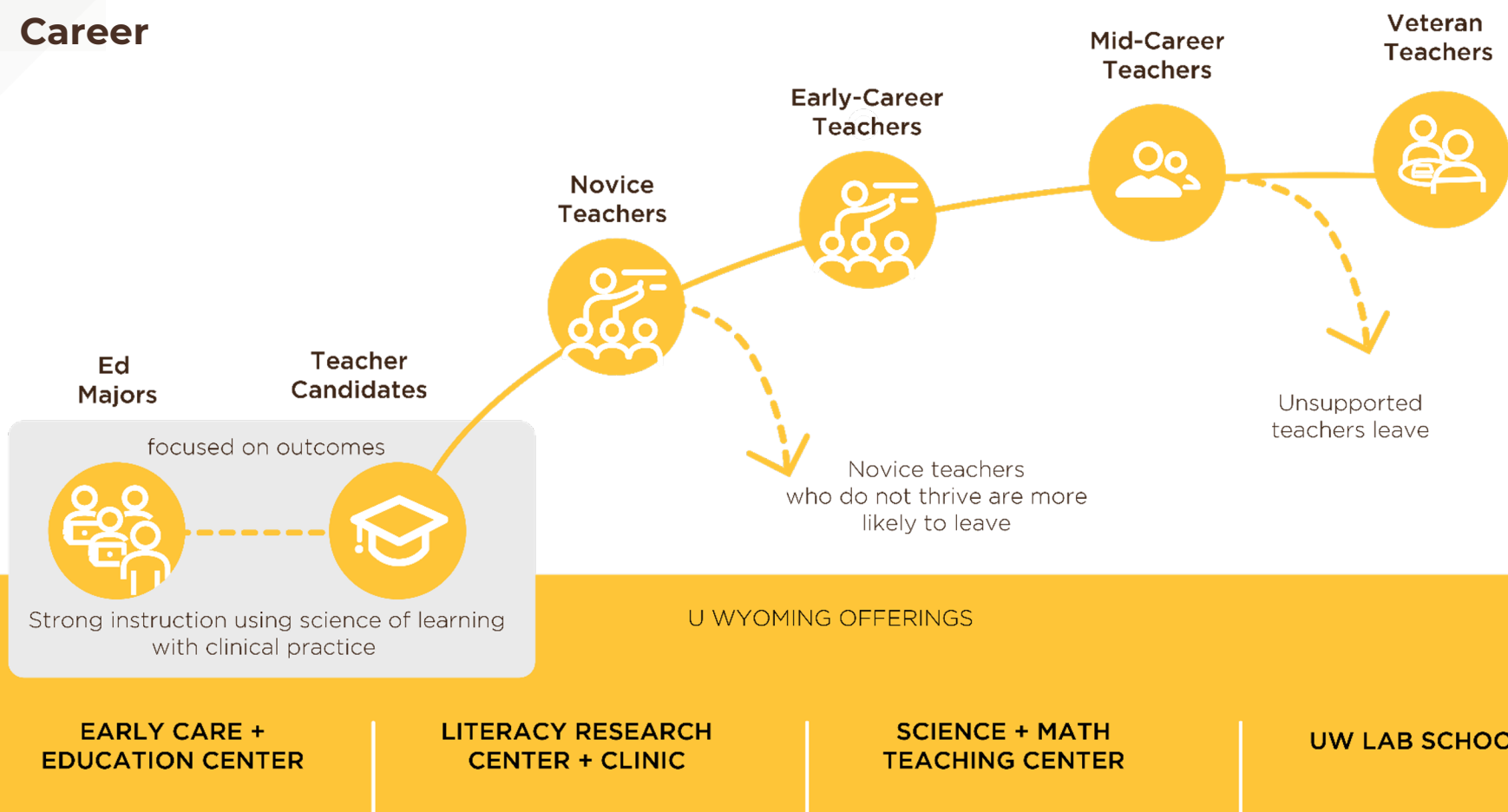
UNIVERSITY OF WYOMING

## Arc of a Master Teacher's Career



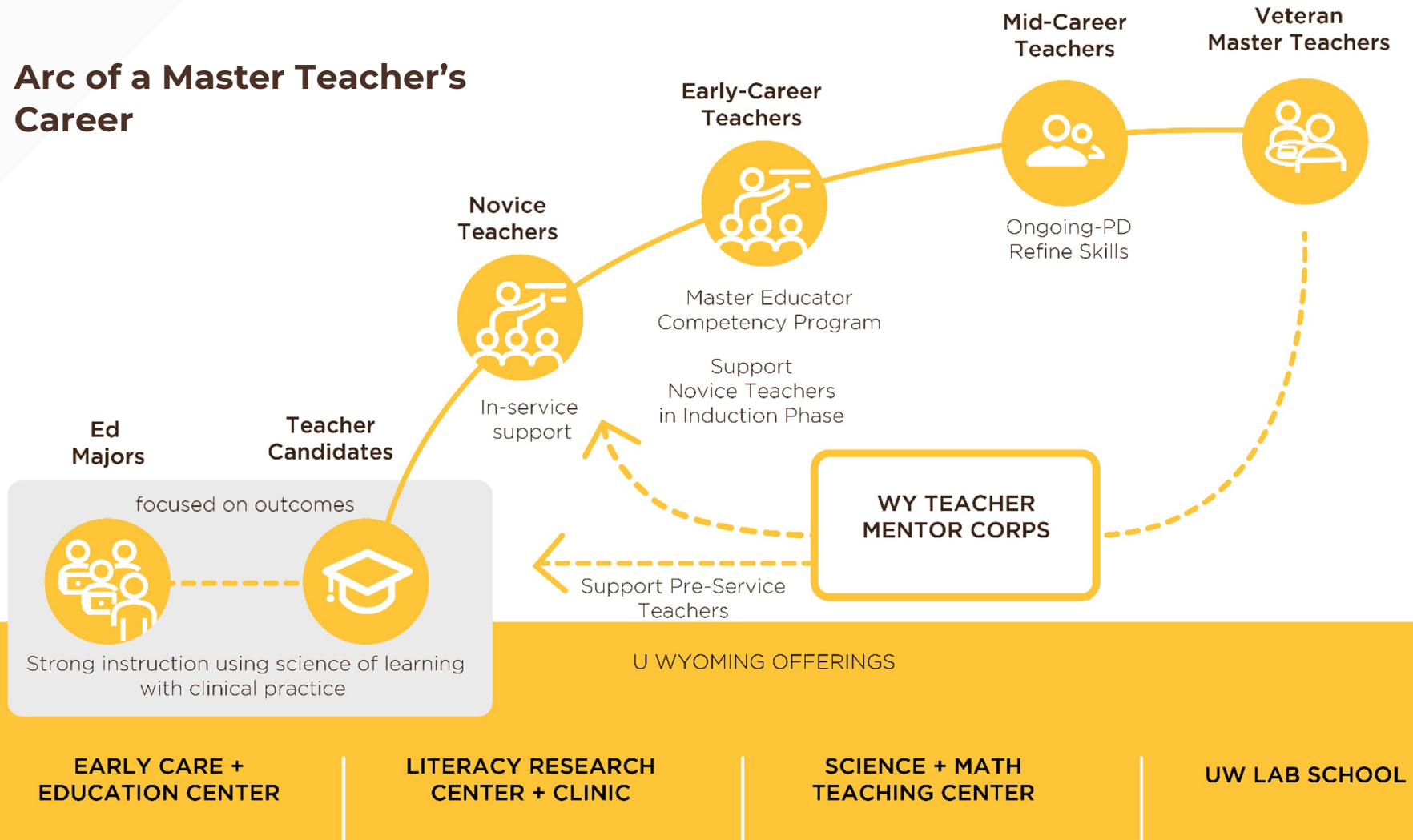
UNIVERSITY OF WYOMING

## Arc of a Master Teacher's Career



UNIVERSITY OF WYOMING

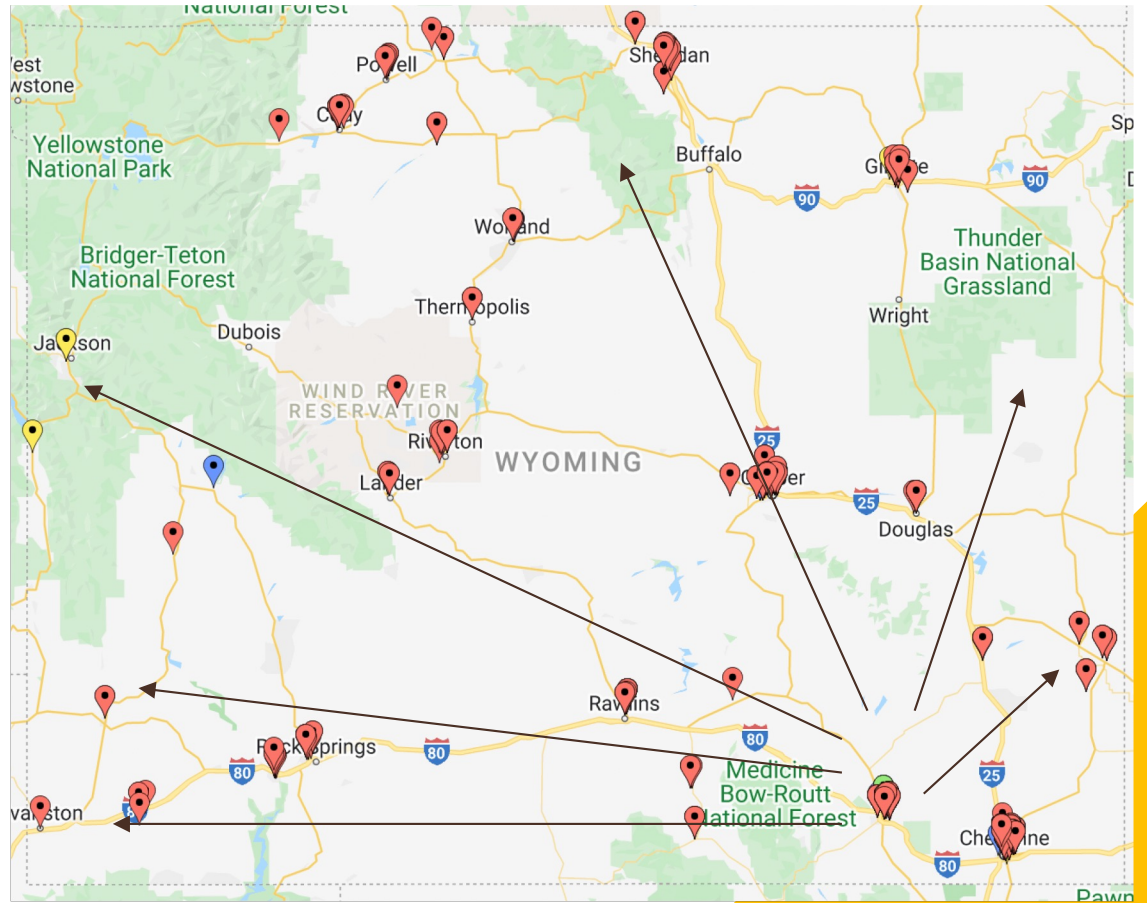
## Arc of a Master Teacher's Career



# Growing and Supporting Teachers

- Enhance the pre-service apprenticeship experience in UW programs.
- Provide expert support (for all teachers) across the in-service induction period.
- Provide collaboratively developed competency-based professional development (for all teachers) leading to professional degrees.
- Unbundle in-service professional development for badging of competencies for pre-service candidates in UW programs.

# Broad Field Placements --- Wyoming School University Partnership



UNIVERSITY OF WYOMING



**Deadline  
Friday  
Apr 1st**

**Do you know an excellent teacher?  
Nominate them to become a Mentor Fellow**

*Fostering*  
**TEACHER  
EXCELLENCE**

Announcing the Teacher-Mentor Corps at



UNIVERSITY  
OF WYOMING

College of  
Education

# Wyoming Teacher- Mentor Corps (WTMC)

## Fostering Teacher Excellence across Wyoming



### **Program Features**

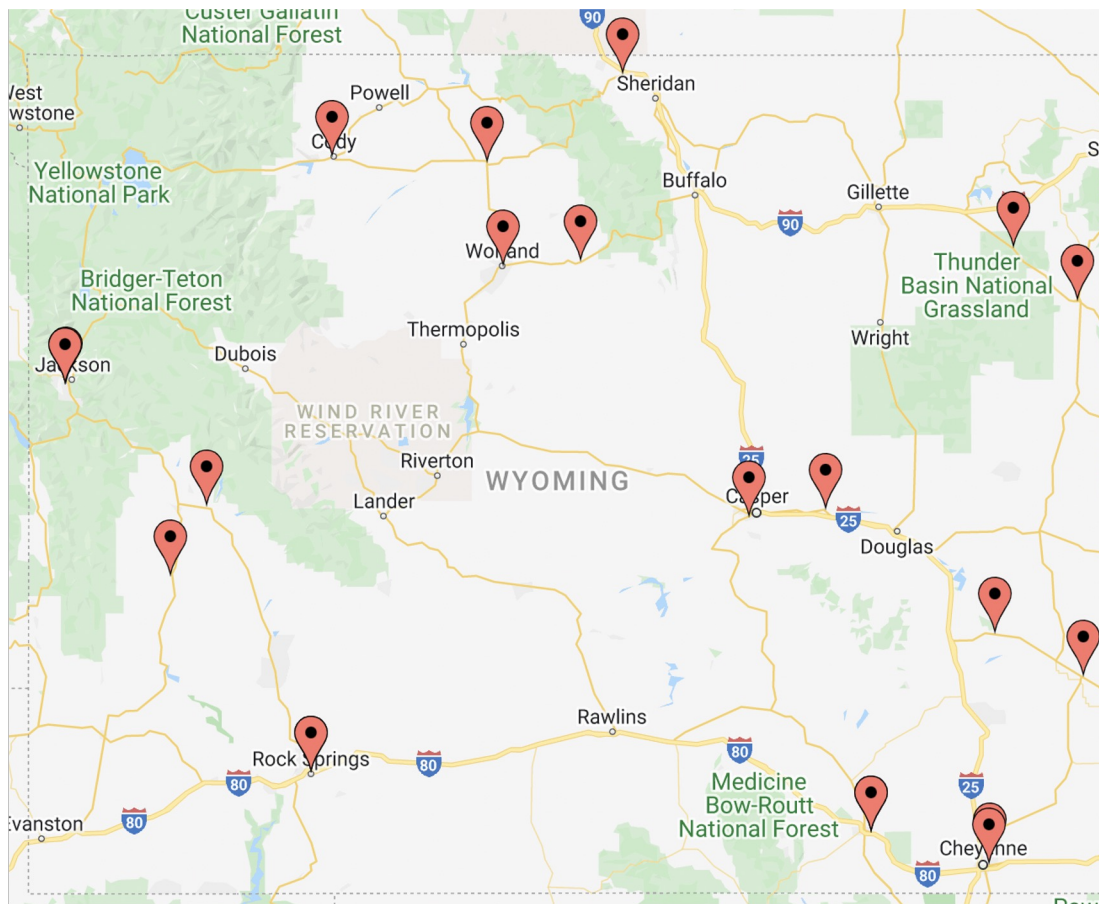
- Inaugural year
- 98 nominations
- 39 acceptances
- 22 selected
  
- 18-month program
- Serves all teachers
- Wide geographic area
- First of 3 (18-month) cohorts

## **Wyoming Teacher- Mentor Corps**

**Fostering Teacher  
Excellence across Wyoming**

A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.


# Geographic coverage of first WTMC cohort





## **A New Approach to Professional Development: Competencies**

The University of Wyoming Master Educator Competency Program (MECP) will use both statewide and local definitions of educator success to help fundamentally improve learning experiences and educator outcomes.

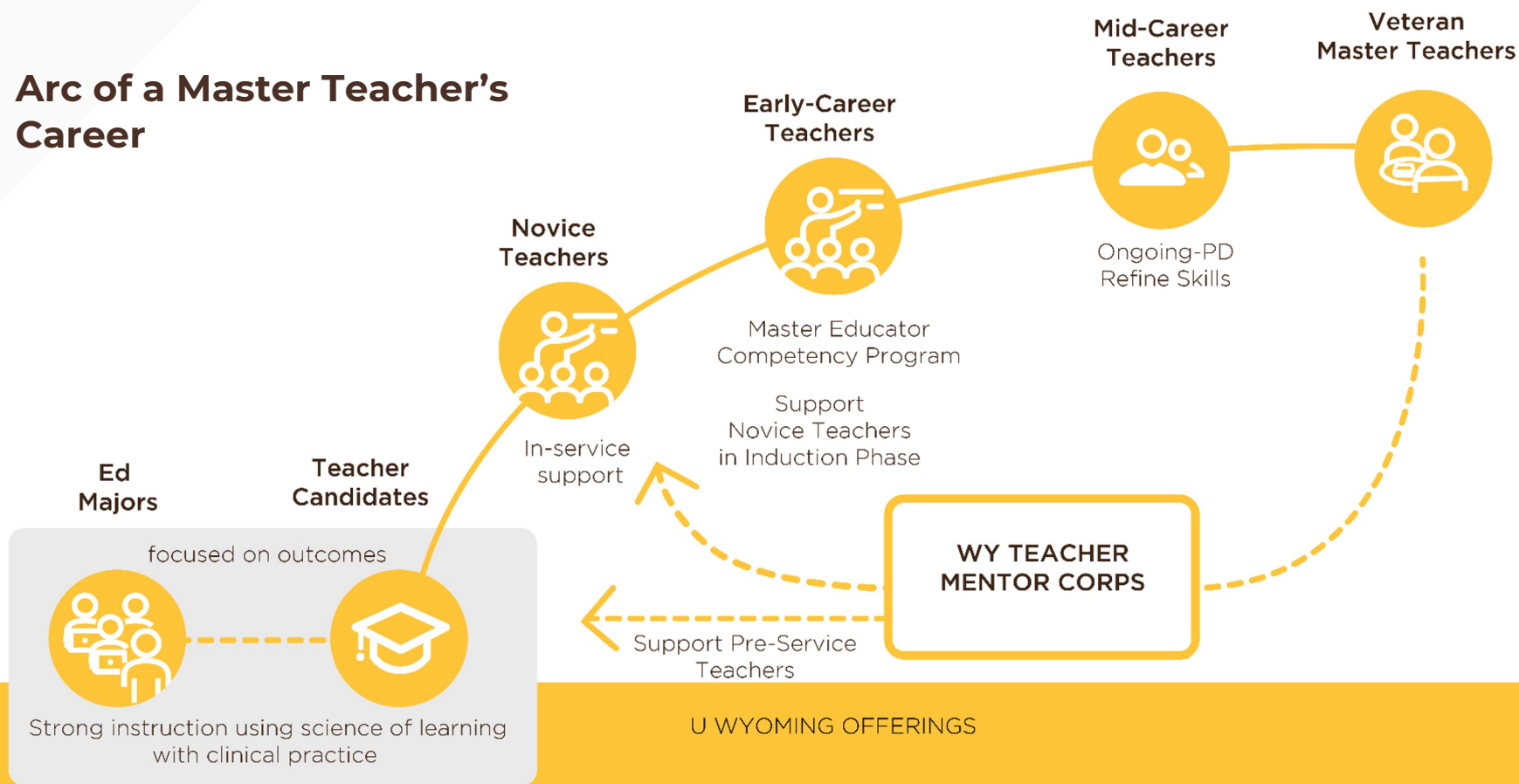


# Master Educator Competency Program

- Time is a terrible measure of learning.
- Competency Based Education (CBE) requires professionals to concretely demonstrate their knowledge, skills and abilities, without requiring them to sit through a traditional time-based course
- Competencies co-developed with WDE and districts across Wyoming
- World class, online, adaptive learning experiences leading to CEUs, graduate credit, and professional degrees, with learning support of expert UW CoE faculty and staff.
- State of the Art delivery system and eight competencies will be in place by Spring of 2023.

UNIVERSITY OF WYOMING

## Arc of a Master Teacher's Career



EARLY CARE +  
EDUCATION CENTER

LITERACY RESEARCH  
CENTER + CLINIC

SCIENCE + MATH  
TEACHING CENTER

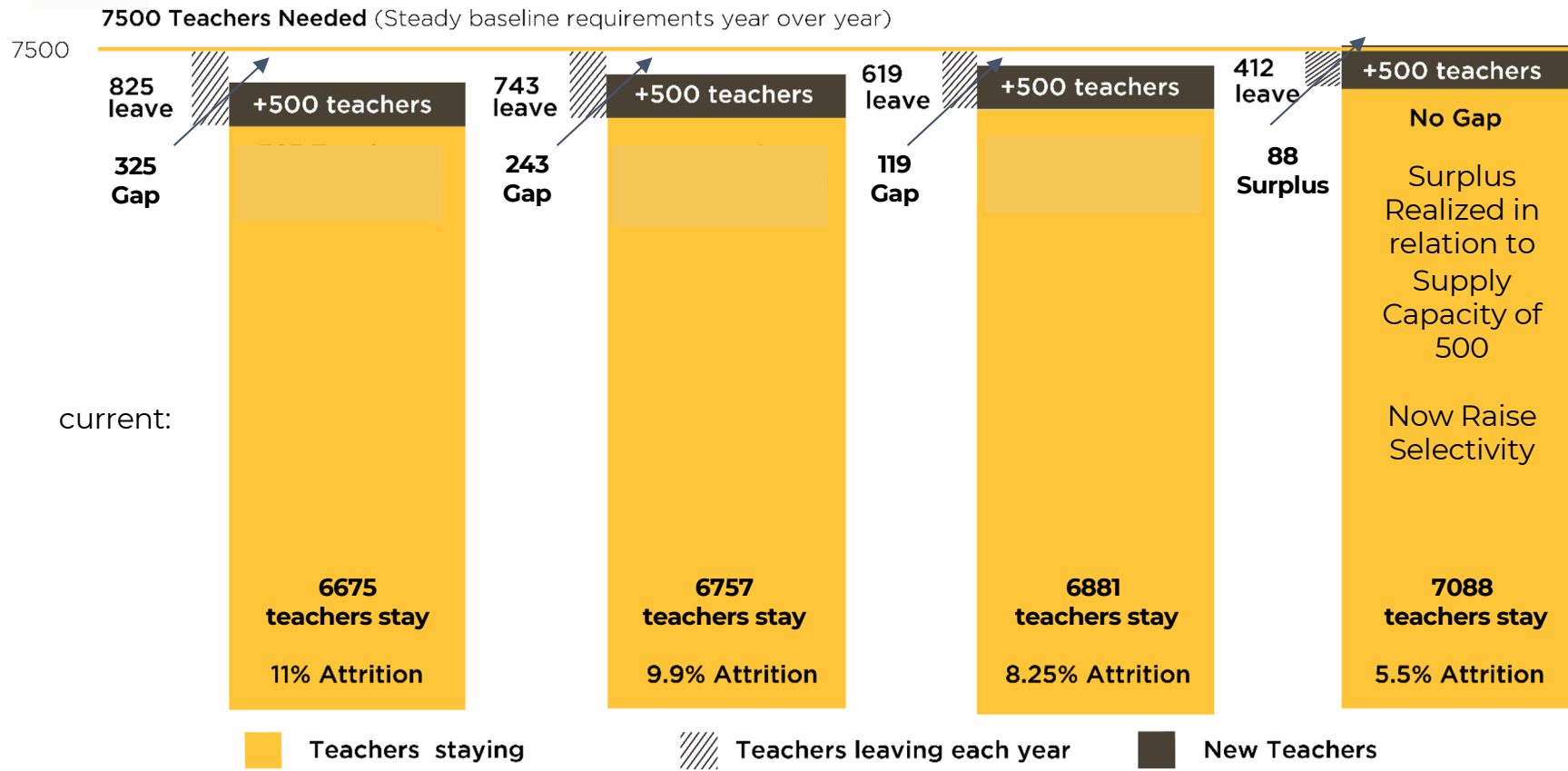
UW LAB SCHOOL

# Addressing the Cause of the Wyoming Teacher Workforce Crisis

Reframing our work to provide continuous, career-stage-relevant support through the initiatives outlined here will enhance commitment and bolster retention.

- Valuing educators as the professionals they are.
- Weaving their expertise and passion into a larger ecosystem of professional support toward successful master teachers in every Wyoming classroom.
- Strengthening UW programs through meaningful engagement of expert teachers in the work of the college.

# Reducing Attrition by one-third closes the 325 teacher vacancy gap



**No Gap**  
 Surplus Realized in relation to Supply Capacity of 500  
 Now Raise Selectivity

# UW CoE Guiding Principles

**Every child** in Wyoming deserves an exceptionally well-prepared teacher capable of stirring the imagination, stoking curiosity, and revealing the power and thrill of learning to our young people,

**Every teacher** in Wyoming deserves a competent and motivated school and district leader. These leaders should be capable of setting the context enabling the excellence of every teacher and ensuring equitable learning opportunities for every student,

**Every teacher and principal** in Wyoming deserves access to a system of career-relevant learning opportunities and support to advance their effectiveness in advancing student learning and growth.





*THE WORLD NEEDS MORE  
OUTSIDE THINKERS.*

ATTACHMENT 4



College of Education

**Dean's Office**

Dept. 3374 • 1000 E. University Avenue  
Laramie, WY 82071  
(307) 766-3145  
[www.uwyo.edu/education](http://www.uwyo.edu/education)

**University of Wyoming High Altitude Pathways Initiative**

The Big Goal: Increase the number of students from rural Wyoming who enroll, persist, and complete post-secondary education/training programs.

The focus: Our exclusive focus is on College and Career Readiness of students in 10 rural Wyoming high schools. Through a \$1.3M Rural Post-Secondary/Economic Development Grant from US Department of Education and additional investments from the University of Wyoming, the HAP program provides a wide array of resources to partner high schools in the state over a three-year period.

The HAP Strategy: We Partner with local education agencies (schools, afterschool programs, communities) to support rural students as they move down the pathway to post-secondary training. We share the following resources with each partner school:

- **We offer training and certification of College and Career Readiness (CCR) Advisors in your school**

We train and credential volunteers from colleges, the community, and businesses, as well educators and staff in schools. All HAP scholars (students in our partner high schools) will have a trained CCR advisor to help them meet admission and financial aid deadlines, understand how to pay for college, complete applications, and navigate the realm of college and career readiness challenges.

- **We provide Essential Skills Training for HAP Scholars in our partner schools**
  - **Goal Setting:** You have to know what you want in order to take the steps to achieve it.
  - **Teamwork:** We achieve more when we work together, but doing so effectively takes practice.
  - **Leadership:** Stepping up enhances college and career prospects, and helps lift peers along too.
  - **Agility:** Change is constant. The ability to adapt and overcome is crucial.
  - **Perseverance:** Failure and mistakes are inevitable, but they don't have to be the end of the story.
  - **Networking:** Turning acquaintances into advocates is a force multiplier.
- **We work with your students on a 10-Point Plan for College and Career Readiness**
  1. All Scholars build college knowledge
  2. All Scholars have a mentor
  3. All Scholars learn how to pay for college and share strategies and ideas with family
  4. All Scholars develop and strengthen each of the six Essential Skills (see above)
  5. All Scholars understand the jobs of today and the future and identify good-fitting jobs
  6. All Scholars complete the Scholar Map
  7. All Scholars visit at least one college campuses in person
  8. All Scholars tour three colleges virtually
  9. All Scholars understand the connections between postsecondary study and careers for 2022 and beyond
  10. All Scholars teach what they learn to younger peers

- **We support your students with peer mentors/Cowboy Coaches**

Mentors will provide workshops and information on test taking, note taking, study skills, tutoring and guidance in course selection. HAP scholars will not be left alone to make uniformed decisions. Further, mentors will meet regularly with HAP scholars to offer support, stories of college success, college life, and majors. Further, mentors will provide information about financial aid, registration, scholarships, and employment.

- **We guide your students on visits to college campuses**

Each HAP scholar will tour at least one college campus while in high school. Additionally, scholars will be invited to participate in the High Altitude Institute, a three-day intensive college immersion experience at the University of Wyoming.

- **We help students with what need to know before they get to a college campus**

To successfully navigate the college experience high school students need more than academic skills – they need financial literacy and practical knowledge about available options and resources to advocate for themselves. HAP will ensure that scholars are sophisticated consumers of post-secondary education; develop a success plan for life after high school, learn about money, learn strategies for dealing with the red tape of higher education, and build the Essential Skills necessary for success in post-secondary training and the world of work.

- **We help identify Work Based Learning Opportunities**

HAP scholars will be made aware of internships and apprenticeships in high-skill, high-wage fields. HAP will broaden scholars' knowledge of career and technical programs and certifications. Opportunities for job-shadowing, site visits, speakers, and field trips HAP will increase student interest in these high-skill, high-wage areas.

#### **What we ask of our HAP partners:**

- School Commitments

- Identify 1 HAP Advisor (HAP will pay a stipend to the Advisor)
- Provide time for students to participate in HAP Activities (during school or after school)
- Provide transportation to 2 college campus visits AND High Altitude Summer Institute at UW
- School leadership meet regularly with HAP project director

- HAP Advisor Responsibilities

- Complete College for Every Student (CFES) College and Career Readiness (CCR)Advisor Training (paid by HAP)
- Lead HAP Activities in the partner school setting
- Attend CFES Conference in Lake George, NY (travel and attendance costs paid by HAP)
- Participate in regular meetings with HAP UW project director
- Coordinate college campus visits
- Serve as an advisor for High Altitude Summer Institute at UW
- Recruit CCR Advisors in the local community
- Collect data regarding participation in HAP activities

**Key Success Indicators:**

- Positively influence 2000 Wyoming high school students to pursue meaningful postsecondary credentials and degrees
- Train 50 CCR Advisors across our 10 partner schools
- Increase FAFSA completion at our partner schools
- Increase campus/program tour participation
- Increase Hathaway Success Curriculum completion
- Increase Post-Secondary Application completion (community college, four-year, and occupational programs)
- Increase Post-Secondary matriculation
- Realize higher levels of Post-Secondary degree and program completion

**AGENDA ITEM TITLE: Annual Report – Science Initiative, Lyford**

**SESSION TYPE:**

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

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

**EXECUTIVE SUMMARY:**

The Science Initiative noted a key point in its history with the completion and opening of the new Science Initiative Building. Move-in began in June 2022 with 22 faculty and 93 research scientists, post-docs and graduate students currently occupying the research space. Core facilities are under testing (greenhouses) and development (Center for Advanced Scientific Instrumentation) and the new active learning classroom is hosting its first set of courses in fall 2022. SI Programs continue to expand and provide rich experiences for faculty and students at UW and across the state. A highlight was the 1<sup>st</sup> Annual UW STEM Carnival which coincided with the SI Building Grand Opening and showcased many STEM programs and departments on campus. Future direction of the SI is being guided by President Seidel with a SI 2025 vision which is being implemented by a new SI Executive Committee and a SI 2025 Faculty Leadership Committee. A funding request has been presented to the state to complete the shelled spaces in the building through one-time expenditures and to fulfill ongoing funding needs for the SI Programs.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

Science Initiative Leadership has provided frequent updates to the Board, most recently during the March 2022 meeting.

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

Board Request.

**ACTION REQUIRED AT THIS BOARD MEETING:**

n/a

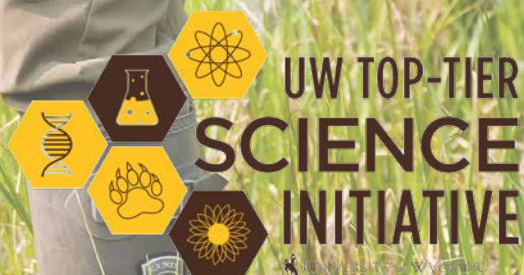
**PROPOSED MOTION:**

n/a

**PRESIDENT’S RECOMMENDATION:**

n/a





2021-22

ANNUAL REPORT



# REVOLUTIONIZING SCIENTIFIC EDUCATION AND DISCOVERY IN WYOMING

The University of Wyoming's Science Initiative enables world-class research and education that will strengthen the foundations of Wyoming's present and future economy. Through integrated, interdisciplinary science, Wyoming's current and future researchers and entrepreneurs will revolutionize areas of Wyoming's economy including mineral extraction, agriculture, tourism, resource management, and emerging technology, while also preserving Wyoming's greatest natural resources and unique biodiversity. The Science Initiative will provide UW students with a flexible, pioneering skill set, giving them the resources to invent a Wyoming future whose details cannot be fully known.

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Funding Transformative Experiences





## WHO WE ARE

**Mark Lyford**, Executive Program Director, UW Science Initiative; Senior Academic Professional, Lecturer, Botany

**Greg Brown**, Executive Operations Director, UW Science Initiative; Professor, Botany

**Rachel Watson**, Director, Learning Actively Mentoring Program; Senior Academic Professional, Lecturer, Chemistry

**Jamie Crait**, Director, Wyoming Research Scholars Program; Assistant Academic Professional, Lecturer, Botany

**Karagh Brummond**, Director, Engagement and Outreach; Instructional Professor, Honors College

**Tabatha Spencer**, Executive Business Manager, UW Science Initiative

**Ryan Goeken**, Information Specialist, Sr., UW Science Initiative

## LETTER FROM THE DIRECTOR

Dear Friends of the Science Initiative,

2021-2022 marked another monumental year for the Science Initiative. Our programs continue to expand transformational experiences for faculty and students not only at UW, but at our community colleges and throughout Wyoming's K-12 system. Perhaps most notable was the Spring 2022 grand opening of the new Science Initiative Building, with a ribbon cutting ceremony on March 24 followed by the gradual move-in of nearly 125 faculty, staff and students. Great things are happening in the SI!

The Science Initiative Building, an amazing, state-of-the-art facility, will create new and exciting opportunities for our faculty and students, and will pave the way for how the University of Wyoming supports the state through teaching, research and service in the coming decades. The building houses a 204-seat active learning classroom which will provide appropriate space for instructors to engage students in their own learning, particularly in our large introductory classes, as data clearly demonstrates students engaged through active learning are far more successful in their courses. Extensive, open and shared research laboratories will support collaborative, cross-disciplinary research of faculty from across 5 departments. This facility, known as the Center for Integrated Biological Research (CIBR), is an evolutionary step for advancing the research mission at UW. Researchers within the building and from across campus will also benefit from several modern support facilities. The Center for Advanced Scientific Instrumentation (CASI) will provide cutting-edge, high-cost instruments to support research endeavors for a much broader set of faculty, thereby increasing campus efficiency and broadening research opportunities for hundreds of faculty and students. Similarly, the roof of the Science Initiative Building is covered in modern greenhouses to support research in plant biology that was not possible before. The current approved plans also include three shelled spaces yet to be completed. The first floor will provide additional innovative space for research expansion as well as a Model Organism Research Facility (MORF) to provide modern care facilities for research organisms. Finally, the fourth floor will house a one-of-a-kind space for the Student Collaborative Research, Outreach and Learning Laboratory (SCROLL), which will offer transformational space to support students, staff and faculty engaged in the work of the Science Initiative Programs.

While the programs of the Science Initiative will clearly benefit from the new building, their reach continues to extend across campus and throughout the state. Students taught by faculty and undergraduate learning assistants who have been trained through the Learning Actively Mentoring Program (LAMP) benefit from the engaging learning opportunities offered in their courses. Our undergraduates and faculty mentors continue to thrive through the intensive research experiences supported by the Wyoming Research Scholars Program. Hundreds of students, teachers and community members were touched by the hands-on learning opportunities offered by the K-Community Roadshow. The amazing reach and impact of these programs is outlined in detail in the following pages.

I hope you find the opening of the new building and the accomplishments of our students, faculty and staff as exciting and rewarding as I do. This past year was fantastic, and the future looks even more promising for how the Science Initiative will serve UW and Wyoming. Enjoy the great information that follows, and if you ever have questions or are in town and want a tour of the building, please don't hesitate to reach out.

Best Regards,

Mark E. Lyford  
Executive Director, Science Initiative Programs

## GIVE TO THE SCIENCE INITIATIVE

HELP SUPPORT STUDENT SUCCESS IN THE CLASSROOM, IN THE LABORATORY, AND AROUND THE STATE:

[uw.uwyo.edu/scienceinitiative](http://uw.uwyo.edu/scienceinitiative)



### CONTACT US

University of Wyoming  
SIB Room 2030  
Dept. 4325  
Laramie, WY 82071

(307) 766-4447  
SI@uwyo.edu  
uwyo.edu/science-initiative

Facebook University of Wyoming Science Initiative





## ENGAGEMENT



The SI Roadshow brought active learning to

**838**

K-12 students during

**21**

outreach and inreach events in schools and other venues

The SI Roadshow secured

**\$5,000**

in grant funding from external industry and foundation partners to bring active learning to K-12 students across the state



Karagh Brummond, Director of SI Engagement & Outreach, was accepted as one of 9 new Teen Science Café fellows, funded by the NSF. The Teen Science Café programs are a free, fun way for local teens to engage in STEM. Brummond, along with other UW faculty and UW students facilitated

**5**

STEM experiences over the spring semester of 2022.

## WYOMING RESEARCH SCHOLARS PROGRAM (WRSP)

WRSP included 53 scholars from 13 US states and 2 countries



**31**

WY scholars from

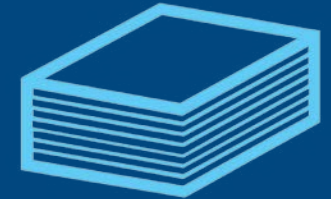
**10**

WY counties

WRSP scholars did

**13,089**

hours of research



WRSP scholars contributed to

**10**

articles published (or to-be-published) in peer-reviewed journals

In a final evaluation survey for graduating students, on average, WRSP scholars reported a

**GREAT GAIN**

in confidence in ability to do research and contribute to science

"I am so happy I chose UW as my college... I don't think I would have been able to participate in this level of research as an undergrad anywhere else. Additionally, because of all that experience, I got into grad school, and I can continue my career in STEM."

## LEARNING ACTIVELY MENTORING PROGRAM (LAMP)

LAMP Fellow Danny Dale was named the **WYO-Gold Teacher of the Year**.

**2 Professors**

named "Top Prof" by Mortar Board Seniors were LAMP Fellows - Kerry Sondgeroth and Ginka Kubelka.

LAMP-trained professors taught

**4,071**

students in UW active learning courses



The LAMP Fellows program trained

**34**

instructors from

**5**

WY institutions (and 2 other entities)

LAMP Director Rachel Watson serves as the PI for Wyoming's Howard Hughes Medical Institute's Inclusive Excellence Challenge (the HHMI IE3). The Wyoming team is one of 15 groups from across the country that form a nationwide learning community re-envisioning inclusive collaborations between 2-year and 4-year institutions. Rachel also leads community building sessions for the entire national cohort. The national cohort will soon receive **\$8M** to be distributed amongst teams to continue their work.

## OTHER HIGHLIGHTS

The **Science Initiative building** was completed and a ribbon-cutting ceremony was held on March 24, 2022. The building includes 5 core research & educational facilities, including a 200-seat Active Learning Classroom (ALC), the Center for Advanced Scientific Instrumentation (CASI), the Center for Integrative Biological Research (CIBR), rooftop greenhouses and walk-in growth chambers, and the Student Collaborative Research, Outreach & Learning Laboratory (SCROLL).



In May of 2022, the SI Roadshow facilitated a 3-day field research experience at Curt Gowdy State Park for 5th graders from Snowy Range Academy (SRA) in Laramie. Students carried out their own field research projects and presented the results to parents, students, and teachers at SRA. This marks the second year of the Roadshow's collaboration with SRA on this project.



**17**

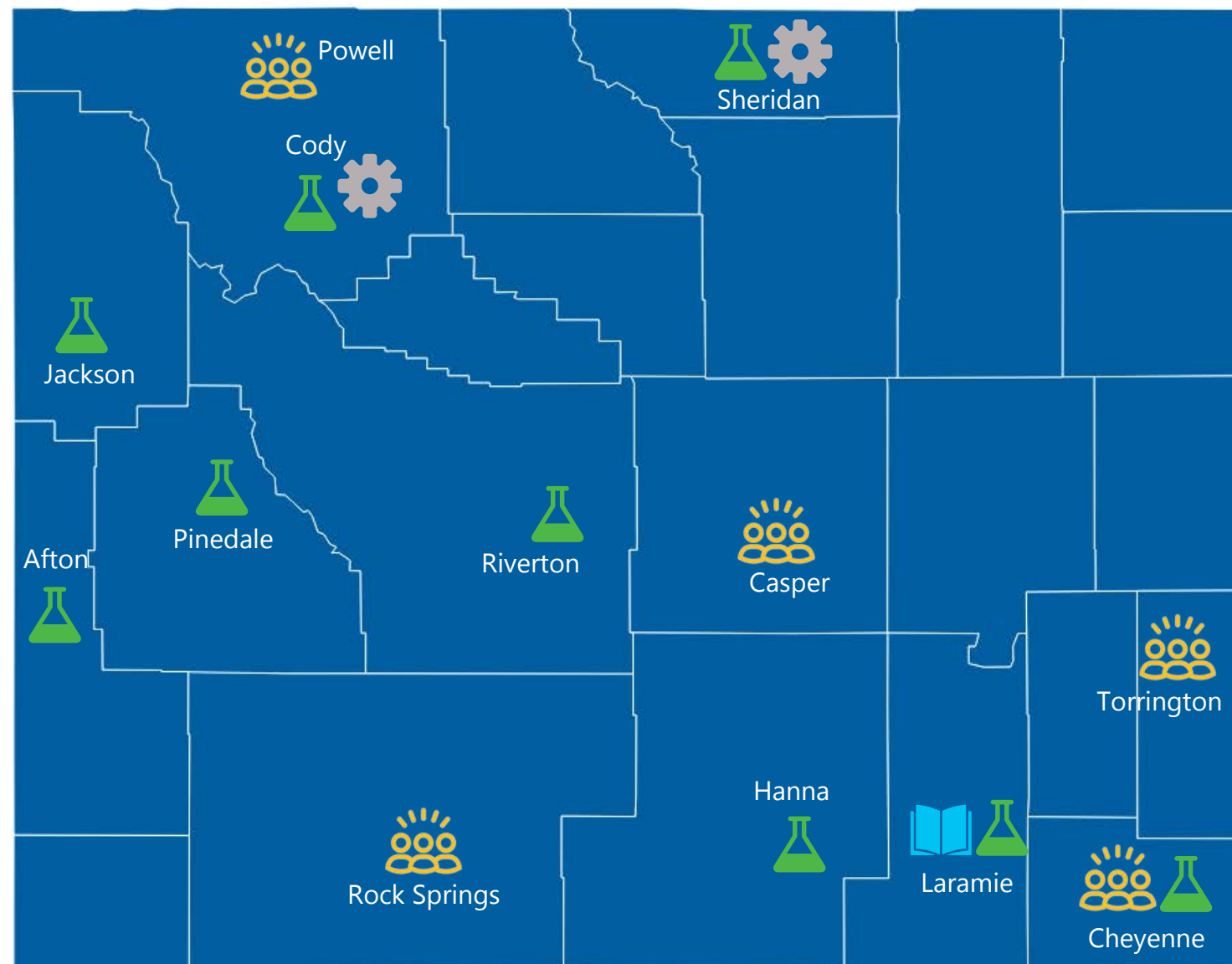
UW students gained research experience in the third year of Course-based Undergraduate Research Experiences (CURE)



# STATEWIDE ENGAGEMENT (2021/2022)



THE SCIENCE INITIATIVE  
 REACHED  
**13**  
 DIFFERENT WYOMING  
 COMMUNITIES



### SCIENCE INITIATIVE ROADSHOW - Bringing active learning to K-12 classrooms

- |   |  |
|---|--|
| 6/17/21 - Laramie Rec Center Afterschool  | 3/29/22 - Laramie High School              |
| 6/28/21 - Jackson - Teton Literacy School | 4/2/22 - Laramie - Teen Science Café       |
| 7/26/21 - Laramie Rec Center Afterschool  | 4/9/22 - Laramie - Teen Science Café       |
| 8/9/21 - Laramie Rec Center Afterschool   | 4/16/22 - Laramie - Teen Science Café      |
| 10/15/21 - Hanna - HEM Jr/Sr High         | 4/21/22 - Laramie High School              |
| 12/1/21 - Pinedale - Skyline Academy      | 4/29/22 - Afton (Inreach) - Star Valley HS |
| 2/17/22 - Sheridan YMCA Afterschool       | 4/30/22 - Laramie - Teen Science Café      |
| 3/1/22 - Riverton Middle School           | 5/2/22 - Pinedale - Skyline Academy        |
| 3/3/22 - Cody Middle School               | 5/18/22 - Laramie - Snowy Range Academy    |
| 3/9/22 - Cheyenne Central High School     | 5/21/22 - Laramie - Teen Science Café      |



### SERVICE CLUB VISITS - Bringing SI stories to Rotary clubs

- |                           |                      |
|---------------------------|----------------------|
| 2/17/22 - Sheridan Rotary | 3/3/22 - Cody Rotary |
|---------------------------|----------------------|



### COMMUNITY COLLEGE HHMI VISITS - LAMP collaborating with community colleges to support and create Educator's Learning Communities

- |  |  |
|--|--|
| 1/24/22 - Powell - Northwest College     | 4/15/22 - Cheyenne - LCCC              |
| 2/4/22 - Torrington - Eastern WY College | 4/28/22 - Rock Springs - Western WY CC |
| 3/30/22 - Cheyenne - LCCC                | 5/3/22 - Casper - Casper College       |



### OTHER EVENTS

- 4/28/22 - Laramie - Inreach for Chadron State College Upward Bound Students - active learning experiences
- 5/17/22 - Laramie - Women in STEM Conference - active learning experiences for Wyoming high school students



# OPENING THE SCIENCE INITIATIVE BUILDING

In March of 2022, the Science Initiative Building was officially opened with a ribbon-cutting ceremony. Speakers included Former Wyoming Governor Dave Freudenthal, UW President Ed Seidel, and Science Initiative Executive Directors Mark Lyford and Greg Brown. Over the spring and summer of 2022, final work and furnishings were finished and faculty and staff completed office and laboratory move-ins, with a full opening of the building taking place in Fall 2022.

## THE BUILDING AT A GLANCE

**153,000  
SQ FT**

## 5 CORE RESEARCH & EDUCATIONAL FACILITIES

- 200-seat Active Learning Classroom (ALC)
- Center for Advanced Scientific Instrumentation (CASI)
- Center for Integrative Biological Research (CIBR)
- Rooftop greenhouses and walk-in growth chambers
- Student Collaborative Research, Outreach & Learning Laboratory (SCROLL)

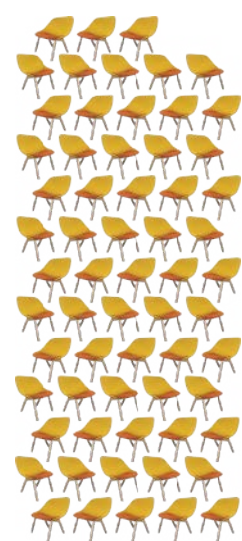
## BEGINNING OF LEWIS STREET CORRIDOR

Planned conversion of Lewis Street across north campus to a pedestrian corridor.



## MOVING IN

124 occupants representing 12 departments across campus moved into the building over the spring and summer months of 2022.



**63**  
Graduate Students



**41**  
Faculty & Staff



**20**  
Post-docs

## STUDENTS IN THE ACTIVE LEARNING CLASSROOM (ALC)

During the ALC's first open semester

**1,500+**  
students will experience active learning



### FALL 2022 SCHEDULE

#### MWF

- Organic Chemistry
- Ecology
- General Biology (3 sections)
- General Microbiology
- Integrative Physiology

#### T/TH

- Human Anatomy
- General Chemistry I
- Genetics

## CENTER FOR ADVANCED SCIENTIFIC INSTRUMENTATION (CASI)

CASI is a state-of-the-art core facility for imaging science and will provide resources and training to faculty and student researchers across campus and the state, and contract users from across the country. The six instruments below will make up the first group of instruments purchased for the facility, and are expected to be in the building by early 2023, housed on the 1st, 3rd, and 5th floors. Instruments in CASI have wide-ranging applications, from life sciences, agriculture, microbiology, pharmacy, chemistry, earth sciences, archaeology and paleontology, the oil and gas industry, battery and solar cell research, physics, and materials science, among others.

### FOCUSED ION BEAM SCANNING ELECTRON MICROSCOPE (FIB-SEM)

Images atomic scale structure using a focused beam of ions and allows scientists to mill and manufacture nano structures.



### TRANSMISSION ELECTRON MICROSCOPE (TEM)

Images atomic scale structure using a beam of electrons passing through an ultrathin specimen.

### X-RAY DIFFRACTOMETER

Provides detailed information about the internal lattice of crystalline molecular solids, including unit cell dimensions, bond-lengths, bond-angles, and details of site-ordering.



### HIGH-THROUGHPUT PLANT PHENOTYPING SYSTEM

Performs very fast, automated measurements of plants, including multi-spectral imaging and 2D and 3D reconstructions to help scientists quantify plant traits, allowing them to measure plant health, water content, stress, and disease.

### SPINNING DISK CONFOCAL MICROSCOPE

Uses a spinning, opaque disk with hundreds of pinholes arranged in spirals, rotating at high speeds, to scan across a sample. The microscope then images multiple, thin 2D slices of a sample and constructs a 3D model from them.

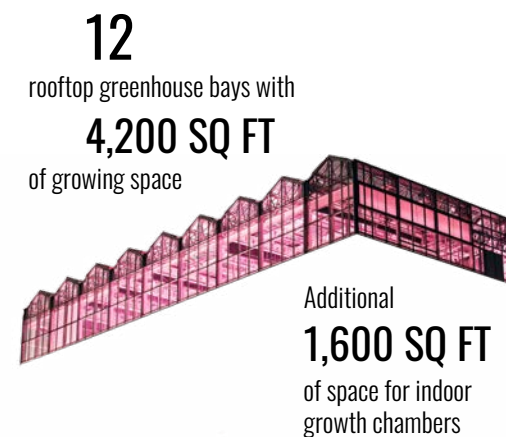


### MICRO COMPUTED-TOMOGRAPHY SCANNER (MICRO-CT)

Will allow for high resolution, detailed, non-destructive X-ray scans of the internal anatomy of animals and museum specimens without any damage to the specimens, giving important insight into the functioning of artifacts.

## CENTER FOR INTEGRATIVE BIOLOGICAL RESEARCH (CIBR)

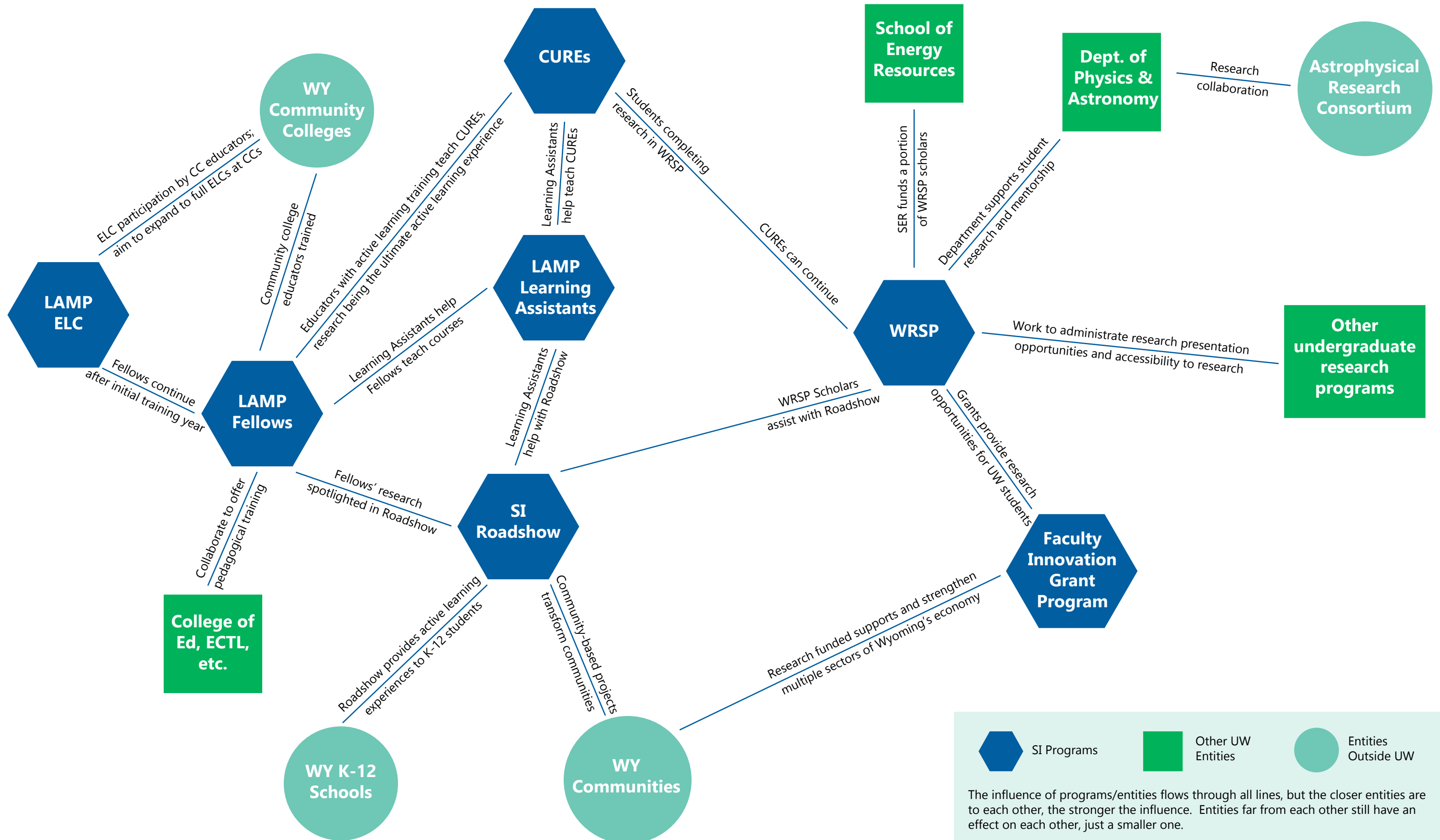
Spread across all floors of the SI Building, CIBR brings together UW's world-recognized biologists within shared laboratories and collaborative spaces to foster innovation and research activities spanning spatial scales from molecules to earth systems, and temporal scales from seconds to thousands of years.



The north wings of the building include shared laboratories housing faculty, post-doctoral fellows, and graduate students representing

**9**  
departments

# SI PROGRAM INTERACTIONS



The influence of programs/entities flows through all lines, but the closer entities are to each other, the stronger the influence. Entities far from each other still have an effect on each other, just a smaller one.



SI'S SIGNATURE  
PROGRAMS



# LEARNING ACTIVELY MENTORING PROGRAM

IMPROVING STUDENT RETENTION,  
SUCCESS, AND ENGAGEMENT IN UW STEM  
CLASSROOMS THROUGH COMPREHENSIVE,  
SUSTAINED MENTORING AND PROFESSIONAL  
DEVELOPMENT FOR FACULTY





# SI'S SIGNATURE PROGRAMS



**LAMP** is a comprehensive, sustained mentoring and professional development program with an emphasis on how to best adopt active learning strategies in large-scale active learning classrooms at UW and in classrooms across the state's community colleges.

**Program Goals:**

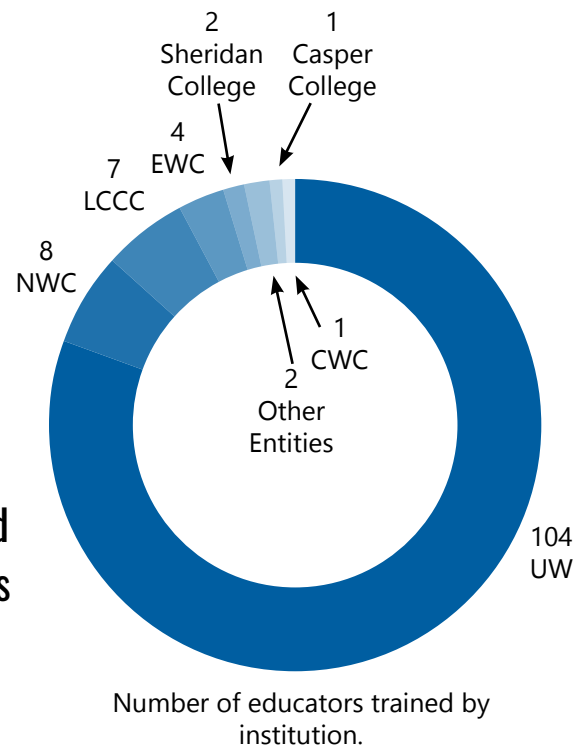
1. Improve student retention, success, and engagement in STEM classrooms.
2. Enable all new and most existing STEM teaching faculty and teaching assistants at UW to become trained in active learning strategies by 2022.
3. Conduct research on active learning in STEM classrooms to investigate relationships between teaching practices and student success, literacy, engagement, and inclusion.
4. Establish professional development and collaboration opportunities for science instructors across the state, including community college instructors and K-12 teachers, to improve learning experiences for all Wyoming students.

## LAMP FELLOWS THROUGH TIME (2016-2022)

The LAMP Fellows Program is an immersive, year-long educational development opportunity designed to facilitate instructors' incorporation of active learning techniques into the STEM courses they teach at UW and at community colleges across the state. The program began in the 2016-2017 academic year and enrolled a new class of educators each year until 2020, when classes began enrolling every other year.

**129**  
fellows from  
**7**

WY institutions of higher education and 2 outside institutions have completed the yearlong training



Since 2016, **104** LAMP-trained educators at UW have impacted

**25,147**  
students in  
**599**  
active learning classes

## LAMP FELLOWS 2021/2022

The 2021/2022 class of LAMP Fellows completed their yearlong training on May 6th, 2022. Their year of training included an immersive summer institute focused on place-based education, fall and spring workshops, and the supported design, development, and implementation of an active learning strategy. Instructors all implemented backwards course design that embedded formative and summative assessment and was informed by either or both: Columbia's Five Principles of Inclusive Pedagogy and/or Universal Design for Learning. All instructors also workshoped their teaching philosophy such that it now integrates their learning and metacognitive growth throughout the year.

The instructional strategies implemented by the fellows ranged from the integration of team-based learning into courses like Environmental Engineering and Craniofacial Disorders to the use of a flipped classroom in Agroecology. At the end of the academic year, fellows presented their strategies in the Active Learning Classroom of the new Science Initiative Building. Each poster shared details about the philosophy guiding instruction, the student learning outcomes, the active learning modalities, and the assessment strategies used to monitor student learning. Also at this culminating ceremony, each LAMP fellow received a completion certificate documenting their pedagogical achievements.

**34**  
2021/2022 fellows

LAMP fellows by institution, academic year 2021/2022.

INSTITUTION	# OF FELLOWS
Casper College	1
Central Wyoming College	1
Eastern Wyoming College	2
Northwest College	1
University of Wyoming	26
Other Entities	2

LAMP fellows by title, academic year 2021/2022.

TITLE	# OF FELLOWS
Assistant Lecturer	1
Assistant Professor	12
Associate Professor	4
Graduate Student	10
Instructional Lab Coord.	1
Instructor	1
Lecturer	1
Program Manager	1
Research Scientist	1
Science Consultant	1

LAMP fellows by department or program, academic year 2021/2022.

DEPARTMENT/PROGRAM	# OF FELLOWS	DEPARTMENT/PROGRAM	# OF FELLOWS
Ag & Applied Economics	1	INBRE	1
American Indian Studies	1	Math/Sciences	1
Biology	1	Mathematics	1
Botany	4	Pharmacy	1
Chemistry	3	Physics & Astronomy	2
Civil & Arch Engineering	1	Psychology	1
Comm Disorders	2	WYGISC	1
Computer Science	1	WY Dept of Ed	1
Ecosystem Sci & Mgmt	2	WY Inst for Disabilities	1
Electrical and Computer Engg	1	Zoology & Physiology	4
Env & Natural Resources	2		



In the 2021/2022 academic year, **46** LAMP-trained educators at UW impacted **4,071** students in **133** active learning classes

Student enrollment by subject description in LAMP fellow-taught active learning classrooms, academic year 2021/2022.

SUBJECT DESCRIPTION	ENROLLMENT
Life Sciences	1,034
Chemistry	936
Zoology & Physiology	341
Honors	184
Agricultural Economics	159
Mathematics	145
Civil Engineering	124
Psychology	106
Geospatial Information Science Technology	87
Wyoming Institute for Disabilities	77
Physics	77
Environment & Natural Resources	75
Outdoor Recreation & Tourism Management	72
Earth Systems Science	71
Architectural Engineering	69
Speech - Language Pathology	63
Molecular Biology	60
Elementary Education	54
Petroleum Engineering	48
Electrical Engineering	44
Pathobiology	43
Computer Science	31
Gender & Women's Studies	29
Geography	24
Astronomy	24
Pharmacy	22
Botany	18
Renewable Resources	12
Soil Sciences	11
Microbiology	11
Geology	8
Secondary Education	6
Agroecology	4
Social Work	2

Student enrollment by discipline in LAMP fellow-taught active learning classrooms, academic year 2021/2022.

DISCIPLINE	ENROLLMENT
Biological Sciences	1,518
Physical Sciences	1,186
Engineering	316
Environment & Natural Resources	188
Honors	184
Agriculture	175
Mathematics	145
Psychology	106
Health Sciences	87
Disability Studies	77
Education	60
Social Sciences	29

## LAMP SUPPORTS WYOMING'S HOWARD HUGHES MEDICAL INSTITUTE (HHMI) INCLUSIVE EXCELLENCE EFFORTS

LAMP Director Rachel Watson leads Wyoming's Howard Hughes Medical Institute (HHMI) Inclusive Excellence team. Wyoming is one of only 15 institutional teams nationwide to be a part of the National Learning Community devoted to inclusivity in 2-year to 4-year transfer pathways. In Phase I of this award, Wyoming was awarded \$30,000 to perform an institutional ethnography at all of the state's community colleges. Institutional ethnography is a qualitative technique that entails collecting stories (through focus groups and interviews) from those individuals (specifically educators including faculty and staff) who are daily impacted by inequitable institutions. To date, we have traveled to 5 of the 8 community colleges (Northwest College, Eastern Wyoming College, Laramie County Community College, Western Wyoming Community College, and Casper College) and engaged with educators through focus groups at each of these 5 institutions. Simultaneously, we have connected 2-year and 4-year STEM educators and facilitated the growth of a larger and more supportive social network. At Northwest College in Powell, WY, we have launched an educator learning community centered on increasing inclusion through transdisciplinary research. This Northwest learning community is planning a statewide showcase to enable connections to be built across disparate disciplines from zoology to graphic art.

The National Learning Community is currently in the iterative process of writing the Phase II Grant Proposal. This National Learning Community will receive \$8.8 Million to implement a suite of projects including 2-year to 4-year learning communities such as the one being piloted at NWC. These funds will enable the Wyoming team to implement learning communities at the remaining 4 community colleges listed above and expand relationship networks between UW and these community colleges.

## LAMP HOSTS 3-DAY WORKSHOP IN THE ACTIVE LEARNING CLASSROOM IN THE NEW SCIENCE INITIATIVE BUILDING

From May 18th through the 20th, 15 educators gathered for a LAMP training on Cooperative Learning and Team-based Learning (TBL). Both of these active learning modalities are particularly effective in large-scale rooms such as the new 200-person ALC. Attending educators left these sessions with the skills to implement these techniques in their own classrooms and with the knowledge of what it felt like to be a student in a cooperative or TBL class. Additionally, the educators learned how to write specific and measurable learning outcomes and explain the classroom conditions that can allow the brain to learn best. Reflective practice was built into each day's session and educators had the opportunity to work with small groups to glean others' perspectives and learn from their colleagues' ideas. Rhiannon Jakopak (Haub School), Deepthi Amarasuriya (NWC Physics) and Christine Boggs (ECTL) served as learning assistants (LAs) for this workshop. They were able to model LA best practices so that each of the educators could envision how they would employ LAs in their active learning courses.

## LAMP SUPPORTS GRADUATE STUDENT OUTREACH AND ENGAGEMENT EFFORTS

LAMP Director Rachel Watson serves as the faculty advisor for the graduate student group Community Outreach Engagement Program in STEAM Education (COPSE). Committed to melding science and the arts, COPSE engages statewide educators and K-12 students in innovative outreach projects. On August 4-6, 2022, COPSE will host the EON Conference, which will connect outreach efforts at UW and educators across the state.





## LAMP FELLOWS MAKE BIG IMPACTS AND ARE AWARDED WITH HIGH HONORS

Prior LAMP fellows continue to utilize their training to make big impacts. Danny Dale, Associate Dean of the College of Arts and Sciences, as well as a Professor of Astronomy & Astrophysics, was awarded the WYO-Gold Teacher of the Year, which is awarded by the student organization of the UWAA. Danny has also made an indelible impact on the LAMP program as a whole, as he was a part of the inaugural LAMP fellows cohort in 2016-17, and also serves as a mentor for LAMP fellows.

Two LAMP fellows were honored by UW Mortar Board seniors as "Top Profs" this year, as well. Kerry Sondgeroth was a 2017-18 LAMP fellow, as well as a former ELC member, and is an Associate Professor in Veterinary Science. Ginka Kubelka was a 2019-20 LAMP fellow and is a Lecturer in the Chemistry department and will be a part of the upcoming 2022-2023 ELC.

## EDUCATOR'S LEARNING COMMUNITY

Members of the 2020-2021 LAMP Educator's Learning Community included Tawfik Elshehabi (UW Petroleum Engineering), Reshmi Singh (UW Pharmacy), Amy Rhoad (UW Vet Sciences), McKensie Phillips (UW Animal Science), and Deepthi Amarasuriya (NWC Physics). All of these educators performed scholarship of teaching and learning (SoTL) research, and their research was accepted for presentation at the Original Lilly Conference on College Teaching held at Miami University in Oxford, OH. Proposals for this conference are rigorously peer reviewed and the conference itself is considered one of the most preeminent SoTL conferences in the nation.

At the Lilly Conference, Tawfik Elshehabi led conference attendees through an interactive investigation of teaching philosophy construction. McKensie Phillips and Reshmi Singh presented on a study that researched methodologies to inquire into the multidisciplinary teaching, research and scholarship of educators at UW and Wyoming's community colleges. Amy Rhoad presented her use of case studies in a large undergraduate medical microbiology course. Deepthi Amarasuriya presented a poster centering on a novel active-learning strategy called the "layered approach", which is an inclusive pedagogy allowing students to learn in different ways using different resources and metacognitive and small-group approaches. LAMP mentors Christi Boggs and Rachel Watson presented a poster showing increased connectivity in the social network after yearlong LAMP training and the subsequent educator learning community. This corresponds with educators' decreased feelings of isolation, increased feelings of confidence and pedagogical knowledge. The social network analysis also reveals a disproportionate increase in advice-giving for several community members after the second year in the program. They say this may indicate either the need for multiyear development or educator learning community-style cohorts when helping educators become campus opinion leaders and change agents.

In March of 2022, six LAMP educators were selected for the 2022-2023 LAMP ELC: Kimberly Frith (Civil and Architectural Engineering), Diksha Shukla (Computer Science), Kira Heater (LCCC Mathematics), Claire Campion (Zoology/Physiology), Rhiannon Jakopak (Haub School of Environment and Natural Resources), and Ginka Kubelka (Chemistry). On May 21st, these educators gathered for a retreat in the new Science Initiative Building. They became knowledgeable about change theory and began to plan their submissions for the Lilly Conference on College Teaching. Each of these educators has already embarked on a scholarship of teaching and learning project and the ELC will support their data gathering, analysis and communication of their findings.

## LEARNING ASSISTANTS

The LAMP Learning Assistants Program began in Spring 2018 and provides UW students with opportunities to assist teaching in large introductory science courses taught in active learning classrooms at UW. Learning Assistants (LAs) act as peer mentors to help facilitate team-based and other types of learning. As many LAs are pursuing employment as K-12 STEM teachers, the program also integrates active learning into their training and gives them valuable teaching experience.

In the Fall of 2021 and spring of 2022, LAs supported educators in Chemistry, Psychology, Physiology, Petroleum Engineering, Agricultural Economics, Education, Microbiology, Life Sciences, Math, Molecular Biology, Science Communication, Civil & Architectural Engineering, and Animal Science. All of these LAs enrolled in a course taught by LAMP Director Rachel Watson and supported by LAs (Ella DeWolf and Claire Campion). In this course, called Best Practices in Active Learning, LAs develop their teaching philosophy and learn enough about active learning that they are able to generate new content for the active learning spectrum.

Since Spring 2018,

# 82

UW students have been LAs for

# 169

active learning courses

This academic year

# 29

UW students have been LAs for

# 38

active learning courses

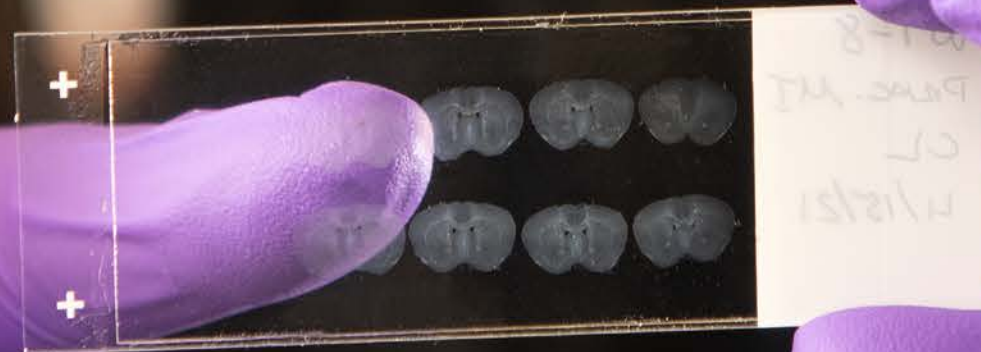


SI'S SIGNATURE  
PROGRAMS



# WYOMING RESEARCH SCHOLARS PROGRAM

PROVIDING UNDERGRADUATE STUDENTS WITH  
CUTTING-EDGE RESEARCH OPPORTUNITIES AND  
FACULTY MENTORSHIP



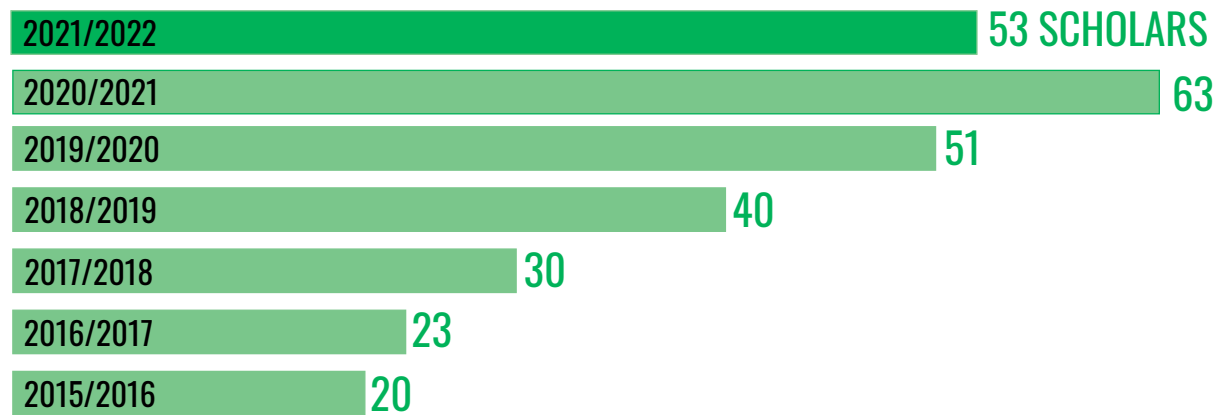


The **Wyoming Research Scholars Program (WRSP)** pairs undergraduate students with faculty mentors to participate in their own cutting-edge research project starting as early as their freshman year. Research experiences through WRSP build confidence and competence in young scholars at a formative stage in their training.

**Program Goals:**

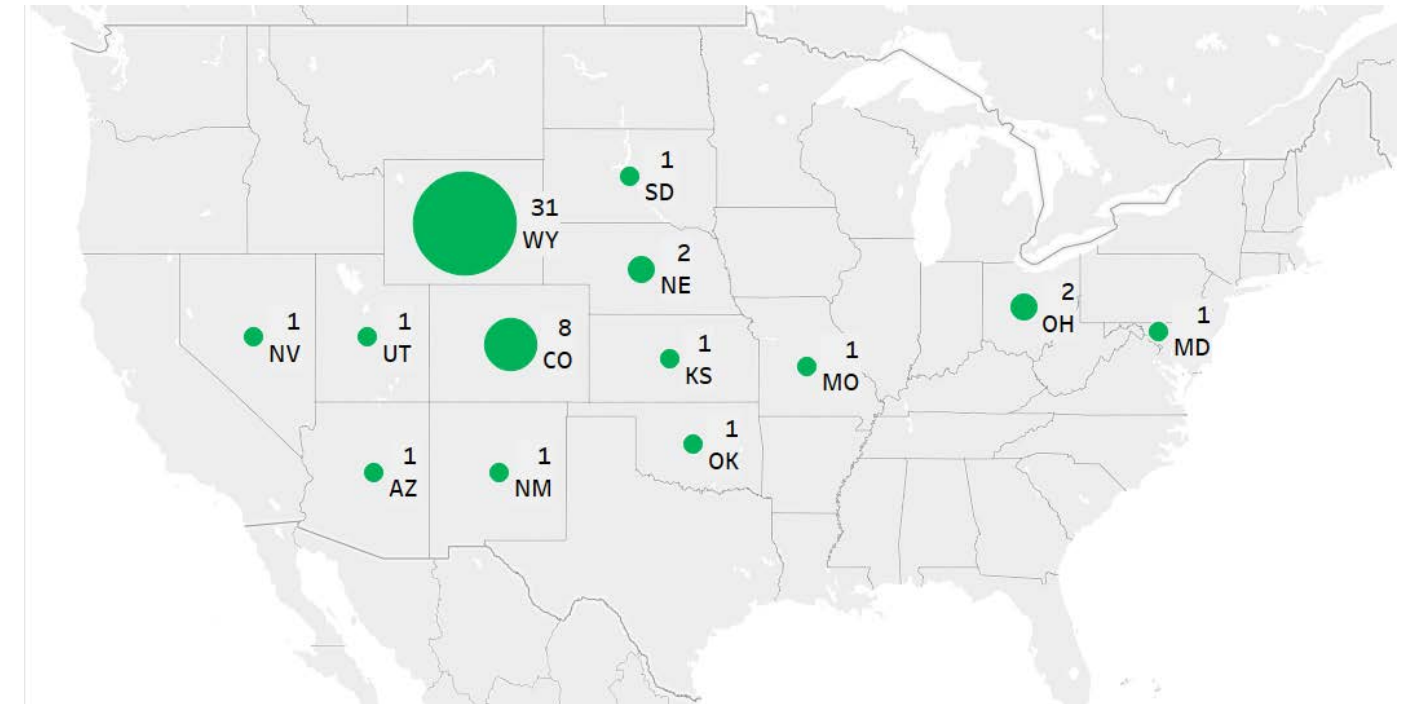
1. Attract high-achieving high school graduates and community college transfer students to UW.
2. Retain promising students in the sciences at UW through early involvement in hands-on science research, department seminars, and public outreach events.
3. Pair talented students with a faculty mentor who can model the scholarship, teaching, service, and outreach activities of a professional scientist.
4. Develop transferable professional skills such as science writing, data analysis, and oral communication through participation in research and public outreach events.

## WRSP SCHOLARS THROUGH TIME (2015-2022)

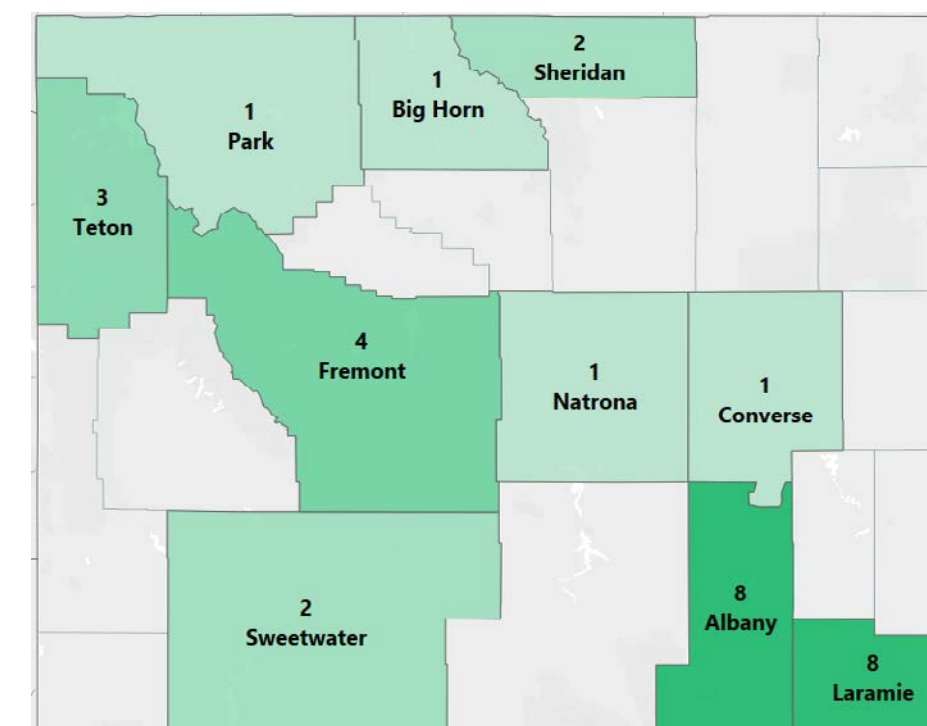


## WRSP SCHOLARS 2021/2022

WRSP scholars by state, academic year 2021/2022. Additionally, 1 scholar from India participated in WRSP.



Below: WRSP scholars by Wyoming county, academic year 2021/2022.  
Right: WRSP scholars by Wyoming hometown, academic year 2021/2022.

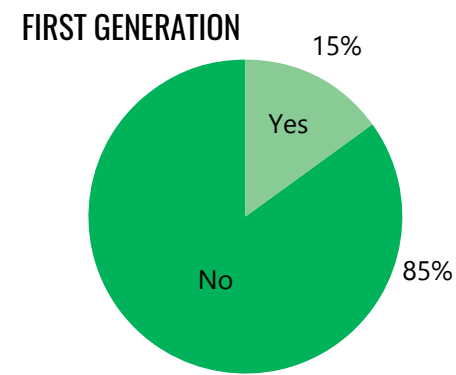
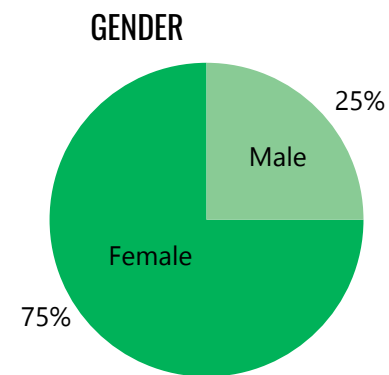


WY CITY	# OF SCHOLARS
Buford	1
Burns	1
Casper	1
Cheyenne	7
Cody	1
Cowley	1
Douglas	1
Dubois	1
Green River	1
Jackson	2
Lander	3
Laramie	7
Moose	1
Rock Springs	1
Sheridan	2

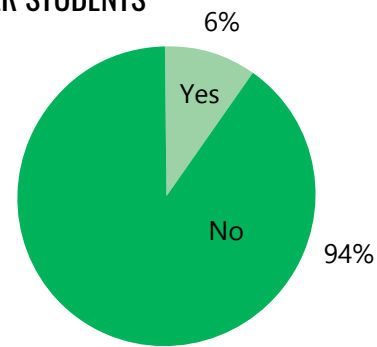




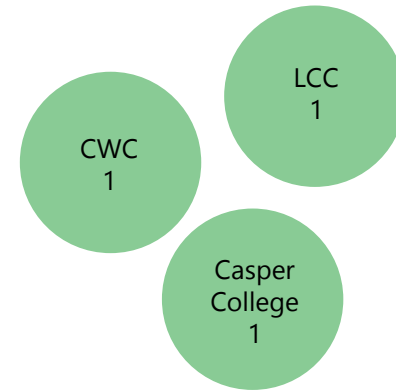
WRSP scholars did  
**13,089**  
hours of research



**TRANSFER STUDENTS**



# OF SCHOLARS  
FROM



Primary majors of WRSP scholars, academic year 2021/2022.

PRIMARY MAJOR	# OF SCHOLARS	PRIMARY MAJOR	# OF SCHOLARS
Animal & Veterinary Science	1	Geology	4
Anthropology	1	Kinesiology & Health Promotion	1
Astronomy & Astrophysics	3	Mechanical Engineering	1
Biology	4	Microbiology	4
Computer Science	4	Molecular Biology	4
Criminal Justice	1	Physics	5
Earth Science Education	1	Physiology	3
Electrical Engineering	2	Psychology	1
Elementary Education	1	Speech Language & Hearing Sciences	1
Energy Resource Management & Development	1	Wildlife & Fisheries Biology & Management	2
Environmental Geology & Geohydrology	1	Zoology	3
Environmental Systems Science	4		

## WRSP SCHOLAR PUBLICATIONS AND PRESENTATIONS

The goals of WRSP include not only exposing undergraduate students to the work of a professional researcher, but giving them the opportunity and resources to actively contribute to these processes. This experience takes research from the theoretical to the practical realm and also provides students research products that greatly strengthen their prospects for further education and employment. Each semester, WRSP scholars report the products of their research, including publications, presentations, outreach, and other creative activities. This academic year, 31 scholars reported on their research activity. These data were augmented with online searches for other research products.

List of presentations and posters given at professional conferences to which WRSP scholars contributed, academic year 2021/2022.

PRESENTATION TITLE	EVENT/CONFERENCE NAME
Sexual dimorphism in immunity to acute toxoplasmosis	American Society of Microbiology - Rocky Mountain Branch Meeting
Sedimentary signatures of holocene snowpack changes in the Snowy Range, Wyoming	American Geophysical Union Fall Meeting
Holocene changes in Rocky Mountain snowpack	American Geophysical Union Fall Meeting
Understanding the role of iron in nutritional immunity during <i>Toxoplasma gondii</i> infection	American Society of Microbiology - Rocky Mountain Branch Meeting
Role of diet in development and recovery from spinal cord injury in larval zebrafish	Front Range Neuroscience Group Meeting
Tired of misattribution, modeling player fatigue in the NBA	Carnegie Mellon Sports Analytics Conference

List of published articles to which WRSP scholars contributed, academic year 2021/2022.

ARTICLE TITLE	JOURNAL TITLE
Burrow webs: Clawing the surface of interactions with burrows excavated by American badgers	Ecology and Evolution
Prevalence and diversity of haemosporidians in a migratory high-elevation hummingbird in North America	Parasitology Research
TOI-532b: The habitable-zone planet finder confirms a large super Neptune in the Neptune desert orbiting a metal-rich M-dwarf host	The Astronomical Journal



## WRSP SCHOLAR EXIT SURVEY

Each semester, scholars who complete their fellowship with the WRSP (most by graduating) fill out an exit survey which asks questions about learning outcomes related to their WRSP research and outreach. Also included are questions about future educational and employment plans and questions about WRSP in general. Below are some notable results from the 12 Fall 2021 and Spring 2022 graduates who completed the survey.

On average, scholars reported a **GREAT GAIN** related to their

- Confidence in ability to do research
- Understanding of the overall process of research
- Confidence in ability to contribute to science
- Comfort in working collaboratively with others

**10** scholars plan to pursue graduate education and/or employment in their field of study. Scholars remarked that the program gave them confidence in their choices for the future.

Scholars reported that **STRENGTHS** of the program include

- A support network that extended past their lab group
- Guidance for students that aren't sure what their academic and research interests are at the outset
- Paid experience so they were more able to focus on coursework and research

“[Participating in WRSP]... really helped me figure out what path I wanted to take after graduation. By having the opportunity to conduct research at the undergraduate level with support and funding from WRSP, I was able to gain experience on a couple different types of research projects which helped me learn what I did and did not like when it came to my research interests, so it helped me discover what I wanted to do after I graduate.”

“I think being active in a lab group has kind of helped ‘demystify’ academia in a way that I don’t think I would have experienced if I had not been involved in the WRSP. The projects that I have helped work on are all very interesting and exciting, and I have been able to relate a lot of the work to my general coursework in a way that has enhanced my overall undergraduate experience.”

“[WRSP] allowed me an opportunity to integrate myself better into the University, both through working with a lab and through the club aspect of WRSP. Having something to do other than just coursework also elevated the undergraduate experience beyond the expected, especially since completing research and sharing it felt like a more tangible form of intellectual development than just passing classes.”

## COURSE-BASED UNDERGRADUATE RESEARCH EXPERIENCES (CUREs)

In the Fall of 2019, CUREs were piloted at UW by WRSP Director Jamie Crait with assistance from an interdisciplinary team of instructors. CUREs have also been developed at other universities as a way to engage students in research at a “scale that is not possible through apprenticeships in faculty research laboratories” (Rodenbusch et al., 2016)<sup>1</sup>. Currently, UW’s CURE program is being developed as a sequential, three-course series for freshman and sophomore-level students, moving students towards more autonomy in research. The first course in the sequence introduces students to research through developing skills in primary literature analysis, data analysis and visualization, and scholarly communication. The second course gives students deeper knowledge in a specific discipline and training in research methods. The third course focuses on applying skills and knowledge in the context of a research project. After a student finishes the series of courses, instructors help facilitate further research opportunities for students, such as working in faculty labs or participating in internships. Students who finish the sequence will also have the opportunity to serve as peer mentors for new students.

The SI has recently helped to develop a course-based undergraduate research experience (CURE) for first and second year students. In Fall 2021, students in the LIFE 1101 CURE engaged in research in beaver pond ecosystems in the Medicine Bow National Forest. Students investigated a variety of topics, including soil nutrient composition, water quality, and wildlife diversity – all in relation to the impact of beavers on the landscape. Students developed research proposals and delivered their final results in a poster session at the end of the semester. These students are eligible to continue in our three-semester CURE sequence, allowing them to immerse themselves more deeply in their research projects and prepare them to engage in one-on-one mentored research through the Wyoming Research Scholars Program.



Students in LIFE 1101 CURE researching aquatic ecology and setting up trail cameras in Medicine Bow National Forest.

<sup>1</sup>Rodenbusch SE, Hernandez PR, Simmons SL, Dolan EL (2016). Early Engagement in Course-Based Research Increases Graduation Rates and Completion of Science, Engineering, and Mathematics Degrees. *CBE - Life Sciences Education*, 15(2), 1-10.



SI'S SIGNATURE  
PROGRAMS



# SCIENCE INITIATIVE ROADSHOW

BRINGING ACTIVE LEARNING TO  
K-12 STEM CLASSROOMS ACROSS  
WYOMING

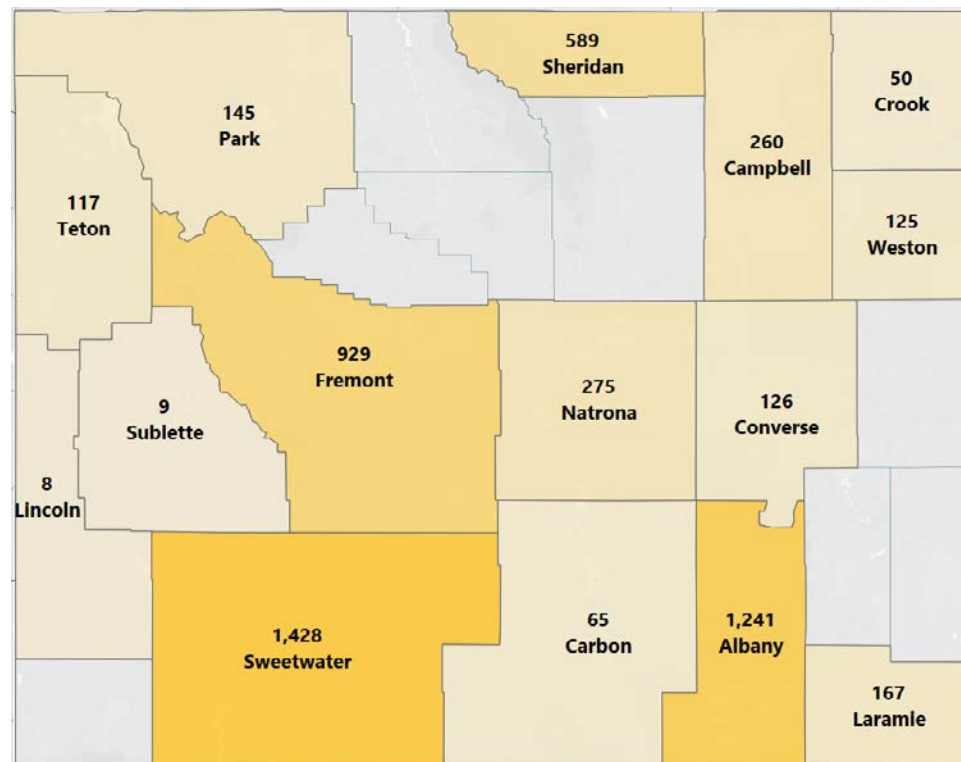




Teams of undergraduate and graduate students from UW, including WRSP Scholars and LAMP Learning Assistants, along with UW faculty and staff, facilitate in-person and virtual learning in K-12 STEM classrooms across the state using active learning techniques through the **Science Initiative Roadshow**. The teams from UW work with K-12 teachers to integrate learning experiences into existing curricula in order to achieve assigned learning outcomes. This collaborative approach exposes Wyoming students and teachers to innovative active learning techniques and creates links between UW and schools across the state to improve STEM teaching statewide.

## THE SCIENCE INITIATIVE ROADSHOW THROUGH TIME (2017-2022)

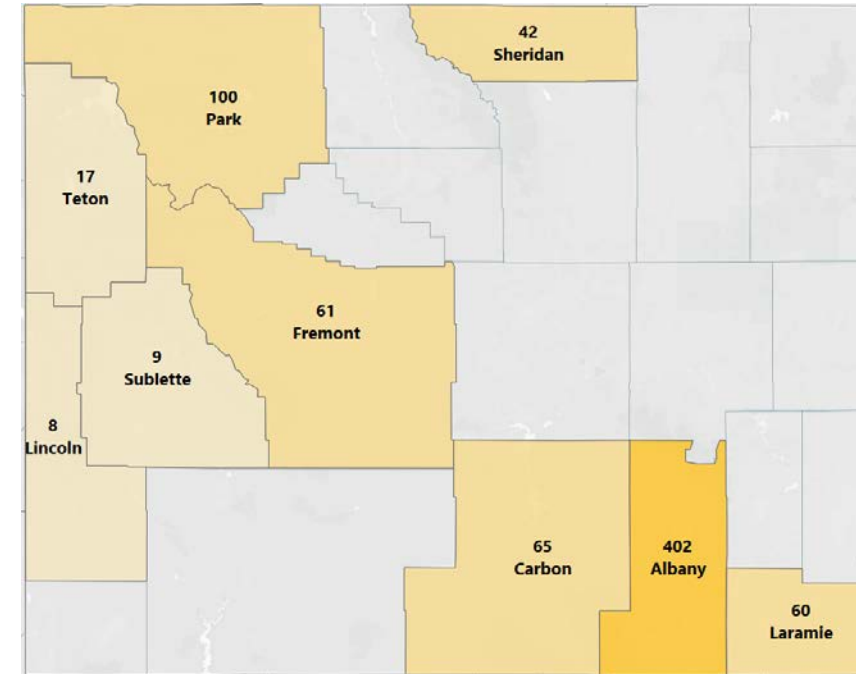
Number of K-12 students reached, 2017-2022. Students who took part in some in-reaches may not be included in the map as they came from various counties.



Since 2017, the Science Initiative Roadshow has brought active learning to **5,612** K-12 students from **15** Wyoming counties

## THE SCIENCE INITIATIVE ROADSHOW 2021/2022

Number of K-12 students reached, academic year 2021/2022. Students who took part in some in-reaches may not be included in the map as they came from various counties.



In the 2021/2022 academic year, the Science Initiative Roadshow brought active learning to **838** K-12 students from **9** Wyoming counties

DATE	CITY	SCHOOL/PROGRAM	# OF STUDENTS
6/17, 7/26, & 8/9/2021	Laramie	Laramie Rec Center	72
6/28 - 7/1/2021	Jackson	Teton Literacy School	17
10/15/2021	Hanna	HEM Junior/Senior High	65
12/1/2021	Pinedale	Skyline Academy	4
2/17/2022	Sheridan	Sheridan YMCA Afterschool	42
3/1/2022	Riverton	Riverton Middle School	61
3/3/2022	Cody	Cody Middle School	100
3/9/2022	Cheyenne	Cheyenne Central High School	60
3/29/2022	Laramie	Laramie High School	103
4/21/2022	Laramie	Laramie High School	180
4/29/2022	Afton	Star Valley High School	8
5/2 - 5/3/2022	Pinedale	Skyline Academy	5
5/17/2022	Laramie	Women In STEM Conference	74
5/18 - 5/20/2022	Laramie	Snowy Range Academy	22
4/2, 4/9, 4/16, 4/30, & 5/21/2022	Laramie	Teen Science Cafes	25

**65**  
outreach & inreach events

**30+**  
schools & afterschool programs

**20**  
WY communities



## THIS YEAR IN THE ROADSHOW

Engagement events this year incorporated leadership from at least 10 UW faculty/staff, 13 graduate students, and 20 undergraduate students, providing rich STEM outreach opportunities for the members of the UW community in addition to educators and youth across the state. In addition to STEM opportunities provided throughout communities in Wyoming, the Roadshow also hosted many in-reach STEM events at the UW Laramie campus. These various in-reach and outreach events incorporated STEM topics ranging from migration and engineering, to neuroscience, physics, microbiology, ocean acidification, and much more. The Roadshow opportunities were also diverse in age-range reaching K-5th grade youth in an afterschool program in Sheridan, to middle school students in Cody, and high schoolers in Pinedale.

## THE ROADSHOW HIRES STUDENT OUTREACH ASSISTANTS

In the spring 2022 semester, the Roadshow was able to hire five Outreach Assistants (OAs) who were paid to support the efforts of STEM outreach and in-reach events. The five selected students consisted of two undergraduates: Elizabeth Lungren (majoring in animal and veterinary sciences) and Austin Bernard (majoring in mechanical engineering), and three graduate students: Kathryn Sandum (PhD Program in Biomedical Sciences), Quiana Jeffs (PhD Program in Neuroscience), and Katie Davis (PhD Program in Ecology). These OAs were instrumental in the planning, design, and implementation of outreach and in-reach events throughout the spring semester. The students were required to attend weekly Roadshow meetings and then work together to build hands-on STEM curriculum related to the needs of the educators we collaborated with throughout the spring semester. The OA opportunity created a rich, dedicated group of students that developed and lead transformative learning opportunities for K-12 students throughout Wyoming. The ability to hire these fantastic students was generated from the generous donations from Rocky Mountain Power and Union Wireless. The Roadshow plans to continue these positions and fund up to five OAs in subsequent semesters, giving students the opportunity to grow in their STEM outreach and engagement skills.

## OUTREACH FEATURE: SKYLINE ACADEMY ALTERNATIVE HIGH SCHOOL IN PINEDALE, WY

The Roadshow received a 2022 Markow Grant from the Wyoming Native Plant Society to fund a multi-day trip to Skyline Academy in Pinedale to teach high school students about the importance of trees, a topic and learning outcome of their curriculum. Mark Lyford and Karagh Brummond coordinated with Lori Moore, the science teacher at Skyline Academy, to develop and implement the field-based research curriculum. Students spent the first day in the classroom connecting concepts related to how Wyoming vegetation is linked to global systems like the Carbon cycle. Students were able to learn about the anatomy and physiology of trees and link that information by determining the age of trees and making rough measures of tree ring size to build an understanding of the relationship between climate, tree growth, and how growth relates to carbon uptake and storage.

On the second day, the students took a local field trip to the base of the Wind River Range to estimate the amount of carbon storage in a local forest and learn about some basic methods used in tree-based field studies. The students learned how to take transects to estimate the number of trees and measured tree diameter to help estimate the amount of carbon storage. We then returned to the classroom and performed calculations to draw conclusions from the research experiment, as well as discussing the importance of trees.

## OUTREACH FEATURE: THREE-DAY FIELD OUTREACH IN CURT GOWDY STATE PARK

Over three days (May 18-20), the 5th grade students at Snowy Range Academy (SRA) in Laramie embarked on a field-based scientific investigation to learn and apply the scientific method. Karagh Brummond collaborated with the 5th grade teacher, Diane Cook, to align the outreach opportunity with the teacher's curriculum needs. The 21 SRA students were divided into four groups to begin field research in Curt Gowdy State Park. UW and SI faculty Jamie Crait and Mark Lyford oversaw two of the groups. Two UW graduate students, Ellen Polites and Eva Smith led the third research group, and graduate student Katie Davis led the fourth group.

On the first day of the field research experience, the students spent the day hiking in Curt Gowdy, making observations relevant to their area of research. The UW researchers helped to draw attention to potentially relevant observations and create questions about the landscapes and phenomena around them. By the end of the first day, the students determined their group research questions from their observations and determined which methods they would need to use to collect data needed to address those questions.

The students then spent the entire second day in the field collecting data. Mark Lyford's group counted trees along transects and took soil moisture readings along slopes to examine the relationship between topography, soil moisture, and tree density in the park. Jamie Crait's group collected measurements related to dissolved oxygen and water temperature as well as sampling for aquatic invertebrates to examine the relationship between water quality and invertebrate changes over a stream gradient. The group led by Ellen Polites and Eva Smith measured the sizes of rocks along a slope from top to bottom to examine the relationship between rock size and elevation to answer questions related to erosion. Finally, the group led by Katie Smith took point counts of birds and identified birds at three different sites within the park to examine the relationship between habitat type and bird abundance and diversity.

On the third and final day of the outreach experience, the researchers and students met at SRA to analyze and draw conclusions from the data they collected in the field. The students and researchers then worked together to create presentations which they gave to their classmates, SRA teachers, principal, and researchers.

## NSF TEEN SCIENCE CAFÉS

This past year, Karagh Brummond received a Rural Fellowship from the Teen Science Café Network. The network is a community of practice that provides resources and support for individuals and organizations looking to implement Teen Science Cafés. The cafés themselves are a fun, free way for teens in the community to experience out-of-school programming in STEM and hear from science experts in their local community. Karagh was able to attend professional development opportunities and implement five teen science cafes for teens in the Laramie community. Teens learned from local experts in computer science, astronomy, neuroscience, athletic training, and even teamed up with the local salamander migration initiative! Short summaries of the cafés and photos are available on the Science Initiative Engagement website. Katie Davis, graduate student in the Program in Ecology, was instrumental in supporting the Teen Science Cafés and helping to build the foundation for more cafés to come. Looking forward, we hope to continue to support the development and implementation of Teen Science Cafés in Laramie and other rural areas across Wyoming. Experts interested in offering a café and teens looking to get involved can reach out to Brummond (kmurph17@uwyo.edu).



# GOALS & METRICS

At the outset of the Science Initiative, the Governor’s Task Force agreed upon 7 guiding metrics for assessing the impacts of programming related to student outcomes and success, science teaching, and research funding and productivity. These foundational metrics were formulated to collectively lead the UW core sciences into the top quartile of its competitor institutions, and are relevant to the full implementation of both Phases I and II as outlined in the Governor’s Task Force Report. The Science Initiative is still in the midst of Phase I, so baselines for measuring metric data are being established. As implementation of Phase I and Phase II continue, changes from the baseline can be measured. Also, as priorities and goals for the university as a whole take shape, appropriate peer institutions will be selected to measure overall competitiveness of the core sciences at UW. The below will outline baseline assessment for select key metrics.

## METRIC 1

*Increase the number of undergraduate students involved in high-quality, productive research experiences by 100% after full implementation of the Science Initiative.*

The WRSP, along with multiple other undergraduate research programs at UW, provides transformative research experiences for undergraduate students across the disciplines. In the period from Fall 2010 – Spring 2015 (the 5 academic years preceding implementation of WRSP, which began in fall of 2015), we estimate that 105-115 students were taking part in 1-to-1 mentored research in 7 programs across campus. Data from program directors and program websites were used for this approximation. As we knew this was an approximation, we also used data from the UW library’s Undergraduate Research and Inquiry Day database to assess the number of students presenting research in the same years preceding implementation of WRSP. After accounting for engineering students presenting senior design projects, community college students, and others, approximately 110 students were presenting research each year. Therefore, a baseline of 110 students involved in high-quality productive research experiences was set. WRSP’s current capacity for student scholars is approximately 55, so the program has reached 50% progress in meeting the goal of metric 1.

We also believe that course-based undergraduate research experiences can provide students with both high-quality and productive research experiences; therefore, in the future, we plan to include CURE enrollment in this metric. Most likely, only students enrolled in the full 3-course series will be included in the analysis. We do know there are multiple courses at UW currently offered that include many elements of a CURE, so are aware our estimate of impact leaves these out of the analysis. Therefore, continued growth in 1-to-1 mentored research, coupled with the planned centralization and formalization of the CURE curriculum will greatly improve our ability to assess the number of students who have access to research experiences, and these experiences’ quality and impact.

We see three main avenues for increased expansion of undergraduate research opportunities at UW:

1. Multiple stakeholders on campus are discussing the creation of a collaborative Undergraduate Research Office, which would increase accessibility to and collaboration related to research for students and faculty mentors.
2. Full funding for the WRSP program, including a second program director and with it the capacity to enroll two times the number of students into the WRSP.
3. Full implementation of CUREs across campus, which would integrate mentored research into the curriculum for students across all disciplines, increasing involvement in undergraduate research experiences by much more than 100%. This would effectively transform core educational requirements for all students and greatly increase access to these experiences.

## METRIC 4

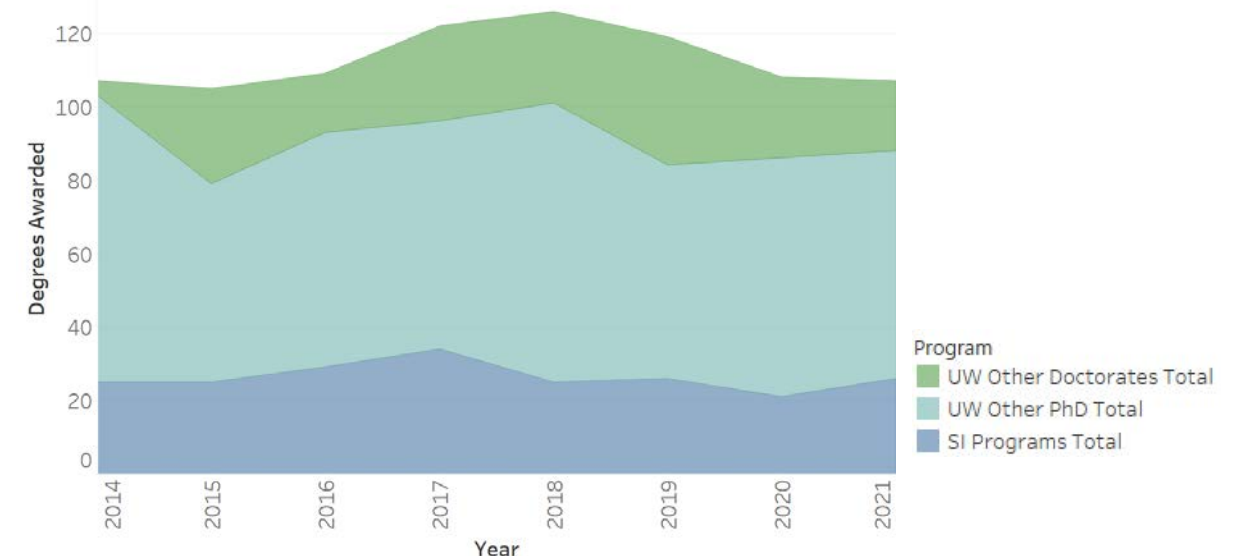
*Increase the number of doctoral students graduated in each Science Initiative department by 25% after full implementation of the Science Initiative.*

One of the Science Initiative’s planned signature programs, the PhD Scholars program, will draw the best doctoral students from the U.S. and worldwide, augmenting their training with strong research and teaching components. The program will continually provide funding for a total of 20 prestigious PhD awards within the five core Science Initiative departments. Each PhD scholar will undergo training in outreach and will perform one semester of active learning classroom teaching (through LAMP) and/or undergraduate research mentorship (through WRSP), in addition to performing doctoral research. As with other programs, the PhD Scholars program will be enriched by each of the other SI programs.

In Spring of 2018, a pilot of the program was launched. A total of \$100,000 was awarded in one semester to 8 PhD students who were nearing graduation, each representing a different academic department. Each of these students had been supported by state funding, which requires a teaching component each year, so the pilot funding was meant to give students more time for dissertation writing, speeding their progress toward graduation at the end of their studies (almost all students graduated within 1 year of the award, with one graduating in 1.5 years and another in 2 years).

As funding for this program is still to be secured, the below figure provides baseline data from which we will measure changes in graduating PhDs. Over the past 8 academic years, Science Initiative PhD programs (Botany, Chemistry, Ecology, Hydrologic Sciences, Molecular & Cellular Life Sciences, Molecular Biology, Neuroscience, and Physics) graduated, on average, 26 PhDs annually. These degrees accounts for 29% of PhDs awarded at UW, and 23% of all doctorate degrees awarded at UW (other degrees including EdD and DNP degrees). With the full implementation of the PhD Scholars program, and 5 awards given each academic year (for a total of 20 awards over 4 years), we expect that 5 more PhDs will be awarded each year, increasing the number of PhD degrees awarded in SI Programs by 15%. We are hopeful that increased faculty research grant funding, including funding for graduate student research assistantships, will assist in contributing to the final 10% increase in PhD degrees awarded to reach an increase of 25%.

### DEGREES AWARDED BY SI PHD PROGRAM



# GOALS & METRICS

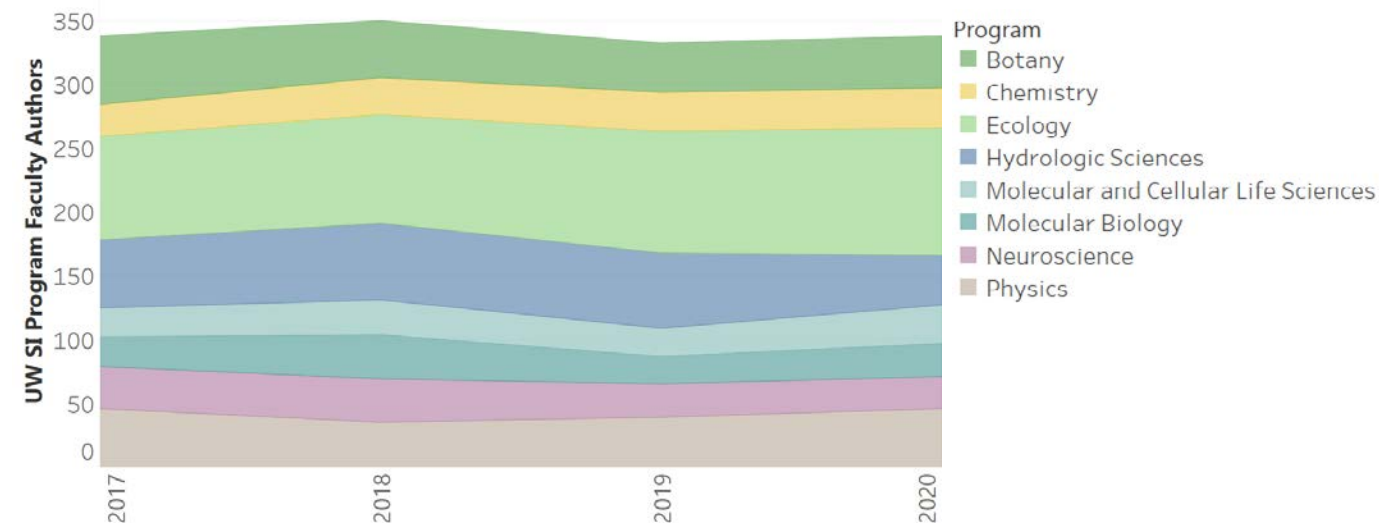
## METRIC 5

Increase the number of published peer-reviewed manuscripts by Science Initiative faculty and students by 25% after full implementation of the Science Initiative.

Programs such as the Faculty Innovation Grant Program and the PhD Scholars Program, in conjunction with core facilities, such as the Science Initiative Building (including CASI, rooftop greenhouses, etc.) and others planned for the future (renovated spaces and the proposed new observatory on Jelm Mountain) are expected to augment research collaboration and capacity in STEM fields, leading to an increase in the number of publications.

The figure below shows the number of UW SI faculty authors on published, peer-reviewed manuscripts for the years 2017 -2020 (years currently available for analysis in the Academics Analytics database). Important notes on the data include that this is not an absolute count of articles that included any number of faculty members from UW SI programs. UW SI faculty members were listed as authors on 1,218 published, peer-reviewed manuscripts over the time period considered (or an average of 305 per year). For the purposes of this analysis, authors were counted, not just manuscripts, to give a clearer account of scholarly output and collaboration. Over the 1,218 (305 annually) manuscripts, there were a total of 1,358 UW SI program faculty member authors, for an average of 340 author credits annually. At this point, because of data availability, inclusion of graduate and undergraduate student publications is not feasible.

UW SI PROGRAM FACULTY MANUSCRIPT AUTHORS BY YEAR AND PROGRAM



## METRIC 6

Increase dollar value of grants and contracts by 25% indexed to federal research funding levels after full implementation.

Programs such as the Faculty Innovation Grant Program and the PhD Scholars Program, in conjunction with core facilities, such as the Science Initiative Building (including CASI, rooftop greenhouses, etc.) and others planned for the future (renovated spaces and the proposed new observatory on Jelm Mountain) are expected to augment research collaboration and capacity in STEM fields and contribute to increases in grant funding from federal agencies, as well.

Baseline data for grants indexed to federal funds begin in the federal fiscal year of 2017, as Wyocloud data begin here. For the purposes of this data, the federal fiscal year was used, which begins in October and ends in September of the following year (so FY 2021 spans from October 1, 2020 to September 30, 2021). One other note on the data is that many funds indexed to both INBRE and EPSCoR are disbursed to faculty members within SI programs; however, as subgrants can be spread among faculty within and outside of SI programs, and because determination of exactly where each portion of these funds is disbursed can prove prohibitively complicated, INBRE and EPSCoR are left out of the analysis below (although they are being tracked). Some funds for INBRE and EPSCoR are attributed to single SI departments, however, and so those are included.

As large-scale 4-5 year programs phase in and out, amounts within certain programs may fluctuate, but the general trend seen is a dip in funding in the middle of the reporting period followed by a healthy increase in FY 2021. The current US president's administration and Congress are looking to significantly boost the budget of the National Science Foundation (although these efforts did not come to fruition in FY 2022), so this external impetus may also boost federal funding for UW even more if we position ourselves to attract these funds.

Grant funding from federal sources by SI research program by federal fiscal year.

UW PROGRAM	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Botany	\$5,227,911	\$2,743,503	\$1,758,219	\$1,836,690	\$2,220,176
Chemistry	\$1,210,860	\$1,012,151	\$1,322,549	\$1,203,431	\$1,412,773
Molecular Biology	\$3,143,363	\$2,637,576	\$2,480,517	\$3,028,756	\$4,409,171
Neuroscience	\$329,903	\$247,427	-	-	-
Physics & Astronomy	\$1,859,493	\$1,753,249	\$2,133,025	\$2,682,755	\$3,105,045
Zoology & Physiology	\$1,919,551	\$2,877,892	\$2,995,086	\$3,251,864	\$4,811,505
<b>Totals</b>	<b>\$13,691,081</b>	<b>\$11,271,798</b>	<b>\$10,689,396</b>	<b>\$12,003,505</b>	<b>\$15,958,670</b>

Grant funding to SI research programs from federal sources by federal agency and federal fiscal year.

FEDERAL AGENCY	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Army Corps of Engineers	\$2,957	\$739	-	-	-
Department of Agriculture	\$93,968	\$91,567	\$127,308	\$245,492	\$385,876
Department of Defense	\$224,004	\$263,302	\$140,433	\$468,265	\$1,385,150
Department of Energy	\$852,405	\$418,288	\$554,565	\$801,397	\$944,549
Department of the Interior	\$203,730	\$156,610	\$112,554	\$168,198	\$129,197
Department of Health & Human Services	\$4,406,663	\$4,667,431	\$4,217,795	\$3,978,164	\$5,989,254
National Aeronautics & Space Administration	\$1,054,641	\$1,260,196	\$1,239,365	\$1,763,527	\$1,835,099
National Science Foundation	\$6,795,488	\$4,380,283	\$4,281,108	\$4,544,590	\$5,195,847
Unknown	\$57,225	\$33,381	\$16,269	\$33,873	\$93,698
<b>Totals</b>	<b>\$13,691,081</b>	<b>\$11,271,798</b>	<b>\$10,689,396</b>	<b>\$12,003,505</b>	<b>\$15,958,670</b>



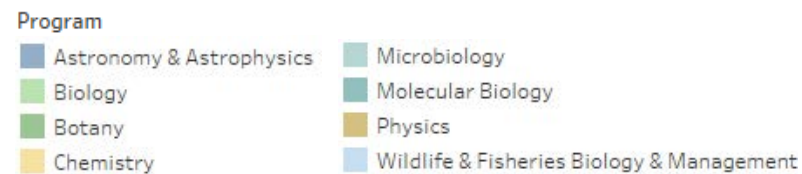
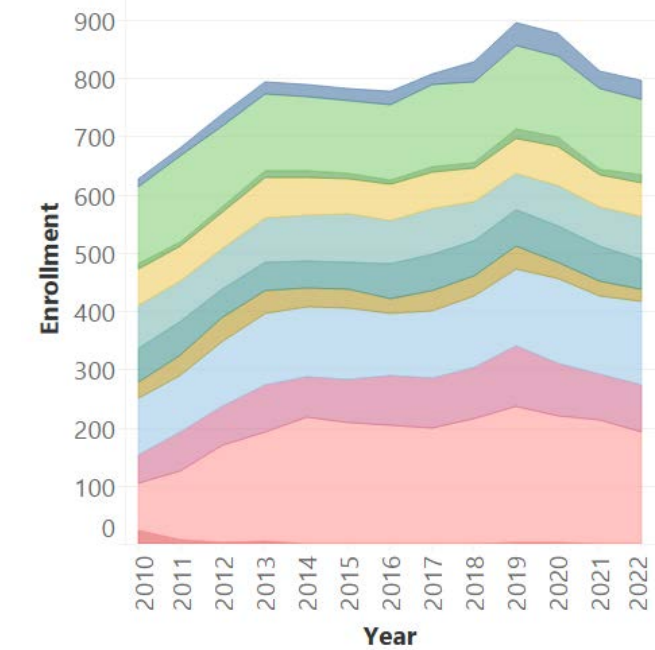
# GOALS & METRICS

## ENROLLMENT AND DEGREES AWARDED IN UNDERGRADUATE SCIENCE INITIATIVE PROGRAMS

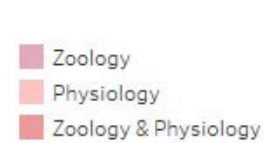
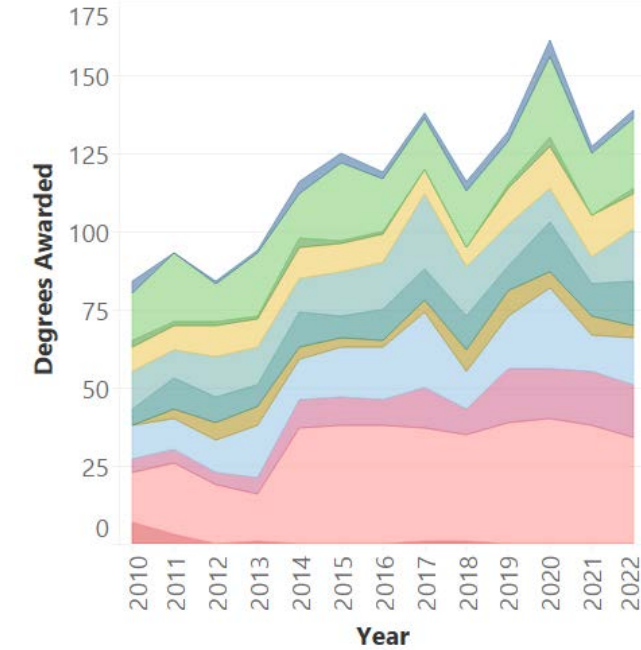
One of the Science Initiative’s main goals is to attract, retain, and award degrees to undergraduate students in what have been identified as core science departments and programs at UW, which include Botany, Chemistry, Life Sciences, Microbiology, Molecular Biology, Physics & Astronomy, and Zoology & Physiology. These departments and programs include the following majors: Astronomy & Astrophysics, Biology, Botany, Chemistry, Microbiology, Molecular Biology, Physics, Physiology, Wildlife & Fisheries Biology & Management, and Zoology (Zoology & Physiology were previously one integrated major, but are now split into two).

Enrollment numbers below are based on Fall numbers, and degrees awarded are based on Spring numbers from the same academic year (for example, Fall 2015 enrollment is shown as enrollment for 2016, and degrees awarded in Spring 2016 are shown as degrees awarded for 2016). For the purposes of this data, we can think of the Science Initiative as beginning in 2016 as programming for students began in Fall of 2015.

### ENROLLMENT BY SI UNDERGRADUATE PROGRAM



### DEGREES AWARDED BY SI UNDERGRADUATE PROGRAM

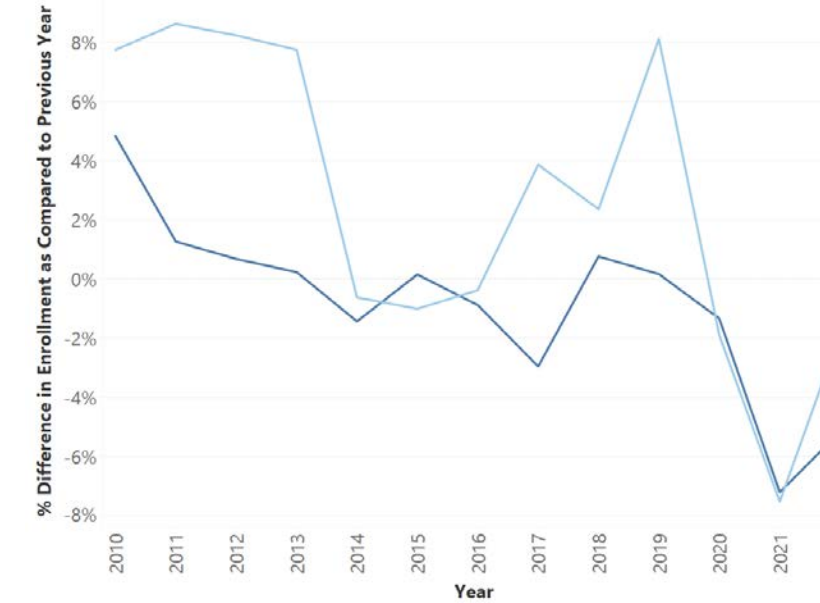


In the period from 2010-2022, UW’s total undergraduate enrollment peaked in 2013, after which there was a slow decline, followed by a more pronounced decline in 2021, with the COVID-19 pandemic most likely being the biggest driver. Enrollment in undergraduate SI programs saw 2 periods of growth (2010-2013, 2017-2019) with a plateau between (2014-2016), reaching a peak in 2019. Over 13 years, year over year enrollment change was more positive in 9 years for SI programs than for UW undergraduate programs overall. In 2020 and 2021, however, SI and overall UW undergraduate enrollment change rates mirrored each other (decreasing more sharply), most likely due to the pandemic.

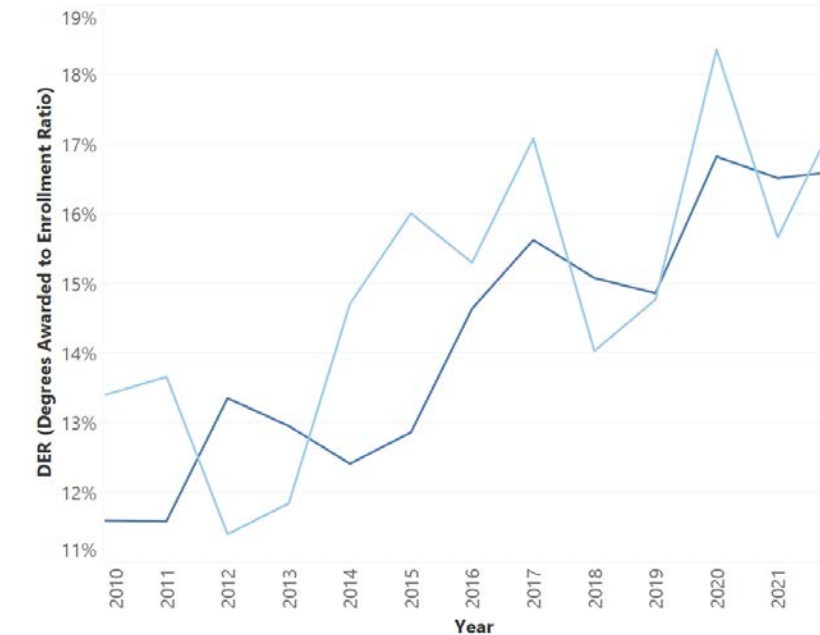
## UNDERGRADUATE ENROLLMENT - SI DEPARTMENTS VS UW TOTAL

Program	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
SI Depts Total	627	681	737	794	789	781	778	808	827	894	877	811	796
UW Total	9,523	9,643	9,708	9,730	9,590	9,604	9,519	9,237	9,307	9,322	9,197	8,534	8,093

## YEAR OVER YEAR UNDERGRADUATE ENROLLMENT CHANGES - SI DEPARTMENTS VS UW TOTAL



## DER (DEGREES AWARDED TO ENROLLMENT RATIO) OVER TIME - SI DEPARTMENTS VS UW TOTAL



To investigate degree completion in SI programs, DER (Degrees Awarded to Enrollment Ratio) data were used instead of 5-year graduation rates, as DER is more inclusive, including transfer and non-traditional students. 5-year graduation rates, as defined by IPEDS, include only the cohort of traditionally-aged, full-time, first-time freshman that have entered college directly after high school. For the purposes of the Science Initiative, we think DER is a better fit as, in Fall of 2021, 37% of UW’s new undergraduate enrollees were transfer students. The DER chart shows an increasing trend in the DER for undergraduate degrees overall at UW and for SI programs over the last 13 years. For 8 of those 13 years, the DER of SI programs was higher than that of UW programs overall, for 4 of those 12 years, the DER of UW programs overall was higher than that of SI programs, and for one year, the DER was roughly equal. Since SI program implementation (2016), DER has been higher in SI programs for 4 years, lower for 2 years, and roughly equal for 1 year.

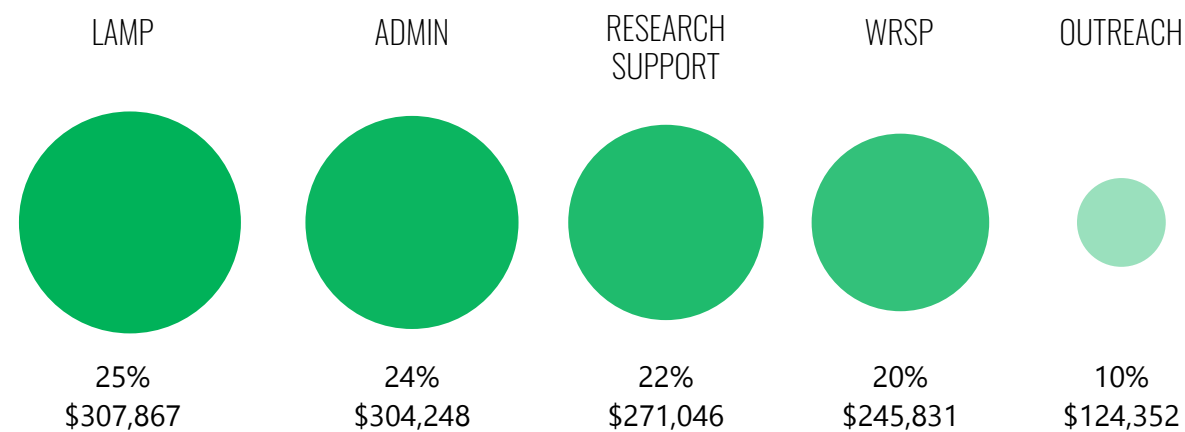
Program implementation is still expanding for both the LAMP and WRSP programs. As SI programs continue to be more fully implemented, the SI plans to continue research on how programmatic elements affect enrollment and degree completion. We do expect that the benefits of all programs will be augmented by the opening of the SI facility as spaces meant to support each of these programs are included.

# FINANCIAL STATEMENT

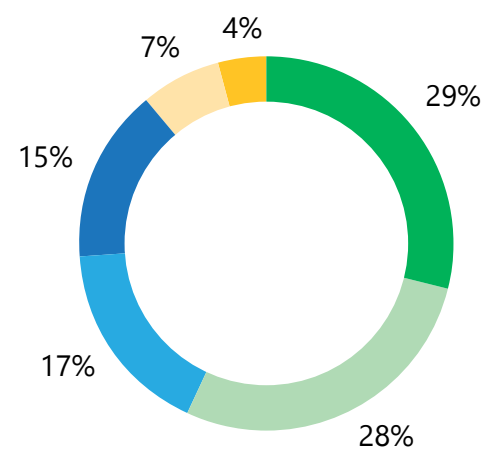
## THE PAST YEAR

Our financial goals for the year included continuing to support our active learning and student research programs, increasing outreach to K-12 students and Wyoming communities, and providing seed funding for novel faculty research. We have also continued to work with outside agencies and donors to assist in funding our programming. The Roadshow received a \$5,000 donation from Rocky Mountain Power this year.

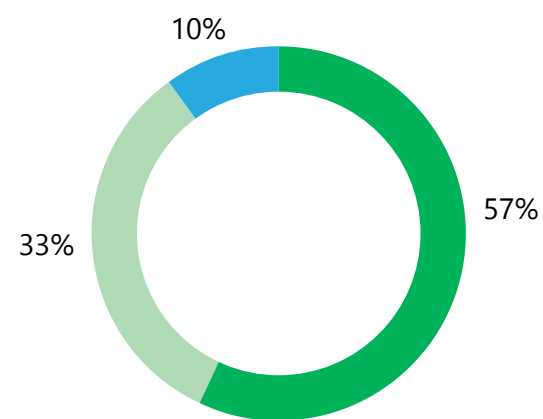
### ACTUAL EXPENSES FROM STATE FUNDING (FISCAL YEAR 2021/2022)



### RESEARCH EXPENSES BREAKDOWN



### TEACHING EXPENSES BREAKDOWN



- Research Facilities
- Graduate Assistant Salaries
- Higher Education
- K-12 Education
- Undergraduate Student Salaries
- Student Tuition & Fees
- Student Training
- Research Supplies & Services
- Research Travel

## VISION FOR THE FUTURE

Science Initiative programs are currently supported at 23% of the full funding outlined in the 2014 Governor's Task Force Report

Fiscal year 2021/2022 budget vs. target budget set by Governor's Task Force and Science Initiative Leadership Team.

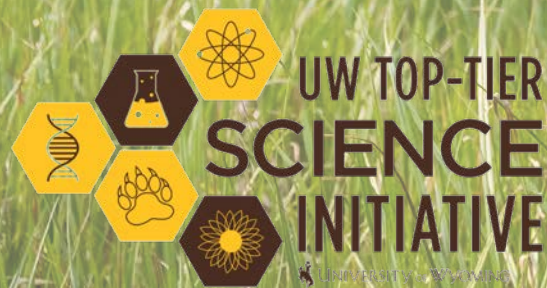
BUDGET SEGMENT	TARGET BUDGET	FY 21/22 ALLOCATED BUDGET	REMAINING ALLOCATION NEEDED	PERCENT FUNDED
Active Learning Training Programs (LAMP)	\$398,000	\$324,881	\$73,119	82%
Undergraduate Research Programs (WRSP)	\$900,000	\$368,416	\$531,584	41%
Administrative Staffing and Expenses	\$506,000	\$318,968	\$187,032	63%
Outreach and Engagement	\$200,000	\$14,735	\$185,265	7%
Research Support and Facilitation	\$817,000	\$123,000	\$694,000	15%
Core Instrumentation Facility (CASI) Staffing	\$510,000	\$0	\$510,000	0%
Specialized Building Staffing	\$160,000	\$0	\$160,000	0%
PhD Scholars Program	\$920,000	\$0	\$920,000	0%
Innovative Seed Grants	\$600,000	\$0	\$600,000	0%
<b>Totals</b>	<b>\$5,011,000</b>	<b>\$1,150,000</b>	<b>\$3,861,000</b>	<b>23%</b>

## LOOKING AHEAD

Science Initiative programming is primarily funded by a state allocation. The current allocation is \$1.15 Million per year. This figure represents about 23% of the total allocation outlined in the 2014 Science Initiative Governor's Task Force Report. Much of the unfunded programming is planned in conjunction with the new facility and will be revisited in the coming year. In order to expand existing programming given fiscal realities, we are planning to expand our revenue streams to include external and private funding. The plan for revenue diversification includes:

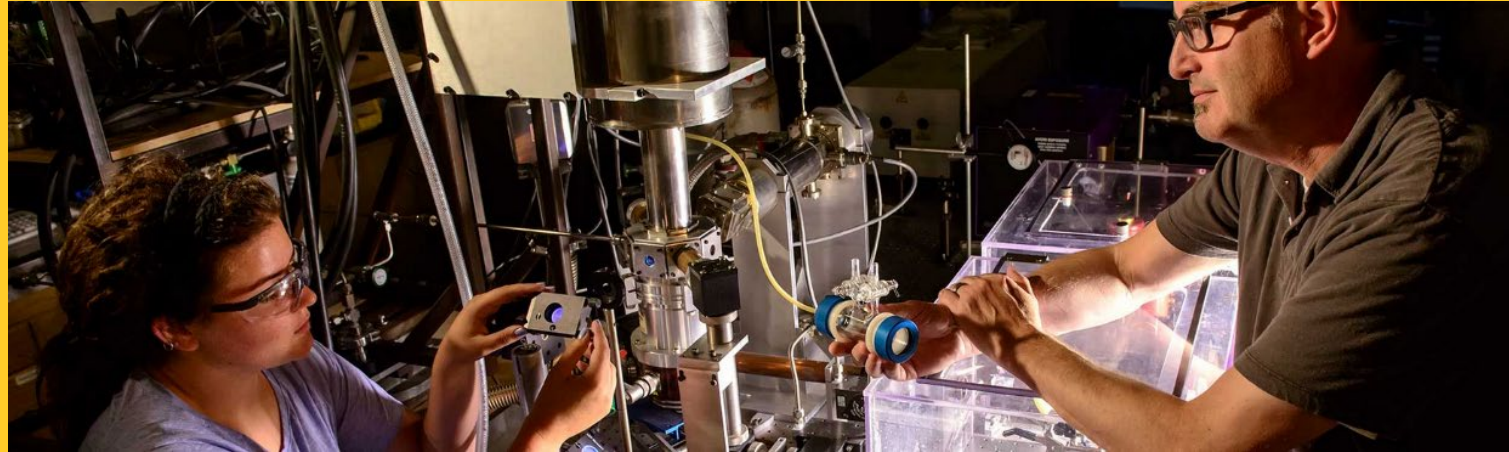
1. Engaging in partnerships with other units to broaden and expand reach
2. Targeting private funding efforts at direct funding of undergraduate students in the WRSP and the LAMP Learning Assistants Program, as well as state outreach efforts
3. Pursuing external funding for emerging programs including outreach programming, course-based research development, & innovative educational advancements







# UW Top-Tier Science Initiative: Board of Trustees Annual Update



Mark Lyford & Greg Brown  
Nov. 17, 2022



# SI Point in History: Building Completion

- SI Building Ribbon Cutting & Grand Opening Spring 2022
- Not just another new building: Spaces designed to support innovation & collaboration in research, teaching & service
- While an important center point, SI Building does not represent entire SI: SI extends across campus
- Site of 1<sup>st</sup> Annual UW STEM Carnival to showcase STEM excellence at UW





# SI Building Highlights: Research

- Open, shared wet-laboratory spaces to promote collaboration across 3 floors on the research wing
- Move in began summer 2022
- Current Research occupants: 22 faculty, 93 research scientists, postdocs, & grad students and many undergrads
- Faculty from 6 departments & 2 colleges
- Additional faculty to move in upon building completion





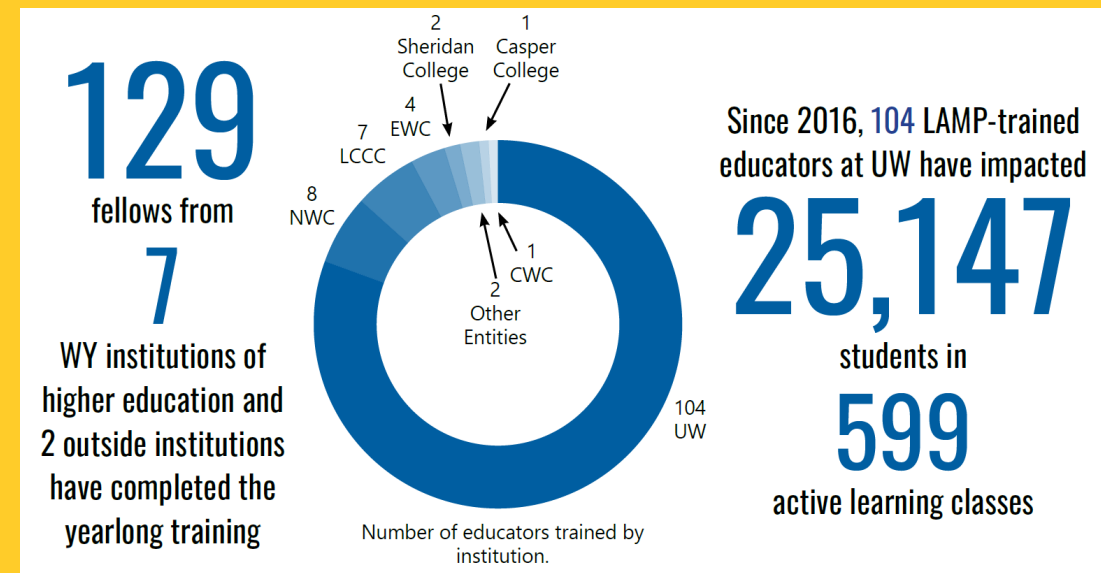
# SI Building Highlights: Research Support

- Center for Advanced Scientific Instrumentation (CASI) – core facility that provides cutting-edge instruments accessible to all faculty on campus (instrument purchase supported by WIP)
- Greenhouses & Walk-in Growth Chambers – modern growth facilities to expand research opportunities and potentially collaborate with Plenty
- Establishing connections across state and with business & industry



# SI Program Highlights: LAMP

- The full impact of the Learning Actively Mentoring Program (LAMP) now being realized in the new 204-seat Active Learning Classroom
- Courses include Intro Biology, Intro Chemistry, General Microbiology, Ecology, Genetics, Integrative Physiology, Organic Chemistry
- LAMP Director Rachel Watson continues to train faculty & students and is helping lead a national HHMI grant on inclusion in STEM

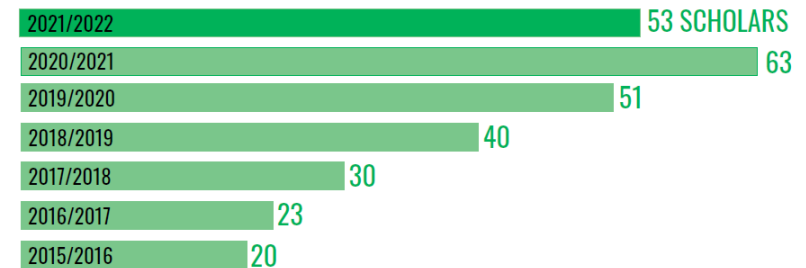


# SI Program Highlights: WRSP

- Wyoming Research Scholars Program continues to provide transformation experiences for our undergrads
- 53 current students representing 24 majors & 6 Colleges; 36 faculty mentors from 17 departments and 4 colleges
- Director Jamie Crait is working to expand the research opportunities through Course-based Undergraduate Research Experiences
- Weaving-in Entrepreneurship, Innovation & Business Development



WRSP SCHOLARS THROUGH TIME (2015-2022)



**155**  
total scholars

FROM

**3**  
countries  
AND

**30**  
US states and  
territories

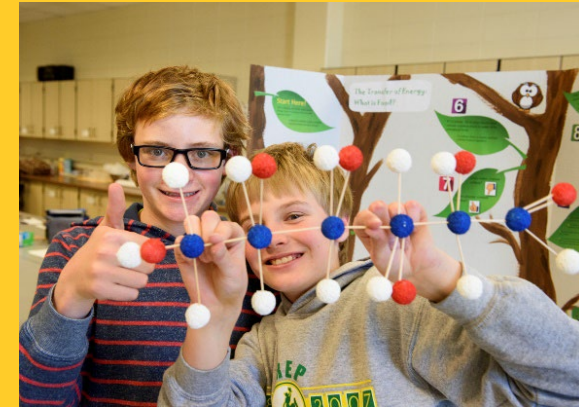
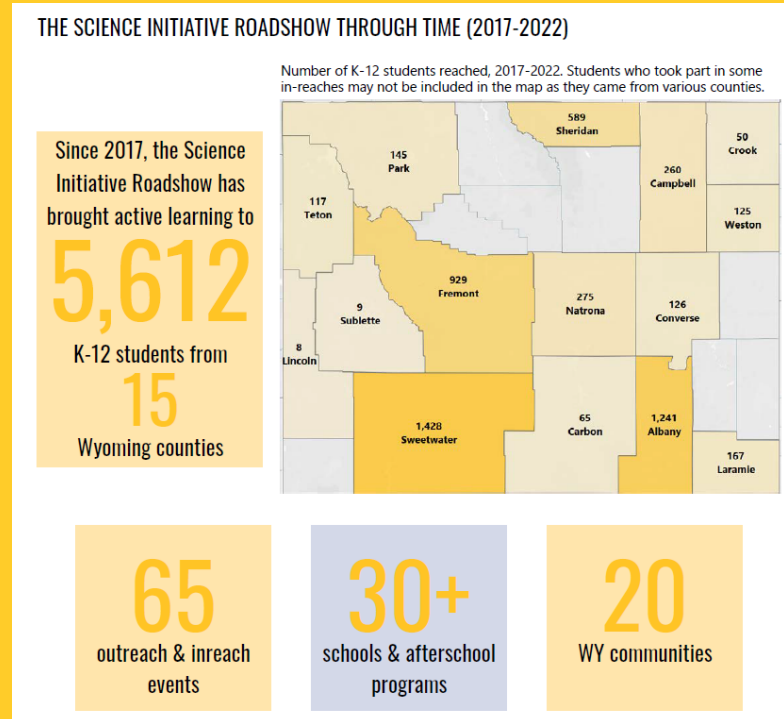
**91**  
scholars from

**19**  
Wyoming counties



# SI Program Highlights: SI Roadshow

- SI Roadshow is expanding outreach and in-reach opportunities for Wyoming students, teachers and communities
- Under Director Karagh Brummond, the SI Roadshow hosted the 1<sup>st</sup> Annual UW STEM Carnival in collaboration with the President's Office: 600-700 people attended, 36 departments and programs participated



# Looking to the Future: SI 2025

## *Charge from President Seidel*

- Establishment of SI Executive Committee to oversee all top-level decisions for direction of SI
- Establishment of SI Faculty Leadership Committee to provide recommendations on SI 2025 Vision
  - Creating a Science Institute
  - Hiring Institute Director
  - Forming UW and national advisory groups
  - Developing competitive model for interdisciplinary research
    - External funding, science outputs reviewed, new groups incentivized to compete for project space
  - Considering renovation of vacated research spaces
  - Collaborations with other Initiatives
  - Entrepreneurship and Corporate partners

*Anticipate a nationally renowned interdisciplinary science institute*





# Looking to the Future: Budget Request

- Current UW budget request
- \$12.5M in one-time to complete shelled spaces in SI Building – Vivarium, Level 1 research space, SCROLL (Student Collaborative Research Outreach & Learning Laboratory)
- \$3.6M annually to fully support SI programs – finalize current programs (LAMP, WRSP, Roadshow) and implement PhD Scholars Program & Competitive Research Innovation Programs





**AGENDA ITEM TITLE: Tier-1 Engineering Initiative Report, Wright**

**SESSION TYPE:**

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

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

**EXECUTIVE SUMMARY:**

This brief report captures the main activities related to the Tier-1 Engineering Initiative (EI) as of November 2022. For helpful context, the report is organized in a succinct “past, present, future” format. Tier-1 EI was first conceived in 2012, first funded in 2015. Considerable progress has been made in academic programs, student success, research activity, and facilities. Continuing Tier-1 funding of these areas, with new investments in shared equipment and new research opportunities. Additional Tier-1 funding requested as part of UW supplemental budget request. New planning initiative directed by President Seidel for “Engineering and Physical Sciences 2030” that will help shape and optimize Tier-1 EI efforts, as well as coordinate with SI and TEI going forward.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

None.

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

Annual report to the Board of Trustees.

**ACTION REQUIRED AT THIS BOARD MEETING:**

None.

**PROPOSED MOTION:**

None.

**PRESIDENT’S RECOMMENDATION:**

NA.

## Tier-1 Engineering Initiative Report to University of Wyoming Board of Trustees November 2022

This brief report captures the main activities related to the Tier-1 Engineering Initiative as of November 2022. A simple snapshot in time would lack helpful context for some readers, since many current activities are a continuation or expansion of what started before 2022. Therefore, this report is organized in a succinct “past, present, future” format to provide more insight.

### Past

- The Tier-1 Engineering Initiative, originally conceived in 2012, first had funding available in the FY2015-2016 biennium budget.
- Original plans of the Wyoming Governor’s Energy, Engineering, and STEM Integration Taskforce (often just called the Tier-1 Task Force) included ambitious goals to be aggressively funded.
  - Budget realities required that funding to be scaled back considerably, but the overall goals remain
  - For example, the original planned FY2015-2016 biennium budget for Tier-1 was \$17,164,250; less than half that was actually allocated.
  - Regardless, the Tier-1 efforts have benefitted greatly by significant state funding
- Despite a lower budget than planned over the years, the College of Engineering and Applied Science (CEAS) made considerable progress on the goals laid out by the Tier-1 Task force. Since the inception of the Tier-1 Engineering Initiative, CEAS has:
  - added faculty and staff positions in key areas that had been lacking
  - added a new academic department for a world-class petroleum engineering program
    - academic home to Mohammad Piri and other stellar researchers
    - has the 4<sup>th</sup> largest PhD program at UW
  - funded high-recognition, nationally-funded research programs across many engineering departments
    - provided seed funding for research clusters in areas beneficial to Wyoming
    - provided matching funds for new research projects
  - greatly increased Ph.D. production (a 210% increase from 2014 to 2019)
  - added in 2017: the High Bay research facility (97,683 square feet)
  - added in 2019: the Engineering Education and Research Building (102,950 square feet)
  - built a very strong Student Success Center, that includes
    - professional advising for all undergraduates
    - career placement/services for all students
    - internship coordination with WY and out-of-state companies
    - K-14 outreach and state-wide programs, reaching hundreds of teachers and students across WY (e.g., ESP4T has trained over 500 K-12 teachers)
    - Recruiting, both in WY and beyond (e.g., undergraduate research scholars program)
    - marketing/communications, including active social media info feeds
    - alumni relations

## Present

- Due to reorganization, now the College of Engineering and Physical Sciences (CEPS), with four new science/math departments, but all Tier-1 activities continue
- Continued funding the previously added faculty and staff lines, the Student Success Center, etc. (see **Past** above)
- Continued funding previously committed and new matching funds
  - Matching ~ \$800K graduate student support for DOE and private grants
  - Faculty startup commitments
- New: in FY22 funded nearly \$900K in new Engineering Initiative shared equipment purchases, upgrades, repairs, and maintenance agreements—vital for ongoing and new research projects
  - Funded proposals across all departments in the college
  - Successful in updating equipment and continuing critical maintenance agreements that were expiring
- FY2023 Tier 1 Appropriation is now lower at \$3,792,352 (reduction from the previous amount of \$4,292,124 due to the most recent budget reduction)

## Future

- Planning for the future: EPS 2030 Planning Groups, charge provided by President Seidel
- In Spring 2023, will send out a new call for proposals for funding to jump-start new research projects of interest to Wyoming, more new Engineering Initiative shared equipment purchases, upgrades, repairs, and maintenance agreements
- Continue to fund previously added faculty and staff lines, the Student Success Center, etc., and previously committed matching funds
- A supplemental budget request for UW includes \$5.5M (biennium) recurring increase in Tier 1 funds to replace the portion of budget originally planned by the Tier-1 Task Force but never allocated, and for lost funding due to most recent budget reduction
  - Will fund additional faculty, staff, and graduate student positions, as well as seed funding for new research clusters and projects
  - Would better enable Tier-1 Activities to reach full potential
- The Tier-1 Engineering Initiative will continue to focus on all four original strategic goals:
  - **Excellence in Undergraduate Education:** the college has solid educational programs that produce talented graduates, who are in demand by employers. The goal is to enhance these programs and expand our local recognition to a national reputation.
  - **World-Class Research and Graduate Education:** CEPS seeks to build world-class interdisciplinary research capabilities in selected areas that will have significant impact on Wyoming and the nation.
  - **Productive Economic Development** through Partnerships: CEPS will promote discovery and innovation and seek productive partnerships with the state, national agencies, and industry to actualize research findings and catalyze economic development in Wyoming.
  - **K-14 STEM Education.** Tier-1 funded programs will introduce STEM concepts early in the K-12 educational experience, and enrich the freshmen and sophomore skill sets in STEM to improve performance and retention.
- Continue to graduate engineers for another 125 years and more (first UW engineering graduate was in 1897)

# Tier 1 Engineering Initiative

## Past

Task Force appointed by Gov. Matt Mead in 2012

FY2015 first year of funding

Funded: New faculty & staff positions

Seed funding for research clusters

Matching funds for new research projects

Emerging PhD: 210% increase in PhD graduation rate from 2014 to 2019

Undergraduate Research Scholarships

ESP4T and other K-14 Education Outreach activities

Student support services including career services and advising center

# Tier 1 Engineering Initiative

## Present

In FY22 funded nearly \$900K in Engineering Initiative equipment purchases and maintenance agreements

Successful in updating equipment and continuing agreements that were expiring

FY2023 Tier 1 Appropriation is down to \$3,792,352 (reduction from \$4,292,124)

Continue to fund faculty and staff positions, student support services, undergraduate research scholarships, ESP4T and other outreach activities, match \$800K graduate student support for DOE and private grants

# Future: Tier 1 Engineering 2030

## *Charge from President Seidel*

***Detailed charge to rethink future of CEPS and Tier 1 Engineering provided by President Seidel***

EPS 2030 Planning Groups: Many new elements to build on, including School of Computing, Physical Sciences, Center for Entrepreneurship and Engineering, Chips and Science Act in Congress, etc

Tom Peterson, former NSF Engineering AD is Co-chair

Continue to move toward 2030 with Tier 1 strategic goals:

Excellence in Undergraduate Education

World-Class Research and Graduate Education

Productive Economic Development

K-14 STEM Education

A similar Engineering Initiative call for proposals planned in Spring 2023 for new research opportunities, graduate student support, or needed equipment

Supplemental budget request for UW includes \$5.5M (biennium) recurring increase to Tier 1 to replace portion of budget lost in initial allocation and budget reductions

will fund additional faculty, staff, and graduate student positions, as well as seed funding for research clusters & projects



College of Engineering  
and Physical Sciences



**AGENDA ITEM TITLE: EHCW and FMRP Organizational Structure, Warren/Kean**

SESSION TYPE:

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

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

- Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:

In continuing a conversation commenced at the September 2022 meeting of the Board of Trustees, the College of Health Sciences is requesting that the Board reconsider its decision to separate the Educational Health Center of Wyoming (EHCW) from the University of Wyoming. As described previously, the EHCW has taken many steps to shore up its financial and operational sustainability, and in fact are now contributing significantly to the financial stability of the University of Wyoming Family Medicine Residency Programs (FMRP). Consistent with the additional recommendations of the consulting report that initially recommended separation, we have re-examined if a full split remains the best option for the sustainability and quality of both the UW FMRP and EHCW and have identified an alternative that is neither status quo nor full separation in which UW, EHCW, and other key residency partners would enter into a consortium model that would codify the support and contributions of each entity and position the UW FMRP to be eligible to receive additional financial and infrastructural supports that are currently unavailable. As a result, we are requesting the Board direct the University to transition the UW FMRP toward a consortium model rather than a separation.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

October 14, 2020 Board of Trustees Meeting

Trustee David Fall moved the Board direct President Ed Seidel to transition the Educational Health Center of Wyoming (EHCW) to an independent Federally Qualified Health Center (FQHC). Trustee Laura Schmid-Pizzato seconded the motion. The motion carried with a unanimous decision.

September 15, 2022 Board of Trustees Meeting

College of Health Sciences Dean Jacob Warren provided the Board summary information on prior discussions related to EHCW and UW FMRP and briefly described the opportunity to pursue an alternative to separation of EHCW from UW. Warren requested the opportunity for administration to examine this alternative more fully and bring a formal recommendation back to the Board in a future meeting. Trustee John McKinley assigned the topic to the Biennium Budget Committee and requested Trustee David Fall contribute to the discussions.

## October 20, 2022 Ad Hoc Meeting of the Biennium Budget Committee

Warren and Kean described the proposed move to a consortium model and its advantages both over full separation and over maintaining status quo. These advantages center on operational and fiscal stability, including the ability to pursue funding streams to support the UW FMRP that are not currently available to the program. The proposed consortium would include UW, EHCW, and two hospital partners. Following discussion, the Committee voted to recommend the motion as detailed below, focused on moving forward with a consortium model instead of full separation.

### WHY THIS ITEM IS BEFORE THE BOARD:

The Board of Trustees' prior action directing toward separation does not allow for the pursuit of a consortium agreement. Board action is necessary to allow for the establishment of this model.

### ACTION REQUIRED AT THIS BOARD MEETING:

We request the Board vote to move forward with establishing a consortium model for the UW FMRP rather than separate EHCW from the University.

### PROPOSED MOTION:

I move to rescind the motion directing President Seidel to transition the Educational Health Center of Wyoming (EHCW) to an independent Federally Qualified Healthcare Center (FQHC) adopted at the October 2020 meeting.

I further move to direct administration to explore the establishment of a Wyoming Graduate Medical Education Consortium, with a report back to the Board of Trustees in May 2023.

### PRESIDENT'S RECOMMENDATION:

**AGENDA ITEM TITLE: Discussion of proposed modifications to UW Regulation 2-13 (Academic Program Reorganization, Consolidation, Reduction and Discontinuance),  
Brown/Evans/Laegreid**

SESSION TYPE:

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

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:

Per UW Regulation 1-101 (UW Regulations and Standard Administrative Policies and Procedures):

The University Faculty, the Faculty Senate, the faculties of the various colleges and of other academic units, Staff Senate, or University Officers may propose Regulations to establish educational and academic policies for the University to promote the general welfare of the University, its students and academic personnel; to establish policies regarding student conduct, student life, and student organizations; and to establish faculty committees.

All Regulations proposed by the University Faculty, the Faculty Senate, the faculties of the various colleges and of other academic units, Staff Senate, or University Officers shall be reviewed by the President. The President shall consider the need for such Regulations, the duties and authority of the officer or academic unit proposing the Regulation, possible conflicts with other existing Regulations, and such other matters as the President may deem relevant to the best interests of the University.

As part of the review, the President shall seek input from the Faculty Senate, the Staff Senate, the Associated Students of the University of Wyoming, and any colleges, schools, or units of the University, and/or any officers, University personnel, or committees concerned with the substance of the proposed Regulation.

The President may return the proposed Regulation for further consideration. If the Regulation was proposed by the Faculty Senate, and the Senate, after consideration of the President's views, repasses the Regulation by a three-fourths vote of the members present and voting (there being a quorum of at least two-thirds of the voting members present), the President shall refer the Regulation to the Trustees, at their next regularly scheduled meeting, for final approval, disapproval or other disposition of the Regulation. At this meeting, the Board shall hear the views of the President and the Chair of the Faculty Senate or designee.

Attached is Faculty Senate Bill 351 "Resolution Regarding *Academic Program Reorganization, Consolidation, Reduction and Discontinuance*; Regulation 2-13" passed by the Faculty Senate at

its meeting on May 9, 2022. The President and the Provost have reviewed the resolution per UW Regulation 1-101 and agree with the proposed modifications.

Per the routing process for UW Regulations, the proposed modifications to UW Regulation 2-13 were provided to the President's Cabinet, Deans and Directors, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor. No feedback was received.

Faculty Senate Chair Renee Laegreid will present the proposed modifications to the Board for discussion.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

None.

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

UW Regulation 1-101 requires that the Board approve modifications to UW Regulations.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A. The final documents will be presented to the Board for action at an upcoming meeting.

**PROPOSED MOTION:**

N/A. The final documents will be presented to the Board for action at an upcoming meeting.

**PRESIDENT'S RECOMMENDATION:**

1 **Faculty Senate Bill 351**

2 **Introduced by**  
3 **Executive Committee**

---

4 **Bill Regarding *Academic Program Reorganization,***  
5 ***Consolidation, Reduction and Discontinuance; Regulation 2-13***

6 **WHEREAS**, In June 2021, revisions to Regulation 2-13 were approved at the Board of Trustees meeting;  
7 and

8  
9 **WHEREAS**, Regulation 2-13 was implemented in July 2021 as part of the reorganization effort as  
10 proposed by the President; and

11  
12 **WHEREAS**, during those efforts the need for modifications to the regulation became apparent; and

13  
14 **WHEREAS**, the Chair of the Faculty Senate requested the Faculty Senate Executive Committee review  
15 UW Regulation 2-13 and provide recommendations; and

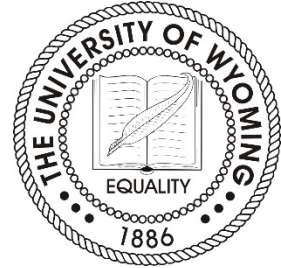
16  
17 **WHEREAS**, the changes to the regulations have important implications to the University Faculty and to  
18 the welfare of the University; and

19  
20 **THEREFORE, BE IT RESOLVED** by the Faculty Senate of the University of Wyoming that Faculty  
21 Senate supports Regulation 2-13 “*Academic Program Reorganization, Consolidation, Reduction and*  
22 *Discontinuance*” as proposed by the Faculty Executive Committee, with the adoption of the tracked  
23 change amendments approved by the Faculty Senate as shown on the attached version.

24  
***AUTHENTICATION:*** *The foregoing Faculty Senate Bill 351, as amended, duly adopted by the Faculty Senate of the University of Wyoming under date of May 9, 2022, is hereby transmitted to the President of the University of Wyoming for review in accordance with UW Regulations.*



Treva E. Sprout Ahrenholtz  
Secretary, Faculty Senate  
Dated: May 11, 2022



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## UNIVERSITY OF WYOMING REGULATIONS

**Subject:** Academic Program Reorganization, Consolidation, Reduction and Discontinuance

**Number:** UW Regulation 2-13

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### I. PURPOSE

To promote and maintain high quality academic programs, the University may over time develop new academic degree programs or reorganize, consolidate, reduce and/or discontinue existing academic programs. The University may reorganize, consolidate, reduce and/or discontinue Academic Programs for educational, strategic, realignment, resource allocation, budget constraints, or combinations of educational, strategic, and/or financial reasons.

### II. DEFINITIONS

**Academic Personnel:** For purposes of this Regulation, Academic Personnel includes non-tenure track academic personnel, academic personnel on a fixed term contract (including extended term academic professionals), tenure track faculty, and tenured faculty as defined in UW Regulation 2-1.

**Academic Program:** Degree program, department or division of instruction, school or college, interdisciplinary program or unit, or other academic program unit. For the purposes of this Regulation, Academic Program does not include academic courses.

**Discontinue or Discontinuance:** A decision that an Academic Program will no longer be offered by the University, requiring that the University will no longer offer any degree encompassing similar academic requirements, regardless of name for the foreseeable future. The reorganization, consolidation, and/or reduction of an Academic Program does not constitute a discontinuance.

**Fixed Term Academic Personnel:** For purposes of this Regulation, Fixed Term Academic Personnel shall mean academic personnel on a contract with a term greater than one year, including extended term academic professionals.

**Reorganization:** A decision that involves a change in the existing entity in which an Academic Program should be delivered in whole or substantial part by a different department, division of instruction, school, college, interdisciplinary program or unit, or other academic program unit. If any academic unit at the University offers a degree



36 encompassing similar academic requirements, the decision shall be considered a  
37 reorganization and not a discontinuance.

38 **Consolidation:** A decision that involves two or more Academic Programs joining to form  
39 a new Academic Program.

40 **Reduction:** A decision that involves downsizing a current Academic Program.

41 **Unit:** For purposes of this Regulation, Unit refers to an academic department. If there is  
42 no academic department, then Unit refers to the next smallest academic grouping, such as  
43 School or College.

44  
45 **III. PROCESS FOR RECOMMENDING PROGRAM REORGANIZATION,  
46 CONSOLIDATION, REDUCTION OR DISCONTINUANCE**

47 A department, its chair, the dean or director, the Faculty Senate, the Provost and Vice  
48 President for Academic Affairs, the President of the University, or the Board of Trustees  
49 may request a review and analysis regarding reorganizing, consolidating, reducing or  
50 discontinuing Academic Programs. The Provost shall make a recommendation to the  
51 President. The President in collaboration with the Faculty Senate will review the  
52 recommendation. The President or the Provost shall also discuss the recommendation with  
53 and solicit feedback from the Academic Personnel and staff in the department or program,  
54 the department chair, and the dean of the school or college.

55 The President shall make a final recommendation to the Board of Trustees to reorganize,  
56 consolidate, reduce or discontinue a program within a maximum period of 120 days from  
57 the time the initial request was made. The recommendation shall include a plan for program  
58 closure, if applicable, identification of tenured faculty and Fixed Term Academic Personnel  
59 appointments recommended for termination, and a plan for accommodating students  
60 currently enrolled in the program.

61 A University Standard Administrative Policy and Procedure shall provide guidance for this  
62 process.

63 **IV. TERMINATION OF FIXED TERM ACADEMIC PERSONNEL**

64 Termination of Fixed Term Academic Personnel or those Academic Personnel with  
65 unexpired term appointments may occur as the result of reorganization, consolidation,  
66 reduction or discontinuance of an Academic Program. Once the President has decided to  
67 recommend reorganization, consolidation, reduction or termination of an Academic  
68 Program, the President shall consult with the Provost and appropriate administrators on  
69 termination of appointments of Fixed Term Academic Personnel rostered in the  
70 organizational unit under review.

71 If a Fixed Term Academic Personnel is eliminated due to the reorganization, consolidation,  
72 reduction or discontinuance of an Academic Program, the University shall make reasonable  
73 efforts to transfer the Fixed Term Academic Personnel to another open and funded position  
74 for which the Fixed Term Academic Personnel is qualified and has discipline specific  
75 expertise.  
76

77 In the event that it is determined that the employment of a Fixed Term Academic Personnel  
78 must be terminated due to the reorganization, consolidation, reduction or discontinuance  
79 of an Academic Program:  
80

- 81 **A.** Written notice of termination, stating the cause, shall be given as soon as  
82 practicable;  
83
- 84 **B.** When notice of termination of employment is received, the Fixed Term Academic  
85 Personnel may appeal the termination pursuant to UW Regulation 2-14, but not the  
86 decision to reorganize, consolidate, reduce or discontinue an Academic Program;  
87
- 88 **C.** When a position held by a Fixed Term Academic Personnel is terminated, if that  
89 position is restored or a new position with similar duties is created within a period  
90 of one (1) year following its termination and the Fixed Term Academic Personnel  
91 meets the discipline specific expertise required for the restored or new position, the  
92 position shall first be offered to the Fixed Term Academic Personnel who formerly  
93 held the position, and who was terminated because of the reorganization,  
94 consolidation, reduction or discontinuance, at the same salary, rank, and seniority  
95 as the Fixed Term Academic Personnel previously held;  
96
- 97 **D.** Whenever possible, reductions will be accomplished through attrition;  
98
- 99 **E.** No Fixed Term Academic Personnel will be terminated until the non-Fixed Term  
100 Academic Personnel in the Unit have been terminated. Academic Personnel,  
101 excluding tenured faculty, shall be terminated in the following order: (1) non-tenure  
102 track academic personnel; (2) tenure track faculty; and (3) academic personnel on  
103 a fixed term contract;  
104
- 105 **F.** Those employed full-time have retention priority over those employed on a part-  
106 time basis;  
107
- 108 **G.** Among Fixed Term Academic Personnel in a Unit having equal rank and retention  
109 priority, the Fixed Term Academic Personnel with the greatest seniority in the Unit  
110 will have retention priority. Seniority will be based first on an employee's  
111 academic professional rank and second on total years of full-time equivalent  
112 employment in the Unit exclusive of periods of unpaid leave, provided the  
113 employee with a break in service of more than four (4) years will not be given  
114 credit for service prior to such break; and

115  
116 **H.** A Fixed Term Academic Personnel who is under a performance improvement plan  
117 shall be terminated prior to any other Fixed Term Academic Personnel.

118 **V. TERMINATION OF TENURED FACULTY**

119 For the purposes of this Regulation, termination of tenured faculty may occur only as the  
120 result of discontinuance of an ~~Academic Degree~~ Program. Discontinuing an ~~Academic~~  
121 ~~Degree~~ Program means the university will no longer offer that degree, nor a closely related  
122 renamed or new degree encompassing similar academic requirements, in the foreseeable  
123 future. Once the President has decided to recommend discontinuance of the ~~Degree~~  
124 ~~Academic~~ Program, the President shall consult with the Provost and appropriate  
125 administrators on termination of appointments of tenured faculty rostered in the ~~Degree~~  
126 ~~Program organizational unit~~ under review.

127 If a tenured faculty member is eliminated due to the discontinuance of a ~~Degree~~ ~~n~~  
128 ~~Academic~~ Program, the University shall make reasonable efforts to transfer the tenured  
129 faculty member to another open and funded position for which the tenured faculty member  
130 is qualified and has discipline specific expertise.

131  
132 In the event that it is determined that the employment of a tenured faculty member must be  
133 terminated due to the discontinuance of an ~~Academic Degree~~ Program:

- 134  
135 **A.** Written notice of termination, stating the cause, shall be given as soon as  
136 practicable;  
137  
138 **B.** When notice of termination of employment is received, the tenured faculty member  
139 may appeal the termination pursuant to UW Regulation 2-14, but not the decision  
140 to discontinue an ~~Academic Degree~~ Program;  
141  
142 **C.** When a position held by a tenured faculty member is terminated, if that position is  
143 restored or a new position with similar duties is created within a period of two (2)  
144 year following its termination and the tenured faculty member meets the discipline  
145 specific expertise required for the new position, the position shall first be offered  
146 to the tenured faculty member who formerly held the position, and who was  
147 terminated because of the discontinuance, at the same salary, rank, and seniority as  
148 the tenured faculty member previously held;  
149  
150 **D.** Whenever possible, reductions will be accomplished through attrition;  
151  
152 **E.** No faculty member with tenure will be terminated until faculty members in the Unit  
153 without tenure have been terminated. Academic Personnel shall be terminated in  
154 the following order: (1) non-tenure track academic personnel; (2) tenure track  
155 faculty; (3) academic personnel on a fixed term contract; and (4) tenured faculty;

- 156  
157       **F.**     Those employed full-time have retention priority over those employed on a part-  
158             time basis;  
159  
160       **G.**     Among tenured faculty members in a Unit having equal rank and retention priority,  
161             the tenured faculty member with the greatest seniority in the Unit will have  
162             retention priority. Seniority will be based first on an employee’s professional rank  
163             and second on total years of full-time equivalent employment in the Unit exclusive  
164             of periods of unpaid leave, provided the employee with a break in service of more  
165             than four (4) years will not be given credit for service prior to such break; and  
166  
167       **H.**     A tenured faculty member who is under a performance improvement plan shall be  
168             terminated prior to any other tenured faculty members.

169   **VI.    NOTIFICATION TO EMPLOYEES AND STUDENTS**

170       Following formal approval of termination plans by the Board of Trustees, the University  
171       shall provide notice to all employees whose appointments are to be terminated. For  
172       Academic Personnel with nine-month contracts, termination will be effective at the end of  
173       the current academic year. For Academic Personnel with twelve-month contracts,  
174       termination will be effective at the end of the current fiscal year. For purposes of this  
175       Regulation, these notice provisions govern, and any other notice provisions provided by  
176       UW Regulations, policies, or procedures do not apply. When notice of termination of  
177       employment is received, the tenured faculty member or Fixed Term Academic Personnel  
178       may appeal the termination pursuant to UW Regulation 2-14, but not the decision to  
179       reorganize, consolidate, reduce or discontinue the academic program.

180       If classified staff or contractual employees will be eliminated, UW Regulation 5-3 and the  
181       Employee Handbook shall govern terminations of classified staff, and the terms of the  
182       contract shall govern the termination of any contractual employees, including Athletic  
183       employees.

184       Notwithstanding the above notice provisions, timing for phasing out programs and  
185       displacing tenured faculty members or Fixed Term Academic Personnel will be based on  
186       institutional needs.

187       Before terminating a degree program, every reasonable effort will be made to allow  
188       students to complete their degrees. Program or campus transfers will be made if mutually  
189       acceptable to the student and the receiving department. Students will be provided advising  
190       assistance with respect to their academic program options. Students will be notified of  
191       program closure and timing for phasing out programs.

192  
193 **Responsible Division/Unit:** Office of the Provost and Vice President for Academic Affairs  
194  
195 **Source:** None  
196  
197 **Link:** <http://www.uwyo.edu/regs-policies>  
198  
199 **Associated Regulations, Policies, and Forms:** UW Regulation 2-14 (Appeal Procedures)  
200  
201 **History:**  
202 University Regulation 43, Revision 1; adopted 7/17/2008 Board of Trustees meeting  
203 Revisions adopted 9/9/2011 Board of Trustees meeting  
204 Revisions adopted 3/24/2016 Board of Trustees meeting  
205 Reformatted 7/1/2018: previously UW Regulation 6-43, now UW Regulation 2-13  
206 Revisions adopted 7/12/2018 Board of Trustees meeting  
207 Revisions adopted 6/16/2021 Board of Trustees meeting  
208

**AGENDA ITEM TITLE: Division and College Fiscal Year End Carry Forward Report,  
Schmid-Pizzato/Kean**

**SESSION TYPE:**

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

*Attachments are provided with the narrative.*

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

**EXECUTIVE SUMMARY:**

Vice President Alex Kean will present the FY2022 Preliminary Report on UW Regulation 7-10 Division and College Fiscal Year End Carry Forward. All calculations and amounts are considered preliminary until the annual audited financial statements have been issued.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

This information is reported to the Board of Trustees each November.

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

UW Regulation 7-10 (Division and College Fiscal Year End Carry Forward sets forth the policy and process for Divisions and Colleges within Agency 067 – University of Wyoming to fund and maintain modest unrestricted operating reserves.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A

**PROPOSED MOTION:**

N/A

**PRESIDENT’S RECOMMENDATION:**

N/A



**AGENDA ITEM TITLE: Faculty Workload Report, Benham-Deal**

**SESSION TYPE:**

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

**APPLIES TO STRATEGIC GOALS:**

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- No [Regular Business]

*Attachments are provided with the narrative.*

**EXECUTIVE SUMMARY:**

Faculty conduct a number of activities that support the mission of the University, including teaching, research, creative activities, administration, service, advising, outreach/engagement, and extension. The University maintains a flexible workload policy that allows academic units to capitalize on each faculty member's strengths to meet the mission of the university, college and academic unit. This report provides an analysis of faculty workload.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

N/A

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

University Regulation 2-9 (Workload Policy) requires the Provost to submit an annual report providing an analysis of faculty workload.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A

**PROPOSED MOTION:**

N/A

**PRESIDENT'S RECOMMENDATION:**

N/A



## AY 2022-23 Annual Faculty Workload Report

A Report to the Board of Trustees

November 17, 2022

“Faculty workload” refers to the various activities that faculty members at the University of Wyoming engage in to support the mission of the University, including teaching, research, creative activities, administration, service, advising, clinical and professional activity, outreach and engagement, and extension. Faculty workloads are established consistent with UW Regulation 2-9 (Faculty Workload), which emphasizes the need for *a flexible workload policy that allows academic units to capitalize on each faculty member’s strengths to meet the mission of the university, college, and academic unit.*

Data sources for this report include:

1. Job descriptions for AY22-23 (Fall 2022, Spring 2023) submitted by department heads, deans, and directors by October 1, 2022.
  - 492 1.0 FTE tenure-stream faculty (instructor, assistant professor, associate professor, professor), including 27 faculty serving as department heads and 11 faculty serving as associate deans.
  - 295 1.0 FTE non-tenure-track faculty, including instructional faculty (i.e., lecturers, clinical faculty, professors of practice, instructional professors), research faculty (i.e., research professors, research scientists), extension educators, clinical faculty, archivists, librarians, and faculty development professional.
2. Data on class sections taught, class-section enrollment, course credits taught, student-credit hours, and percent of student credit-hours by enrollment from the Banner Student Information System for Fall 2021, Spring 2022, Fall 2022.

### Research/Creative Activity

The University of Wyoming aspires to achieve Carnegie Classification of Institutions of Higher Education as a doctoral-granting institution with very-high research activity (R1). To achieve this goal, UW will need to increase its research portfolio as indicated by research expenditures in all disciplines, increase the number of doctoral graduates (particularly in the humanities and social sciences), and increase the number of postdoctoral scholars.

The Higher Education Research and Development Study (HERD) is a primary source of information on research and development expenditures at universities and colleges in the United State. Each year the University of Wyoming participates in the study. In FY 2022, extramural awards received by the University of Wyoming totaled \$138M. This includes awards for research, instruction, and other sponsored activities. It does not include CARES and student financial aid funding. The total portioned salary for 433 professors and research scientists with doctoral degrees who had research components in their job descriptions in FY22 was \$14,717,668.83 (all funds).

Job descriptions for AY 2022-23 were submitted by department heads for 492 tenure-stream faculty (i.e., Assistant Professors, Associate Professors, Professors). All faculty, except for two associate deans who also hold faculty appointments, have some portion of their workloads assigned to research or creative activities.

- Thirty percent (n=147) have at least 50% of their workload directed toward research or creative activities.
- Fifty-six percent (n=275) have between 25% and 49% of their workload directed toward research or creative activities.

Out of 295 non-tenure-track faculty, forty-four (44) have research or creative activity in their workload. Forty-five (45) of those faculty have research or creative-activity loads of 25% or higher.

## Teaching

Teaching is fundamental to fulfilling our land-grant mission of providing excellent educational opportunities to students. We expect faculty to follow best practices in pedagogy and to teach classes that are consistent with their appointment and discipline.

### Snapshot: Teaching at R1 Universities

Most R1 institutions do not have university-level regulations or requirements for standard teaching loads. Instead, they provide teaching-load discretion at the department or college level. (Source: informal survey of peer universities)

In 2016, the National Center for Education Statistics reported that full-time instructional faculty at public research institutions taught an average of 8.1 classroom hours (Source: 2020 Faculty Workload Report for the Nevada System of Higher Education Leadership).

Teaching loads vary significantly by discipline at R1 universities. For example, standard teaching loads for research-active tenure-track faculty in the basic sciences (e.g., physics, chemistry, and biology) are generally 2 courses per year. These faculty are expected to maintain extramural funding in support of their research and have significant teaching responsibilities in mentoring graduate and undergraduate students as well as postdoctoral scholars. Standard teaching loads in engineering, geosciences, and mathematics are typically 3-4 classes per year. Teaching in the humanities, social sciences, arts, business, and education may be as high as 4-5 course per year. (For more examples, see *AY 2021-22 Faculty Workload Report* from the Board of Trustees meeting on January 12-14, 2022.)

To be competitive in the recruitment and retention of excellent faculty who will be instrumental in helping the university achieve R1 classification, teaching loads must be consistent with teaching loads at peer and aspirant institutions.

### Teaching Loads at UW

As reported in AY 2022-23 job descriptions, teaching loads vary across colleges and disciplines. However, nearly all tenure-stream faculty have some type of teaching responsibility – either through traditional group instruction (i.e., group 1 classes), individualized instruction (i.e., group 2 classes), or a combination of both types of instruction.

- Ninety-seven percent (n=475) of tenure-stream faculty (assistant professors, associate professors, professors) have teaching assignments.
- Faculty with no teaching assignments for the academic year are either on sabbatical leave (100% research for the semester or academic year) or have more than 50% of their workload tied to administrative duties, clinical/diagnostic responsibilities, or extension duties. Of the latter, the remainder of duties generally fall within the categories of research, service, and advising.
- Sixty-five percent (n=320) of tenure-stream faculty are scheduled to teach the equivalent of 9 credits or more during AY 22-23.
- Slightly more than one-fourth (26%) of tenure-stream faculty will teach the equivalent of 15 credits or higher.
- Many faculty with the lowest teaching loads, have the highest research loads (and often the highest expectations for grant activity). Consistent with other R1 universities, many of lowest teaching loads/highest research loads are held by faculty in Chemistry, Molecular Biology, Physics & Astronomy, Petroleum Engineering, Civil & Architectural Engineering, Chemical Engineering, Electrical and Computer Engineering, and Economics.
- Many faculty with the highest teaching loads and lowest research loads come from disciplines like the arts, humanities, social and behavior sciences, and education.

Job descriptions were submitted for 138 instructional professors, lecturers, professors of practice, and visiting faculty.

- Sixty-seven percent (n=92) of these instructional faculty are scheduled to teach the equivalent of 18 credit hours or more (i.e., 75% to 100% of workload is teaching)
- Twenty-one percent (n=29) have job descriptions where teaching loads are between 50% (i.e., 12 credits hours) and 70% (~17 credit hours). These instructional faculty have additional workloads associated with administration, clinical/professional practice, advising, and service.

All clinical faculty have teaching loads and clinical/professional practice duties that involve some aspect of teaching or service. Other non-tenure track faculty may have small teaching loads, but their workload primarily focus on the practice of their disciplines (i.e., archivists, librarians, faculty development professional, and extension educators)

Another method for describing teaching workload is by examining the following measures. (See Table 1 for a detailed breakdown.)

- Credit-Bearing Class Sections Taught – accounting for cross-listed courses by counting them only once.
- Class Section Enrollment - Number of students taught per section.
- Course Credits Taught – Credit-hour value for the course a faculty member teaches.
- Student Credit Hours taught by Faculty Assignment. Student Credit Hours (SCH) represent the number of students enrolled in each course section multiplied by the credit hour value assigned to each course section.

Table 1. Group Instruction Credit-Bearing Courses by Semester and Faculty Type

<i>Average Based on # of Faculty by Type</i>						
<u>Fall 2022</u>	# of Faculty	Class Sections Taught	Class Section Enrollment	Course Credits Taught	Student Credit Hours (SCH)	% of SCH
Tenure Stream	426	1.8	40.7	6.4	109.6	37.5%
Non-TT Instructional	177	2.6	74.5	8.8	221.2	31.4%
Temporary Lecturers	171	1.2	32.4	4.2	90.4	12.4%
Graduate Assistants	340	0.3	8.3	0.9	41.8	11.4%
Administrators	17	1.4	31.8	3.4	64.9	0.9%
Other	160	0.9	18.0	2.6	49.4	6.3%

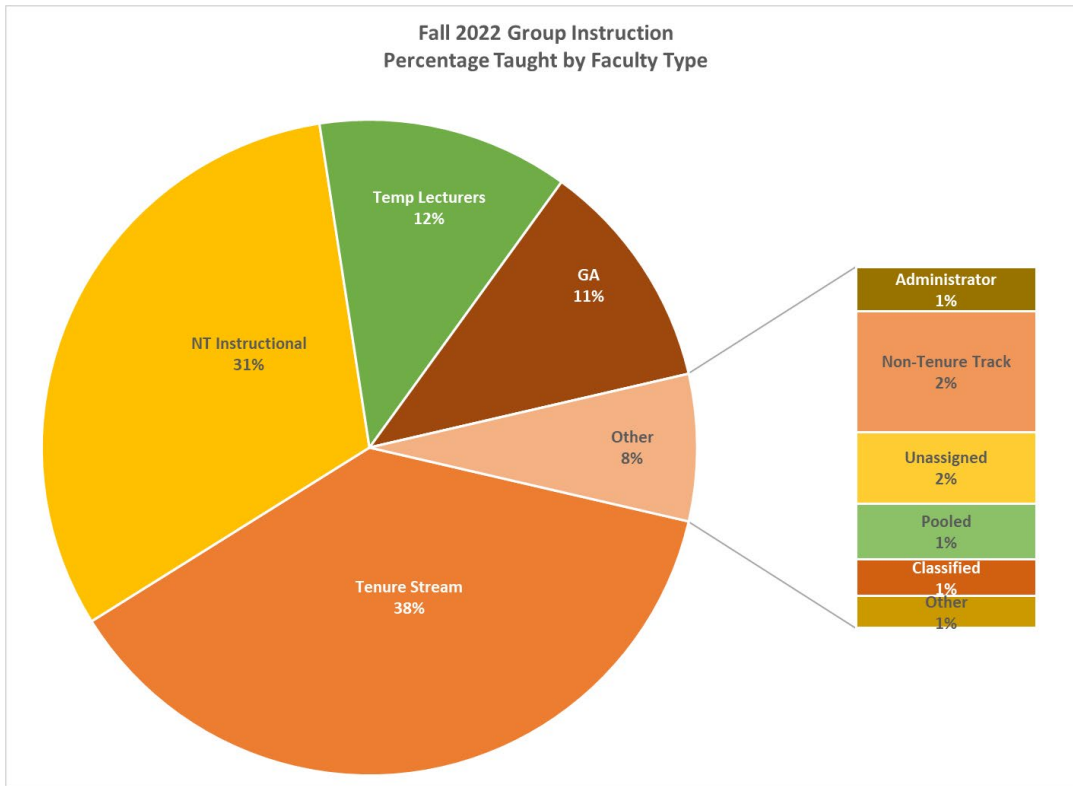
<i>Average Based on # of Faculty by Type</i>						
<u>Spring 2022</u>	# of Faculty	Class Sections Taught	Class Section Enrollment	Course Credits Taught	Student Credit Hours (SCH)	% of SCH
Tenure Stream	436	1.8	37.3	6.3	101.2	38.7%
Non-TT Instructional	172	2.5	66.6	8.1	199.6	30.1%
Temporary Lecturers	190	1.2	28.5	3.9	81.0	13.5%
Graduate Assistants	405	0.3	6.0	0.8	33.3	11.8%
Administrators	18	1.3	22.6	3.8	61.2	1.0%
Other	149	0.9	13.0	2.5	37.6	4.9%

<i>Average Based on # of Faculty by Type</i>						
<u>Fall 2021</u>	# of Faculty	Class Sections Taught	Class Section Enrollment	Course Credits Taught	Student Credit Hours (SCH)	% of SCH
Tenure Stream	449	1.9	40.8	6.5	113.1	39.6%
Non-TT Instructional	181	2.7	70.8	8.7	215.5	30.4%
Temporary Lecturers	175	1.3	29.0	4.0	79.8	10.9%
Graduate Assistants	439	0.3	8.0	0.9	38.8	13.3%
Administrators	18	1.1	20.1	3.6	62.3	0.9%
Other	120	1.0	19.6	2.9	52.2	4.9%

Note: Courses with 0 course credits are excluded. Army & Air Force Courses are excluded. Only courses with numbers of 1000-6999 are included.

Since there are more tenure stream faculty than other categories of faculty and/or types of instructors, the highest percentage of student credit hours are taught by Assistant Professors, Associate Professors, and Professors (see figure below).

Figure 1.



Consistent with job description data, however, non-tenure-track instructional faculty (e.g., full-time lecturers, instructional professors, professors of practice) are instrumental in delivering the curriculum. On average, they teach the most class sections, the most credit hours, and their classes, many of which are at the introductory level, have larger enrollments per section.

Group 1 – Group 2 Instruction

As noted above, faculty provide formal instruction through two types of classes - group and individualized. Group instruction, or Group 1 classes, include lecture, laboratory, discussion, seminar, recitation, and studio classes. Individualized instruction, or Group 2 classes, include lessons, internship, readings, clerkship, practicum, independent study, independent research, thesis research, dissertation research, and continuing registration. Faculty workload associated with Group 2 classes is often time intensive and difficult to quantify.

The tables below show student credit hours and percentage of student credit hours by type of instruction and semester. Faculty teach the greatest number and percentage of student credit hours in fall semesters through group instruction. A considerable number of credit hours are taught through time-intensive, individualized instruction in both semesters, with more individualized learning experiences occurring in the spring semester – often a result of end-of-program projects and practicums/internships.



**Table 2. Student Credit Hours by Semester and Instruction Type**

	Fall 2021	Spring 2022	Fall 2022
<b>Group Instruction</b>	<b>128,179.5</b>	<b>114,061.0</b>	<b>124,531.0</b>
Lecture	123,205.5	108,192.5	119,793.5
Seminar	2,231.0	3,036.0	2,394.0
Studio	2,171.0	2,142.5	1,881.5
Lab	425.0	493.0	396.0
Discussion	147.0	197.0	66.0
<b>Individualized Instruction</b>	<b>8,078.0</b>	<b>11,377.0</b>	<b>8,059.5</b>
Independent Study	3,936.0	4,229.5	4,242.0
Practicum	2,422.0	4,754.0	2,076.0
Internship	794.0	1,448.5	719.5
Lesson	405.0	389.0	425.0
Clerkship	396.0	340.0	288.0
Research	125.0	216.0	110.0
Ensemble	0.0	0.0	199.0
<b>Total</b>	<b>136,257.5</b>	<b>125,438.0</b>	<b>132,590.5</b>

**Table 3. Percentage of Student Credit Hours by Semester & Instruction Type**

	Fall 2021	Spring 2022	Fall 2022
<b>Group Instruction</b>	<b>94.1%</b>	<b>90.9%</b>	<b>93.9%</b>
Lecture	90.4%	86.3%	90.3%
Seminar	1.6%	2.4%	1.8%
Studio	1.6%	1.7%	1.4%
Lab	0.3%	0.4%	0.3%
Discussion	0.1%	0.2%	0.0%
<b>Individualized Instruction</b>	<b>5.9%</b>	<b>9.1%</b>	<b>6.1%</b>
Independent Study	2.9%	3.4%	3.2%
Practicum	1.8%	3.8%	1.6%
Internship	0.6%	1.2%	0.5%
Lesson	0.3%	0.3%	0.3%
Clerkship	0.3%	0.3%	0.2%
Research	0.1%	0.2%	0.1%
Ensemble	0.0%	0.0%	0.2%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

A visual representation of student credit hours by instruction type is provided in the following figures.

Figure 2.

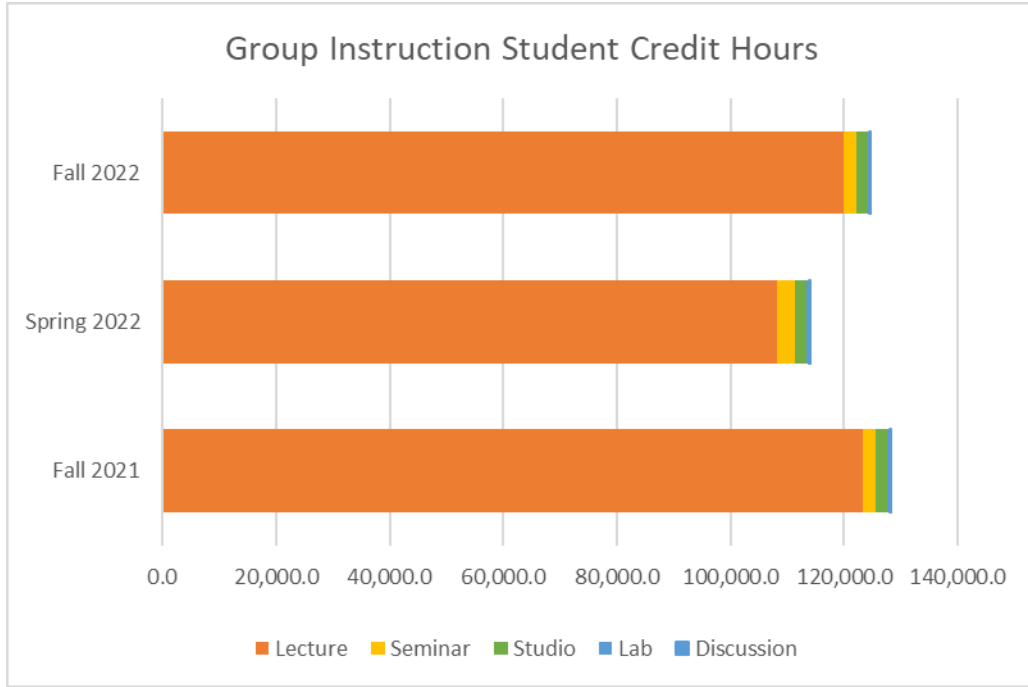
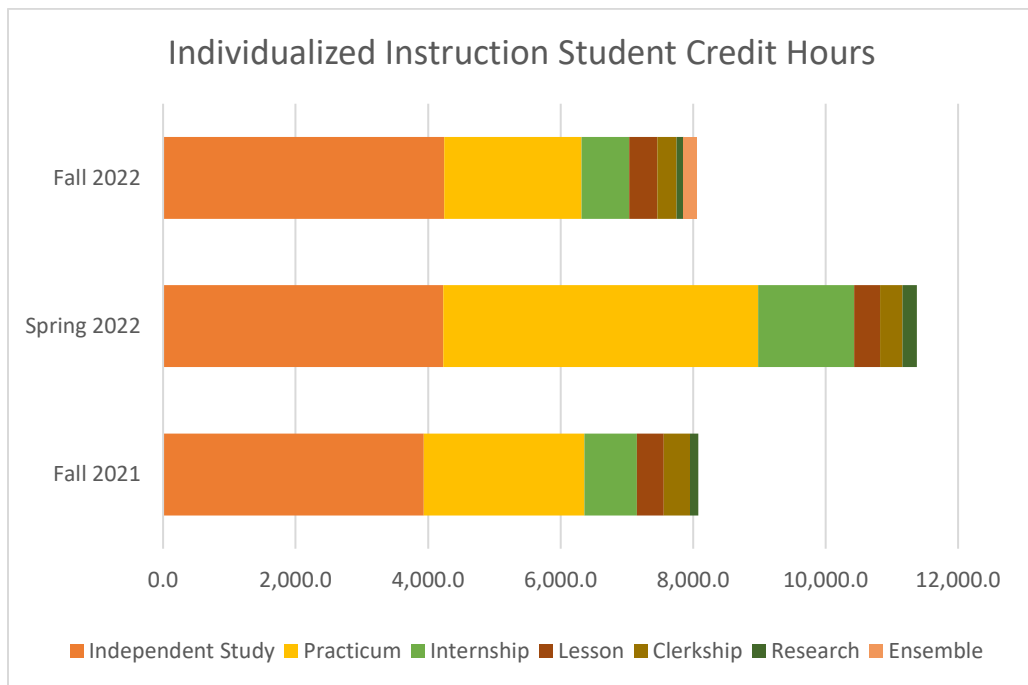


Figure 3.



## Conclusion

Creative development, advancement of knowledge, and dissemination of knowledge are essential to the mission of a public, land-grant, and flagship university. Data presented in this report provide an overview of faculty workload, which reflects an aggregate of time devoted to all forms of scholarship (i.e., research and creative activities), teaching, service, extension, diagnostic and professional practice, and community engagement.

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

SESSION TYPE:

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

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
  - Institutional Excellence
  - Student Success
  - Service to the State
  - Financial Growth and Stability
- 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 August 16 – October 15, 2022
- 2) Procurements valued at \$50,000 or above (one-time or in aggregate) from August 16 – October 15, 2022

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 - August 16, 2022 - October 15, 2022**

	Contract Number	Contract Name	Contract Type	Department	Contract Status	Supplier	Signed Date	Agreed Amount	Signer
1	15001-CricketDesignWorks-Jan2022	Cricket Design Works	Services Contract	College of Education	ACTIVE	Cricket Design Works	2022-09-22	53,140.00	Scott Thomas, Dean/Professor/Executive Director
2	15102-EducationNorthwest-Aug22	Education Northwest	Services Contract	College of Education	ACTIVE	Education Northwest, Inc.	2022-09-13	50,000.00	Scott Thomas, Dean/Professor/Executive Director
3	16101AvConchangeorderOct2020	AVCON Change Order	Services Contract	College of Engineering & Applied Science	ACTIVE	Avcon Industries Inc	2022-09-26	253,125.00	Cameron Wright, Dean/Professor
4	17011-CU Anschutz-July2022	Agreement for Lab Services	Services Contract	College of Health Sciences	ACTIVE	University of Colorado Denver	2022-08-19	50,000.00	Jacob Warren, Dean/Professor
5	17104-ColtonAllen-Oct2022	Agreement for Services	Services Contract	College of Health Sciences	ACTIVE	Colton Allen	2022-10-07	300,000.00	Jacob Warren, Dean/Professor
6	17104-StonerLawn-Aug2022	Agreement for Services	Services Contract	College of Health Sciences	ACTIVE	Stoner Lawn & Landscape Inc	2022-09-13	50,000.00	Jacob Warren, Dean/Professor
7	11001_ZionEnergy_April2022	11001_ZionEnergy_April2022	Services Contract	Enhanced Oil Recovery Institute	ACTIVE	Zion Energy LLC	2022-09-07	174,000.00	Holly Krutka, Executive Director
8	11001_InterfaceFluidics_July2022	11001_InterfaceFluidics_July2022	Services Contract	Enhanced Oil Recovery Institute	ACTIVE	Interface Fluidics Limited	2022-09-06	69,130.00	Farrell Rapp, Director, Research Services
9	11001_BakerHughes_Aug2022	11001_BakerHughes_Aug2022	Services Contract	Enhanced Oil Recovery Institute	ACTIVE	Baker Hughes Oilfield Operations LLC	2022-09-19	524,529.75	Holly Krutka, Executive Director
10	11001OptaSenseJuly2022	11001_OptaSense_July2022	Services Contract	Enhanced Oil Recovery Institute	ACTIVE	OptaSense Inc.	2022-10-03	111,467.50	Farrell Rapp, Director, Research Services
11	26701-Children's Dentistry-December 2022	MVMP-Children's Dentistry Amendment 1	Services Contract	General University Operations	ACTIVE	Children's Dentistry, LLC	2022-09-21	55,836.00	William Mai, Vice President, Campus Operations
12	26701-Family Physicians-September 2022	MVMP-Family Physicians of Laramie, Amendment 3	Services Contract	General University Operations	ACTIVE	Family Physicians of Laramie, LLC	2022-09-21	184,926.28	William Mai, Vice President, Campus Operations
13	26701-Urology-September 2022	MVMP-Urology Clinic Amendment 3	Services Contract	General University Operations	ACTIVE	Urology Clinic, P.C.	2022-09-21	84,502.00	William Mai, Vice President, Campus Operations
14	10401VectronicJuly2020	Agreement for Services	Services Contract	Haub School of Environment and Natural Resources	ACTIVE	Vectronic Aerospace Inc.	2022-09-02	450,000.00	Farrell Rapp, Director, Research Services
15	10401TheGreenProgramSeptember2022	University Affiliation Agreement	Services Contract	Haub School of Environment and Natural Resources	ACTIVE	The GREEN Program	2022-10-06	77,500.00	John Koprowski, Professor/Dean/Wyo Excellence Chair
16	40003-Honorlock Inc-Aug 2018	Master Subscription and Order Form	Services Contract	Information Technology	ACTIVE	Honorlock Inc	2022-08-24	104,000.00	Robert Aylward, Vice President
17	40003-Evisions, Inc.-July 2019	Amended and Restated Software License Agreement	Services Contract	Information Technology	ACTIVE	Evisions, LLC	2022-09-02	89,950.00	Robert Aylward, Vice President
18	40004-Microsoft Campus-Aug 2019	Microsoft Enrollment Agreement	Services Contract	Information Technology	ACTIVE	Microsoft Corp	2022-08-17	1,664,503.00	Robert Aylward, Vice President*
19	40003-Internet2 Canvas-June 2019	Order Form O-272092-2	Services Contract	Information Technology	ACTIVE	Internet2	2022-08-17	733,609.67	Robert Aylward, Vice President
20	90251 New Horizons October 2022	WBB FY23 Air Charters	Services Contract	Intercollegiate Athletics	ACTIVE	New Horizons Travel	2022-10-14	224,324.98	Billy Sparks, Sr Assoc AD for Administration
21	90201LouisianaTech112022	Game Agreement	Services Contract	Intercollegiate Athletics	ACTIVE	Louisiana Tech University	2022-09-06	75,000.00	Matthew Whisenant, Deputy Director
22	90201 New Horizons October 2022	MBB FY23 Air Charters	Services Contract	Intercollegiate Athletics	ACTIVE	New Horizons Travel	2022-10-14	189,695.99	Billy Sparks, Sr Assoc AD for Administration
23	90202-Arrow Stage Lines-Aug2022	Arrow Stage Lines Acceptances	Services Contract	Intercollegiate Athletics	ACTIVE	Arrow Stage Lines	2022-09-01	64,062.00	Billy Sparks, Sr Assoc AD for Administration
24	90202UniversityofNorthTexas092030	Game Agreement	Services Contract	Intercollegiate Athletics	ACTIVE	University of North Texas	2022-10-10	200,000.00	Thomas Burman, Athletic Director
25	90202NewMexicoState102032	Game Agreement	Services Contract	Intercollegiate Athletics	ACTIVE	New Mexico State University	2022-08-16	150,000.00	Thomas Burman, Athletic Director
26	100502 - Piri Technologies - September 2022	Agreement for Technical Services	Services Contract	Office of the President	ACTIVE	Piri Technologies LLC	2022-10-14	782,000.00	Ed Seidel, President
27	10502 - Orimtech - 0622	GEDAMIS: POROUS MEDIA RESEARCH SYSTEM	Services Contract	Office of the President	ACTIVE	Orimtech LTD	2022-08-24	1,321,675.00	Farrell Rapp, Director, Research Services**
28	10502 - FEI -0722	PerGeos and Athena Quotation for University of Wyoming	Services Contract	Office of the President	ACTIVE	FEI Company	2022-08-21	400,000.00	Robert Aylward, Vice President
29	10203-CollinParsonStudiosLTD-April2021	UWAM Agreement with Collin Parson Studios LTD	Services Contract	Provost	ACTIVE	Parson, Collin	2022-09-06	50,000.00	Tami Benham-Deal, Senior Vice Provost
30	10012-Everspring-Sept2022	Agreement between the Office of Online, Distance and Digital Education	Services Contract	Provost	ACTIVE	Everspring	2022-09-27	75,000.00	Tami Benham-Deal, Senior Vice Provost
31	10001InterfolioJuly2022	Interfolio-Professional Services	Services Contract	Provost	ACTIVE	Interfolio Inc	2022-08-22	424,401.06	Robert Aylward, Vice President
32	28350-AIFS_Greece-Sept2022	Global Cities - Greece 2023 - AIFS	Services Contract	Provost	ACTIVE	American Institute for Foreign Study	2022-09-22	75,840.00	Tami Benham-Deal, Senior Vice Provost
33	10001-EAB-June2021	Program Order Form: Student Success Collaborative	Services Contract	Provost	ACTIVE	EAB Global Inc	2022-09-20	92,615.00	Tami Benham-Deal, Senior Vice Provost
34	70010-J-Sealants-July2019	Amendment #8 for Services between IMPACT Casper and J-Sealants	Services Contract	Research & Economic Development	ACTIVE	J-Sealants LLC	2022-08-22	185,000.00	Farrell Rapp, Director, Research Services
35	Fisher-6-22	Fisher Scientific-Bastle	Services Contract	Research & Economic Development	ACTIVE	Thermo Fisher Scientific (Asheville) LLC	2022-09-21	56,503.00	Scott Turpen, Dean
36	70009TIGAAugust2022	EPSCoR WY-ACT External Evaluation	Services Contract	Research & Economic Development	ACTIVE	The Implementation Group	2022-08-16	55,009.00	Farrell Rapp, Director, Research Services
37	70008-FlightLineInc-June2022	FlightLine, Inc	Services Contract	Research & Economic Development	ACTIVE	Flightline, Inc.	2022-08-24	69,810.00	Farrell Rapp, Director, Research Services
38	3622BGIJuly2022	EPSCoR And BGI	Services Contract	Research & Economic Development	ACTIVE	BGI Americas Corporation	2022-08-31	50,000.00	Farrell Rapp, Director, Research Services
39	13402-ReconMRNov2022	Agreement for Services between WYSAC and ReconMR	Services Contract	Research & Economic Development	ACTIVE	Texas Market Research Group LLC - ReconMR	2022-10-14	53,000.00	Farrell Rapp, Director, Research Services
40	70001-BarkFirm Aug2022	The Bark Firm & UW CEI	Services Contract	Research & Economic Development	ACTIVE	The BARK Firm	2022-08-23	80,000.00	Chad Baldwin, Assoc VP, Comm&Mktng
41	3355BGIJune2022	BGI Sequencing Services 2022	Services Contract	Research & Economic Development	ACTIVE	BGI Americas Corporation	2022-09-14	75,000.00	Farrell Rapp, Director, Research Services
42	10501-BehrensConsulting-Dec2021	Behrens Consulting Amendment no. 5	Services Contract	School of Energy Resources	ACTIVE	Behrens Consulting, LLC	2022-08-24	464,666.00	Holly Krutka, Executive Director
43	10501-WRIAm.No.6-June2022	WRI Amendment no. 6	Services Contract	School of Energy Resources	ACTIVE	Western Research Institute	2022-09-22	610,463.00	Holly Krutka, Executive Director
44	10501-JeffreyAmelseAm.no.2-July2022	Jeffrey Amelse Amendment no. 2	Services Contract	School of Energy Resources	ACTIVE	Jeffrey A. Amelse Consultancy, LLC	2022-08-22	55,606.00	Holly Krutka, Executive Director
45	19001ClarivateAugust2022	Ex Libris SaaS Subscription Agreement	Services Contract	University Libraries	ACTIVE	Clarivate Analytics LLC	2022-09-19	1,266,129.00	Robert Aylward, Vice President***
46	26001GEJohnsonConstructionJuly2022CMARCorbettNatariumRenovation	Project Agreement (CMAR)	Services Contract	University Operations	ACTIVE	GE Johnson Construction Co	2022-09-27	136,000.00	William Mai, Vice President, Campus Operations
47	26001AtnipWellandPumpAug2022	Agreement for Services	Services Contract	University Operations	ACTIVE	Atnip Well and Pump Services, Inc	2022-08-18	50,167.00	Forrest Selmer, Assoc VP for Univ Operations
48	26001WestForkConstructionSept2022	Agreement Between Owner and Contractor	Services Contract	University Operations	ACTIVE	West Fork Construction, LLC	2022-09-13	496,578.00	William Mai, Vice President, Campus Operations
49	26001AVI-SPLLLCAug2022	Agreement for Services	Services Contract	University Operations	ACTIVE	AVI-SPL LLC	2022-08-17	85,727.77	William Mai, Vice President, Campus Operations
50	26001AreteDesignGroupSept2022Amend1CorbettNatarium	Amendment No. 1	Services Contract	University Operations	ACTIVE	Arete Design Group	2022-09-27	74,690.00	William Mai, Vice President, Campus Operations
51	26001GEJohnsonConstructionJuly2022CMARWestStadiumRenovation	Project Agreement (CMAR)	Services Contract	University Operations	ACTIVE	GE Johnson Construction Co	2022-09-27	143,000.00	William Mai, Vice President, Campus Operations
52	26001GEJohnsonConstructionJuly2022Amend2WCEPPhaseI	Amendment No. 2	Services Contract	University Operations	ACTIVE	GE Johnson Construction Co	2022-09-19	8,072,331.00	William Mai, Vice President, Campus Operations****



53	26001ByArchitecturalMeansSept2022Amend5	Amendment No. 5	Services Contract	University Operations	ACTIVE	By Architectural Means, PC	2022-10-03	212,275.00	William Mai, Vice President, Campus Operations
54	26001TridentElectricAug2022Amend1	Amendment No. 1	Services Contract	University Operations	ACTIVE	Trident Electric LLC	2022-09-19	113,528.40	William Mai, Vice President, Campus Operations
55	26001AreteDesignGroupSept2022Amend2WestStadiumRenovation	Amendment No. 2	Services Contract	University Operations	ACTIVE	Arete Design Group	2022-09-29	233,175.00	William Mai, Vice President, Campus Operations
56	26001AreteDesignGroupSept2022Amend1WestStadiumRenovation	Amendment No. 1	Services Contract	University Operations	ACTIVE	Arete Design Group	2022-09-29	52,965.00	William Mai, Vice President, Campus Operations
57	33003ExpressServicesAugust2022	33003ExpressServicesAugust2022	Services Contract	VP of Finance & Budget	ACTIVE	Express Services Inc - Express Employment Professionals	2022-09-28	60,000.00	Alexander Kean, Vice President, Budget & Finance
58	22301-ODP Business Solutions-Sept. 2022	Master Product Sales Agreement	Services Contract	VP of Finance & Budget	ACTIVE	ODP Business Solutions, LLC	2022-10-13	250,000.00	Alexander Kean, Vice President, Budget & Finance
59	33011ExpressServicesAugust2022	33011ExpressServicesAugust2022	Services Contract	VP of Finance & Budget	ACTIVE	Express Services Inc - Express Employment Professionals	2022-09-28	90,000.00	Alexander Kean, Vice President, Budget & Finance

\*Board of Trustees approved on August 17, 2022.

\*\*Board of Trustees approved on August 17, 2022.

\*\*\*Board of Trustees approved on September 16, 2022.

\*\*\*\*Board of Trustees approved on September 15, 2022.

UW Regulation 7-2 (Signature Authority) Procurement Board Report - August 16, 2022 - October 15, 2022

PO Date	Supplier Name	Line #	Description	Quantity	Line Unit Price	Total Line Price	Total PO Amount	Department	Last Approver	Last Approver Title	Approval Date
08/17/2022	Straight Flight Inc	1	Service agreement with Straight Flight to make needed repairs to the Transportation aircraft 5/24/2022-9/30/2022. Aircraft supplies	1	114,043.72	114,043.72		Business Enterprises	Kean, Alexander	Vice President, Budget & Finance	08/17/2022
08/17/2022	Straight Flight Inc	2	Service agreement with Straight Flight to make needed repairs to the Transportation aircraft 5/24/2022-9/30/2022.	1	114,043.72	114,043.72	<b>228,087.44</b>	Business Enterprises	Kean, Alexander	Vice President, Budget & Finance	08/17/2022
08/18/2022	Performance Architects, Inc.	1	PERFORMANCE ARCHITECTS-ORACLE EPM CLOUD PHASE 2	1	117,585.00	117,585.00	<b>117,585.00</b>	Financial Affairs	Reese, Ashlie	Associate Vice President, Finance	08/18/2022
08/18/2022	Rocky Mountain Fire Systems, Inc.	1	ANNUAL FIRE ALARM TESTING - UW CAMPUS PROPERTIES	1	103,236.91	103,236.91		Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	08/18/2022
08/18/2022	Rocky Mountain Fire Systems, Inc.	2	ANNUAL FIRE ALARM TESTING - HOUSING, DINING, REGO PROPERTIES	1	18,896.09	18,896.09	<b>122,133.00</b>	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	08/18/2022
08/19/2022	C & B Operations, LLC	1	One used 2010 John Deere 9570 STS Combine Harvester with copper head concaves. 2260 hours. Dealer Stock# 314019. Product/Serial ID# 1H09570SPA0735352 (header sold separately - currently unavailable)	1	90,542.86	90,542.86	<b>90,542.86</b>	R&E Center Sheridan	Boyles, Victoria	Assistant Director, Business Operations	08/19/2022
08/19/2022	Insight Public Sector, Inc.	11	INSIGHT M365 A5 STUDENT	2000	0.00	0.00		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	12	INSIGHT CORE SERVER PLAT	4350	8.75	38,062.50		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	4	INSIGHT SCS2 2-CORE	24	8.88	213.12		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	10	INSIGHT M365 A5	4350	99.96	434,826.00		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	2	INSIGHT SQL STD CORE	65	289.92	18,844.80		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	3	INSIGHT SDC2 2-CORE	520	24.36	12,667.20		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	1	INSIGHT SQL ENT CORE	2	1,111.92	2,223.84		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	6	INSIGHT RDS	44	8.16	359.04		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	7	INSIGHT VDA	1179	28.08	33,106.32		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	9	INSIGHT VISIO PRO	2	50.04	100.08		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	14	INSIGHT PROJECT P3	9	61.20	550.80		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	15	INSIGHT VISIO P2	1	24.00	24.00		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	16	INSIGHT COMMON AREA PHONE	2	32.52	65.04		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	13	INSIGHT O365 PRO PLUS (M365 APPS)	350	20.76	7,266.00		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	5	INSIGHT VISUAL STUDIO PRO MSDN	3	53.04	159.12		Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/19/2022	Insight Public Sector, Inc.	8	INSIGHT VDA ADDON	1179	5.40	6,366.60	<b>554,834.46</b>	Enterprise Infrastructure	Seidel, Ed	President	08/19/2022
08/22/2022	Marsh USA, Inc.	1	UW Property Insurance Renewal 7/1/22 - 7/1/23 WIRE TRANSFER Risk Management Approved	1	2,073,910.35	2,073,910.35	<b>2,073,910.35</b>	Risk Management Office	Evans, Teresa	Vice President & General Counsel	08/22/2022*
08/24/2022	Instructure Inc	7	LMS CLOUD SUBSCRIPTION	1200	9.87	11,844.00		Applications and Customer Relations	Aylward, Robert	Vice President	08/24/2022
08/24/2022	Instructure Inc	5	CANVAS CATALOG CLOUD SUBSCRIPTION	1	12,000.00	12,000.00		Applications and Customer Relations	Aylward, Robert	Vice President	08/24/2022
08/24/2022	Instructure Inc	1	INSTRUCTURE CANVAS LMS CLOUD SUBSCRIPTION	10628	13.50	143,478.00		Applications and Customer Relations	Aylward, Robert	Vice President	08/24/2022
08/24/2022	Instructure Inc	6	ADDITIONAL TICKETING SYSTEM LICENSE	4	500.00	2,000.00		Applications and Customer Relations	Aylward, Robert	Vice President	08/24/2022
08/24/2022	Instructure Inc	9	TIER 1 SUPPORT	1200	3.15	3,780.00		Applications and Customer Relations	Aylward, Robert	Vice President	08/24/2022
08/24/2022	Instructure Inc	3	TIER 1 SUPPORT	10628	3.15	33,478.20		Applications and Customer Relations	Aylward, Robert	Vice President	08/24/2022
08/24/2022	Instructure Inc	8	24X7 SUPPORT	1	2,500.00	2,500.00		Applications and Customer Relations	Aylward, Robert	Vice President	08/24/2022
08/24/2022	Instructure Inc	2	24X7 SUPPORT	1	28,695.60	28,695.60		Applications and Customer Relations	Aylward, Robert	Vice President	08/24/2022
08/24/2022	Instructure Inc	4	CUSTOM URL	1	1,125.00	1,125.00	<b>238,900.80</b>	Applications and Customer Relations	Aylward, Robert	Vice President	08/24/2022
08/26/2022	Flightline, Inc.	1	Provide pilot and aircraft to safely conduct aerial surveys for golden eagles and other raptors in WY for 2 weeks per year during late July through early August of 2022 and 2023	1	69,810.00	69,810.00	<b>69,810.00</b>	Wyo Natural Diversity Database	Miller, Jamison	Dir, Business Operations	08/26/2022
08/26/2022	Perma-Pipe	1	CAMPUS GREENHOUSE STEAM AND CONDENSATE, PRE-INSULATED, PIPELINES, INCLUDING FITTINGS AND ANCHORS, PER THE PLANS AND SPECS DATED 8/4/22.	1	69,777.00	69,777.00	<b>69,777.00</b>	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	08/26/2022
08/29/2022	T2 Systems, Inc.	3	Route 1 Mobile Assurance Support for Fixed LPR Camera	1	1,200.00	1,200.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
08/29/2022	T2 Systems, Inc.	1	LPR Managed Service One Fixed Camera Connection	1	1,320.00	1,320.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
08/29/2022	T2 Systems, Inc.	2	LPR GateFree Lot Connection Software	1	1,200.00	1,200.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
08/29/2022	T2 Systems, Inc.	13	Route 1 Miscellaneous hardware	1	1,200.00	1,200.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
08/29/2022	T2 Systems, Inc.	12	LPR Black AutoVu SHarp V Camera Kit	1	20,958.00	20,958.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
08/29/2022	T2 Systems, Inc.	14	Route 1 Shipping	1	1,200.00	1,200.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
08/29/2022	T2 Systems, Inc.	4	Route 1 Fixed Installation	1	3,000.00	3,000.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022

42	08/29/2022	T2 Systems, Inc.	6	Route 1 Miscellaneous Service	1	2,700.00	2,700.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
43	08/29/2022	T2 Systems, Inc.	7	Route 1 On-site/remote training	1	900.00	900.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
44	08/29/2022	T2 Systems, Inc.	8	Route 1 Project Management Services	1	2,550.00	2,550.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
45	08/29/2022	T2 Systems, Inc.	11	LPR Ext Warranty	1	7,640.00	7,640.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
46	08/29/2022	T2 Systems, Inc.	15	LPR Integration Prime Management	1	6,000.00	6,000.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
47	08/29/2022	T2 Systems, Inc.	9	Route 1 travel charges for on site	1	1,940.00	1,940.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
48	08/29/2022	T2 Systems, Inc.	10	LPR SharpV Adv Swap warranty svcs	1	1,000.00	1,000.00		Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
49	08/29/2022	T2 Systems, Inc.	5	Route 1 Configuration Services	1	2,700.00	2,700.00	<b>55,508.00</b>	Transportation Services	Kunkel, Paul	Director, Transportation Services	08/29/2022
50	08/30/2022	STM Ground, Inc.	3	FB Charter Buses - New Mexico	1	15,670.00	15,670.00		Mens Football	Brodie, Samuel	Assoc AD/Budgeting & Fin Mgmt	08/29/2022
51	08/30/2022	STM Ground, Inc.	4	FB Charter Buses - Hawaii	1	27,924.00	27,924.00		Mens Football	Brodie, Samuel	Assoc AD/Budgeting & Fin Mgmt	08/29/2022
52	08/30/2022	STM Ground, Inc.	2	FB Charter Buses - BYU	1	13,900.00	13,900.00		Mens Football	Brodie, Samuel	Assoc AD/Budgeting & Fin Mgmt	08/29/2022
53	08/30/2022	STM Ground, Inc.	5	FB Charter Buses - Fresno State	1	10,076.00	10,076.00		Mens Football	Brodie, Samuel	Assoc AD/Budgeting & Fin Mgmt	08/29/2022
54	08/30/2022	STM Ground, Inc.	1	FB Charter Buses - Illinois	1	15,275.00	15,275.00	<b>82,845.00</b>	Mens Football	Brodie, Samuel	Assoc AD/Budgeting & Fin Mgmt	08/29/2022
55	08/31/2022	EAB Global Inc	1	Adult learner recruitment for College of Business graduate programs. Per attached fully executed contract and sole source justification form with email thread containing further details.	1	300,313.00	300,313.00	<b>300,313.00</b>	MBA and Professional Graduate Programs	Carman, Kevin	Exec Vice President for Academic Affairs & Provost	08/31/2022
56	08/31/2022	University of Washington	1	1st UWSOM Tuition & Fees Contract payment for 2022-2023	1	2,104,176.00	2,104,176.00	<b>2,104,176.00</b>	WWAMI Medical Education Program	Carman, Kevin	Exec Vice President for Academic Affairs & Provost	08/31/2022**
57	09/01/2022	Western Refractory Construction	1	REPAIR DAMAGED REFRACTORY ON BOILER #3	1	70,037.64	70,037.64	<b>70,037.64</b>	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	09/01/2022
58	09/01/2022	TDSI- The Design Studio Inc	1	COMPLETE DESIGN TOWARDS THE RENOVATION OF THE BCPA MAINSTAGE THEATRE LIGHTING CONTROLS AND DIMMING	1	57,925.00	57,925.00	<b>57,925.00</b>	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	09/01/2022
59	09/06/2022	Lindsey Dersham	2	DFS DWS Ellbogen Agreement Lindsey Dersham	1	9,437.50	9,437.50		School of Teacher Education	Montez, Kimberly	Dir, Business Operations	09/06/2022
60	09/06/2022	Lindsey Dersham	1	DFS DWS Ellbogen Agreement Lindsey Dersham	1	34,500.00	34,500.00		School of Teacher Education	Montez, Kimberly	Dir, Business Operations	09/06/2022
61	09/06/2022	Lindsey Dersham	3	DFS DWS Ellbogen Agreement Lindsey Dersham	1	8,562.50	8,562.50	<b>52,500.00</b>	College of Education Deans Office	Montez, Kimberly	Dir, Business Operations	09/06/2022
62	09/09/2022	Snow King Resort	1	Remaining deposit for reservations at the Snow King Resort for 2022 MBA Leadership Conference per page 8 of the attached contract.	1	29,000.00	29,000.00		MBA and Professional Graduate Programs	Rhodine, Karen	Dir, Business Operations	09/08/2022
63	09/09/2022	Snow King Resort	1	Remaining deposit for reservations at the Snow King Resort for 2022 MBA Leadership Conference per page 8 of the attached contract.	1	637.98	637.98		MBA and Professional Graduate Programs	Rhodine, Karen	Dir, Business Operations	09/08/2022
64	09/09/2022	Snow King Resort	2	Remaining deposit for reservations at the Snow King Resort for 2022 MBA Leadership Conference per page 12 of the attached contract. Page 6 indicates minimum amount for food charges.	1	15,000.00	15,000.00		College of Business Deans Office	Rhodine, Karen	Dir, Business Operations	09/08/2022
65	09/09/2022	Snow King Resort	1	Remaining deposit for reservations at the Snow King Resort for 2022 MBA Leadership Conference per page 8 of the attached contract.	1	18,000.00	18,000.00	<b>62,637.98</b>	College of Business Deans Office	Rhodine, Karen	Dir, Business Operations	09/08/2022
66	09/09/2022	Interface Fluidics Limited	1	Interface Fluidics - ReGain Conductivity and Flowback testing	75000	1.00	75,000.00	<b>75,000.00</b>	Enhanced Oil Recovery Institute	Ferrell, Rachel	Dir, Business Operations	09/09/2022
67	09/09/2022	The University of Tulsa	1	FB Game Guarantee - UW vs. Tulsa 9/3/22	1	250,000.00	250,000.00	<b>250,000.00</b>	Mens Football	Burman, Thomas	Athletic Director	09/09/2022
68	09/12/2022	Clean Harbors Environmental Services Inc	1	FY23 HAZARDOUS WASTE DISPOSAL CAMPUS	1	50,336.76	50,336.76	<b>50,336.76</b>	UW Safety Office	Bryant, Darcy	Deputy Director, Business Serv	09/09/2022
69	09/13/2022	Ellie LLC	2	Shipping per quote 1486	1	400.00	400.00		Wyoming State Veterinary Laboratory	Boyles, Victoria	Assistant Director, Business Operations	09/13/2022
70	09/13/2022	Ellie LLC	1	Brucella FPA 1000 Tests per quote 1486	100	850.00	85,000.00	<b>85,400.00</b>	Wyoming State Veterinary Laboratory	Boyles, Victoria	Assistant Director, Business Operations	09/13/2022
71	09/14/2022	Ellucian Company L.P.	1	ELLUCIAN ELEVATE PRO LICENSE FEE	1	6,420.00	6,420.00		Applications and Customer Relations	Christensen, Margaux	Exec Administrator, IT Business Services	09/14/2022
72	09/14/2022	Ellucian Company L.P.	3	ELLUCIAN ELEVATE ANNUAL SUBSCRIPTION	1	3,210.00	3,210.00		Applications and Customer Relations	Christensen, Margaux	Exec Administrator, IT Business Services	09/14/2022
73	09/14/2022	Ellucian Company L.P.	4	ELLUCIAN ELEVATE ESSENTIALS LICENSE FEE	1	25,616.00	25,616.00		Applications and Customer Relations	Christensen, Margaux	Exec Administrator, IT Business Services	09/14/2022
74	09/14/2022	Ellucian Company L.P.	2	ELLUCIAN ELEVATE PRO PLUS LICENSE	1	20,929.00	20,929.00	<b>56,175.00</b>	Applications and Customer Relations	Christensen, Margaux	Exec Administrator, IT Business Services	09/14/2022
75	09/14/2022	Big Horn Livestock Services Inc.	1	Supplies to build bison pens with chutes behind Wyoming State Vet Lab. See attached bid for full order list. This is a capital asset as per Stacy Beman	1	106,155.00	106,155.00	<b>106,155.00</b>	General University Operations	Rasco, Barbara	Dean of AGNR	09/14/2022
76	09/15/2022	Dell Marketing LP	1	1FB KLV-2022-10 ARCC Compute Nodes (Upgrades per Quote 3000124801901.16)	1	126,412.88	126,412.88	<b>126,412.88</b>	Research Computing Support	Chitnis, Parag	Vice President	09/15/2022
77	09/15/2022	Edge Finance, LLC	1	Edge Finance - EdgeLog mud testing and Mass Spec	50000	1.00	50,000.00	<b>50,000.00</b>	Enhanced Oil Recovery Institute	Ferrell, Rachel	Dir, Business Operations	09/15/2022

78	09/15/2022	Spartan Tool LLC	1	7993DA06 & 79921000 SEWER JET: ULT WARRIOR, DIESEL T4, AA & C OPTIONS - AUTO ANTIFREEZE COUNTER DIESEL ENGINE, DUAL AXLE WITH NOZZLE KIT, 4000 PSI AND FREIGHT	1	74,985.00	74,985.00	<b>74,985.00</b>	Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	09/15/2022
79	09/20/2022	University of Northern Colorado	1	FB Game Guarantee - UW vs. Northern Colorado 9/10/22	1	400,000.00	400,000.00	<b>400,000.00</b>	Mens Football	Burman, Thomas	Athletic Director	09/20/2022
80	09/22/2022	Edge Mechanical Systems, Inc.	1	ACCUTROL VALVES ACCUTROL SUPPLY AND EXHAUST AIR VALVES, HOT WATER REHEAT COILS AND ACCESSORIES	1	144,430.00	144,430.00	<b>144,430.00</b>	Facilities Management	Selmer, Forrest	Assoc VP for Univ Operations	09/22/2022
81	09/23/2022	Baker Hughes Oilfield Operations LLC	1	Baker Hughes - Fiber Install and monitoring	524529.75	1.00	524,529.75	<b>524,529.75</b>	Enhanced Oil Recovery Institute	Seidel, Ed	President	09/23/2022
82	09/27/2022	University Corporation for Atmospheric Research	1	13th Installment of NCAR Support per agreement (13th of 20 payments)	1	1,000,000.00	1,000,000.00	<b>1,000,000.00</b>	VP for Research & Economic Development Office	Chitnis, Parag	Vice President	09/27/2022***
83	09/27/2022	Big Huhns Excavation, Inc.	2	Concrete Pads	1	22,080.00	22,080.00		Ecosystem Science & Management	Phillips, Casie	Business Manager	09/27/2022
84	09/27/2022	Big Huhns Excavation, Inc.	1	Water Line	1	45,000.00	45,000.00	<b>67,080.00</b>	Ecosystem Science & Management	Phillips, Casie	Business Manager	09/27/2022
85	09/29/2022	FOSS North America, Inc	1	FOSS NIRS™ DS3, additional packages, training and maintenance SmartCare Advanced (5yr) - FossCalibrator (5yr)	0.5	110,586.26	55,293.13		Agricultural Experiment Station	Rasco, Barbara	Dean of AGNR	09/29/2022
86	09/29/2022	FOSS North America, Inc	1	FOSS NIRS™ DS3, additional packages, training and maintenance SmartCare Advanced (5yr) - FossCalibrator (5yr)	0.5	110,586.26	55,293.13	<b>110,586.26</b>	Agricultural Experiment Station	Rasco, Barbara	Dean of AGNR	09/29/2022
87	09/29/2022	Illumina Inc	2	NextSeq 2000 Silver Support Plan	1	44,639.00	44,639.00		Zoology & Physiology	Sanchez, Laurie	Dir, Business Operations	09/29/2022
88	09/29/2022	Illumina Inc	1	NextSeq 1000 to NextSeq 2000 Upgrade	1	160,811.72	160,811.72	<b>205,450.72</b>	Zoology & Physiology	Sanchez, Laurie	Dir, Business Operations	09/29/2022
89	09/29/2022	Colorado Hazard Control LLC	1	WATER INTRUSION / FLOODING REMEDIATION SERVICES FOR COE LIBRARY, ALUMNI HOUSE, CLASSROOM BUILDING, HEALTH SCIENCES, UNION, PHYSICAL SCIENCES, PLANETARIUM, BUREAU OF MINES, KNIGHT HALL	1	76,747.50	76,747.50	<b>76,747.50</b>	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	09/29/2022
90	09/29/2022	Education Northwest, Inc.	1	ALIGN 1005026 Data collection on grant	1	50,000.00	50,000.00	<b>50,000.00</b>	School of Teacher Education	Montez, Kimberly	Dir, Business Operations	09/23/2022
91	09/30/2022	Fremont Motor Casper Inc	1	2022 Ram 2500	1	70,964.00	70,964.00	<b>70,964.00</b>	Agricultural Experiment Station	Boyles, Victoria	Assistant Director, Business Operations	09/30/2022
92	09/30/2022	Ex Libris (USA) Inc.	1	Implementation fee for Alma & Primo	1	174,985.00	174,985.00	<b>174,985.00</b>	Libraries Administrative Office	Gaetz, Ivan	Dean	09/30/2022
93	09/30/2022	Trident Electric LLC	2	FY2023 FIRE EXTINGUISHER MAINTENANCE - RLDS	1	17,668.00	17,668.00		Facilities Engineering	Selmer, Forrest	Assoc VP for Univ Operations	09/30/2022
94	09/30/2022	Trident Electric LLC	3	FY2023 FIRE EXTINGUISHER MAINTENANCE - UNION	1	1,970.00	1,970.00		Facilities Engineering	Selmer, Forrest	Assoc VP for Univ Operations	09/30/2022
95	09/30/2022	Trident Electric LLC	4	FY2023 FIRE EXTINGUISHER MAINTENANCE - CONFERENCE CENTER	1	638.80	638.80		Facilities Engineering	Selmer, Forrest	Assoc VP for Univ Operations	09/30/2022
96	09/30/2022	Trident Electric LLC	1	FY2023 FIRE EXTINGUISHER MAINTENANCE - CAMPUS	1	84,936.15	84,936.15	<b>105,212.95</b>	Facilities Engineering	Selmer, Forrest	Assoc VP for Univ Operations	09/30/2022
97	10/05/2022	BGI Americas Corporation	1	Lab Sequencing BGI	1	53,475.00	53,475.00	<b>53,475.00</b>	EPSCoR	Miller, Jamison	Dir, Business Operations	10/05/2022
98	10/06/2022	NWCCD Sheridan College	1	Dental Hygiene Fall 2022	1	36,000.00	36,000.00		Office of Online & Continuing Education	Benham-Deal, Tami	Senior Vice Provost	10/06/2022
99	10/06/2022	NWCCD Sheridan College	1	Dental Hygiene Fall 2022	1	85,734.00	85,734.00	<b>121,734.00</b>	Office of Online & Continuing Education	Benham-Deal, Tami	Senior Vice Provost	10/06/2022
100	10/06/2022	Cambridge Computer Services, Inc.	1	ThinkSystem DA240 Enclosure 5YR NBD (1), ThinkSystem SD630 V2 Node 512GB RAM 5YR NBD (4), ThinkSystem SD630 V2 Node 256GB RAM 5YR NBD (2), ThinkSystem DA240 Enclosure with blanks 5YR NBD (1), 3M MELLANOX EDR 1B PASSIVE CABL (Copper, 1000000000)	1	58,868.65	58,868.65	<b>58,868.65</b>	Research Computing Support	Miller, Jamison	Dir, Business Operations	10/06/2022
101	10/09/2022	OptaSense Inc.	1	OptaSense - Hydraulic Fracturing Monitoring	115000	1.00	115,000.00	<b>115,000.00</b>	Enhanced Oil Recovery Institute	Krutka, Holly	Executive Director	10/09/2022
102	10/10/2022	Ken Garff Cheyenne	2	2023 Ford Police Interceptor SUV as per attached Award Letter	1	46,030.00	46,030.00		University Police	Drever, Melanie	Asst to the VP, Administration	10/07/2022
103	10/10/2022	Ken Garff Cheyenne	1	2023 Ford Police Interceptor SUV as per attached Award Letter	1	46,030.00	46,030.00	<b>92,060.00</b>	University Police	Drever, Melanie	Asst to the VP, Administration	10/07/2022
104	10/11/2022	ThyssenKrupp Elevator Corporation	1	DOWNNEY HALL - #1 & #2 PASSENGER ELEVATOR WORK	1	91,985.00	91,985.00	<b>91,985.00</b>	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	10/10/2022
105	10/11/2022	Basketball Travelers, Inc.	2	Single Occupancy Rooms	1	23,560.00	23,560.00		Mens Basketball	Sparks, Billy	Sr Assoc AD for Administration	10/11/2022
106	10/11/2022	Basketball Travelers, Inc.	1	Double Occupancy Rooms less \$15,000 credit for deposit payment	1	28,890.00	28,890.00		Mens Basketball	Sparks, Billy	Sr Assoc AD for Administration	10/11/2022
107	10/11/2022	Basketball Travelers, Inc.	3	Additional Nights - Double Occupancy	1	12,000.00	12,000.00		Mens Basketball	Sparks, Billy	Sr Assoc AD for Administration	10/11/2022
108	10/11/2022	Basketball Travelers, Inc.	4	Additional Nights Singles Occupancy Rooms	1	8,000.00	8,000.00	<b>72,450.00</b>	Mens Basketball	Sparks, Billy	Sr Assoc AD for Administration	10/11/2022
109	10/14/2022	United Healthcare Student Resources	1	International Student Health Insurance - Invoice 22-005857-10-3 ITL (Risk Management Approved)	1	598,244.50	598,244.50	<b>598,244.50</b>	Risk Management Office	Seidel, Ed	President	10/14/2022
110	10/14/2022	United Healthcare Student Resources	1	Domestic Student Health Insurance - Invoice 22-005857-10-3 DOM (Risk Management Approved)	1	1,076,507.00	1,076,507.00	<b>1,076,507.00</b>	Risk Management Office	Evans, Teresa	Vice President & General Counsel	10/14/2022****

\*Board of Trustees approved in FY23 budget.

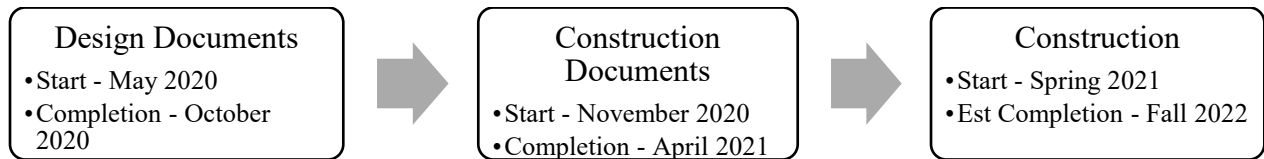
\*\*Board of Trustees approved in FY23 budget.  
\*\*\*Board of Trustees approved in FY23 budget.  
\*\*\*\*Board of Trustees approved in FY23 budget.

**Capital Construction  
 Progress Report as of October 26, 2022**

**PROJECTS IN CONSTRUCTION**

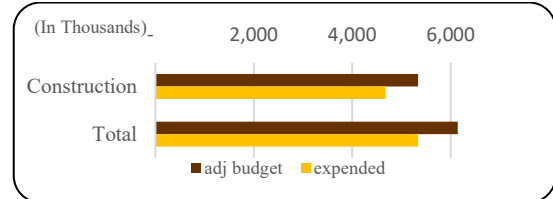
<https://www.uwyo.edu/administration/planning-and-construction/>

**1. 11<sup>th</sup> & 12<sup>th</sup>/Lewis Street Reconstruction**



Contractor: GE Johnson Construction Wyoming  
 BOT approval - March 25, 2021

Architect: Norris Design  
 BOT approval - November 14, 2019



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

**Table 1.1: Funding- 11<sup>th</sup> and 12<sup>th</sup> /Lewis Street**

<b><u>Funding Sources:</u></b>	<b><u>Original Anticipated:</u></b>	<b><u>Actual:</u></b>
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
<b>Total Project</b>	<b>4,000,000.00</b>	<b>6,140,465.00</b>

**Table 1.2: Project Expenses- 11<sup>th</sup> and 12<sup>th</sup> /Lewis Street**

(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	260	5,338	(4,674)	(664)	-
Contingency	450	-	(450)	-	-	-	-
Design	365	63	234	662	(607)	(55)	-
FF&E	-	-	-	-	-	-	-
Tech	-	-	-	-	-	-	-
Admin	185	-	(44)	141	(54)	(18)	69
<b>Total</b>	<b>4,000</b>	<b>2,141</b>	<b>-</b>	<b>6,141</b>	<b>(5,335)</b>	<b>(737)</b>	<b>69</b>



**Project History Summary: 11<sup>th</sup> and 12<sup>th</sup> / Lewis Street**

Guaranteed Maximum Price (GE Johnson construction)	\$ 3,586,303.00 (direct)
Change Orders (GE Johnson)	\$ 228,999.88
Change Order Surveying and Installation (Haselden)	\$ 1,425,572.00
<u>Change Order Additional Sewer Line (Domino)</u>	<u>\$ 97,400.00</u>
<b>TOTAL (GE Johnson, Haselden and Domino)</b>	<b>\$ 5,338,274.88</b>

Contract Substantial Completion Date      Phase 1 and 2: May 2022

**Project History Detail: 11<sup>th</sup> and 12<sup>th</sup> / Lewis Street**

**Statement of Contract Amount (GE Johnson)**

<b>Original contract</b>	Phase 1 & 2 Lewis Street Corridor Improvements ( <i>Change order to GE Johnson Science Initiative contract</i> )	<b>\$3,586,303</b>
Change order #9	Additional concrete for light pole bases, contingency for 12 <sup>th</sup> 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 <sup>th</sup> Street rated path per AHJ, contingency and overhead	47,680
Change order #12	Additional boulders/plant count; additional sandstone boulders; irrigation design changes and added boring	25,754
COR 102	Added site rails, no change to overall contract. Cost adjustment from Lewis St portion to SI	(3,909)
CO 004 & 011	Damaged fiber vault, concrete paving, and painting. Cost adjustment from Lewis St to SI	(7,859)
CO 014 & 015	Guardrail, handrail changes. Cost adjustment from Lewis St portion to SI	(2,727)
Change order #17	Provide 9 <sup>th</sup> Street striping and excavate foundation, pour concrete base monolithic (EERB art foundation)	28,713
CO 015 & 006	Additional concrete sidewalk repairs; inlet box lowered, bury broken valve box. Cost adjustment from Lewis St portion to SI	(3,137)
Change order #18	Added drainage area and revision to landscape, detention pond, manhole, pipe and grading	49,176.89
Change order #19	Added detention pond, manhole, drainage rock and asphalt patch/grading	39,052.99
<b>Adj contract</b>		<b>\$3,815,302.88</b>

**Statement of Contract Amount (Haselden)**

<b>Original contract</b>	Surveying, Installation of 15 <sup>th</sup> Street North Additional Water & Sewer Lines ( <i>Change order to Haselden Wyoming Hall contract</i> )	<b>\$1,425,572.00</b>
<b>Adj contract</b>		<b>\$1,425,572.00</b>

**Statement of Contract Amount (Domino)**

<b>Original contract</b>	Additional Sewer Line (Required by MOU with City) ( <i>Domino Construction</i> )	<b>\$97,400.00</b>
<b>Adj contract</b>		<b>\$97,400.00</b>

<b>Total Contractors</b>	<i>GE Johnson, Haselden, Domino Construction</i>	<b>\$5,338,274.88</b>
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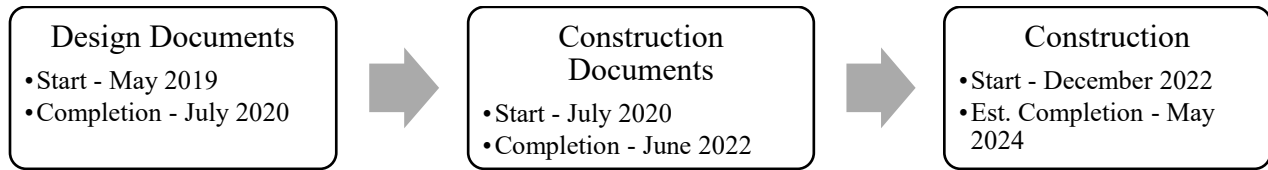
**Project Update: 11<sup>th</sup> and 12<sup>th</sup>/ Lewis Street**

<b>Work Completed/In Progress:</b>
<ul style="list-style-type: none"> <li>Phase I surrounding Science Initiative is complete.</li> <li>Phase II between Agriculture and Engineering buildings is complete.</li> <li>12<sup>th</sup> St. between Lewis and Bradley is complete.</li> </ul>

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

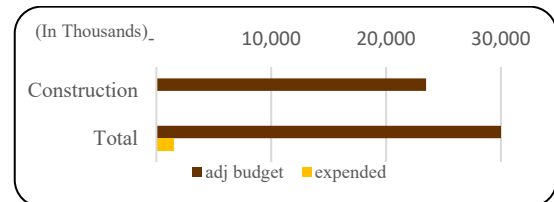
<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"> <li>12<sup>th</sup> Street and Bradley intersection detention basin and storm drain tie in with landscape treatment. Grading and rock import will be complete this month. Final landscape planting scheduled for spring 2023.</li> </ul>

## 2. College of Law Expansion & Renovation



Contractor: FCI Constructors of Wyoming, LLC  
 BOT approval – July 15, 2022

Architect: By Architectural Means  
 BOT approval – March 28, 2019



Original Project Budget \$30,000,000 (a)  
 Adjusted Project Budget \$30,000,000 (d)

**Table 2.1: Funding- College of Law Expansion & Renovation**

<b><u>Funding Sources:</u></b>	<b><u>Original Anticipated:</u></b>	<b><u>Actual:</u></b>
UW Foundation – donor funds	3,800,000.00	3,800,000.00
State Appropriation 2021-2022 (SF0067, Enrolled Act No. 19)	15,000,000.00	15,000,000.00
Major Maintenance (2023-2024)	11,200,000.00	11,200,000.00
<b>Total Project</b>	<b>30,000,000.00</b>	<b>30,000,000.00</b>

**Table 2.2: Project Expenses- College of Law Expansion & Renovation**

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
<b>Construction</b>	18,980	-	4,507	23,487	-	(36)	23,451
<b>Contingency</b>	6,297	-	(4,897)	1,400	-	-	1,400
<b>Design</b>	1,759	-	737	2,496	(1,226)	(597)	673
<b>FF&amp;E</b>	1,154	-	(424)	730	-	-	730
<b>Tech</b>	714	-	(379)	335	(3)	-	332
<b>Admin</b>	1,096	-	456	1,552	(281)	(981)	290
<b>Total</b>	<b>30,000</b>	-	-	<b>30,000</b>	<b>(1,510)</b>	<b>(1,614)</b>	<b>26,876</b>

### **Project History Summary: College of Law Expansion & Renovation**

Guaranteed Maximum Price TBD  
 Contract Substantial Completion Date TBD

**Project History Detail: College of Law Expansion & Renovation**

**Statement of Contract Amount**

<b>Original contract</b>	Pre-construction	<b>\$36,400</b>
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**Project Update: College of Law Expansion & Renovation**

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

<b>Issues Encountered with Proposed Resolution for Each:</b>
<ul style="list-style-type: none"><li>• Guaranteed Maximum Price (GMP) exceeds budget, proposing alternatives.</li></ul>

<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"><li>• Discussion of the Guaranteed Maximum Price (GMP) at the November 2022 Board of Trustees meeting.</li></ul>

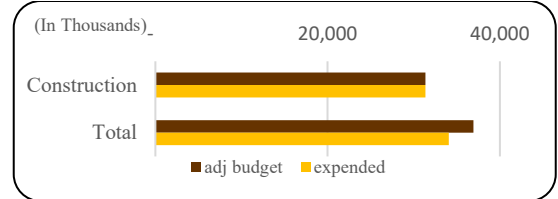
## Utility Infrastructure

### 3. West Campus Satellite Energy Plant – Phase I



Contractor: GE Johnson Construction Wyoming  
 BOT approval – July 13, 2018

Architect: GLHN Architects and Engineers, Inc.  
 BOT approval - July 13, 2016



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

**Table 3.1: Funding- West Campus Satellite Energy Plant- Phase I**

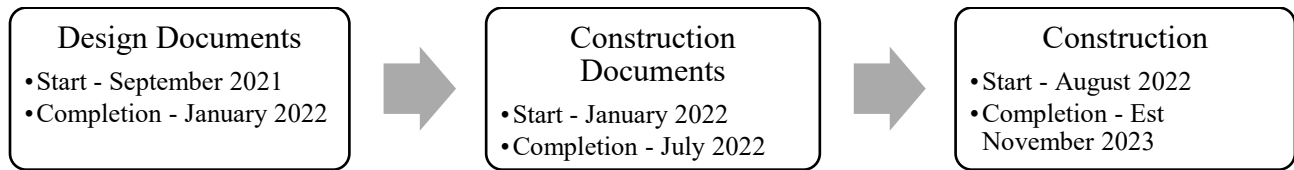
<b><u>Funding Sources:</u></b>	<b><u>Original Anticipated:</u></b>	<b><u>Actual:</u></b>
Major Maintenance	18,000,000.00	22,000,000.00
EERB Project Reserve	12,314,336.00	12,612,600.00
SI Project Reserve	2,000,000.00	1,701,736.00
UW – Capital Reserves (BOT)	4,616,773.00	
UW – Housing bonds		616,773.00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

**Table 3.2: Project Expenses- West Campus Satellite Energy Plant- Phase I**

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
<b>Construction</b>	29,059		2,513	31,572	(31,363)	(209)	0
<b>Contingency</b>	4,188	(500)	(3,464)	224	-	-	224
<b>Reserve</b>		1,447	950	2,397		(2,397)	-
<b>Design</b>	2,623	(565)	-	2,058	(1,983)	(61)	14
<b>FF&amp;E</b>	110	(50)	-	60	(37)	-	23
<b>Tech</b>	25	-	-	25	(11)	-	14
<b>Admin</b>	926	(132)	1	795	(682)	(100)	13
<b>Total</b>	<b>36,931</b>	<b>-</b>	<b>-</b>	<b>36,931</b>	<b>(34,076)</b>	<b>(2,767)</b>	<b>88</b>

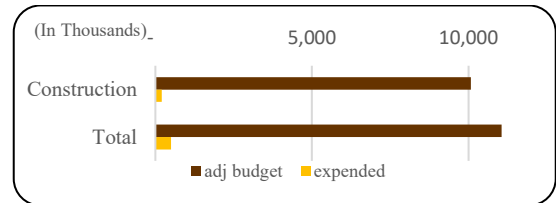


#### 4. West Campus Satellite Energy Plant – Phase II (Hot Water Expansion/Tunnel Upgrades)



Contractor: GE Johnson Construction Wyoming  
 BOT approval – January 14, 2022

Architect: ST+B Engineering, Inc.  
 BOT approval – September 16, 2021



Original Project Budget \$ 4,500,000 (a)  
 Adjusted Project Budget \$ 11,489,000 (d)

**Table 4.1: Funding- West Campus Satellite Energy Plant- Phase II**

<b><u>Funding Sources:</u></b>	<b><u>Original Anticipated:</u></b>	<b><u>Actual:</u></b>
Major Maintenance (2021-2022)	4,500,000.00	4,500,000.00
WCSEP Phase I Reserve		950,000.00
Major Maintenance (2023-2024)		3,500,000.00
Major Maintenance (2025-2026)		2,539,000.00
<b>Total Project</b>	<b>4,500,000.00</b>	<b>11,489,000.00</b>

**Table 4.2: Project Expenses- West Campus Satellite Energy Plant- Phase II**

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
<b>Construction</b>	8,072	-	-	8,072	(205)	(7,868)	0
<b>Contingency</b>	2,604	-	-	2,604	-	-	604
<b>Design</b>	713	-	-	713	(276)	(385)	52
<b>FF&amp;E</b>	-	-	-	-	-	-	-
<b>Tech</b>	-	-	-	-	-	-	-
<b>Admin</b>	100	-	-	100	(14)	-	86
<b>Total</b>	<b>11,489</b>	-	-	<b>11,489</b>	<b>(495)</b>	<b>(8,253)</b>	<b>2,741</b>

#### **Project History Summary: West Campus Satellite Energy Plant- Phase II**

Guaranteed Maximum Price \$ 8,072,331.00  
 Contract Substantial Completion Date July 11, 2023



**Project History Detail: West Campus Satellite Energy Plant- Phase II**

**Statement of Contract Amount**

<b>Original contract</b>		
Amendment #1	Initial Guaranteed Maximum Price	\$950,000
Amendment #2	Final Guaranteed Maximum Price	\$8,072,331
<b>Adj contract</b>		<b>\$8,072,331</b>

**Project Update: West Campus Satellite Energy Plant- Phase II**

<b>Work Completed/In Progress:</b>
<ul style="list-style-type: none"> <li>• South Prexy’s Pasture domestic water line has been directionally bored, building connections scheduled for summer 2023.</li> <li>• North Prexy’s Pasture condensate line replacement is complete, landscape treatment scheduled for summer 2023.</li> </ul>

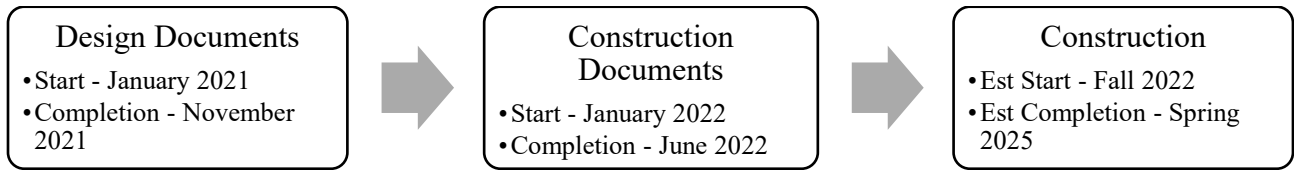
<b>Issues Encountered with Proposed Resolution for Each:</b>
<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>

<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"> <li>• Design and mechanical survey for steam to hot water conversions.</li> </ul>

**UW Housing Phase I**  
**Housing Projects Summary:**

Project	Bonds	Major Maintenance	Other (TBD)	Other (VP Admin)	Other (Grant)	Other (City of Laramie)	Total	Expenditures + Obligations	Remaining Balance
Student Housing & Dining (See Item #5)	\$ 201,191,180	\$ 4,534,947	\$ 4,582,764	\$ -	\$ -	\$ -	\$ 210,308,891	\$ 38,075,001	\$ 172,233,890
Ivinson Parking Garage (See Item # 6)	\$ 27,481,647	\$ 368,353	\$ -	\$ -	\$ -	\$ -	\$ 27,850,000	\$ 24,543,074	\$ 3,306,926
Wyoming Hall Utility Relocation (Complete)	\$ 14,905,300	\$ 24,000	\$ -	\$ -	\$ -	\$ 88,686	\$ 15,017,986	\$ 13,733,688	\$ 1,284,298
Bus Garage/Fleet Relocation (Complete)	\$ 2,779,260	\$ -	\$ -	\$ 197,695	\$ 5,784,267	\$ -	\$ 8,761,222	\$ 7,898,317	\$ 862,905
Wyoming Hall Deconstruction (Complete)	\$ 2,724,536	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ 2,726,536	\$ 1,620,428	\$ 1,106,108
West Campus Satellite Energy Plant (Complete)	\$ 616,773	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 616,773	\$ -	\$ 616,773
563 N. 14th Street Property Purchase (Complete)	\$ 301,304	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 301,304	\$ 301,304	\$ -
Fleet Rental Services (Complete)	\$ -	\$ -	\$ -	\$ 223,772	\$ -	\$ -	\$ 223,772	\$ 203,519	\$ 20,253
<b>TOTAL</b>	<b>\$ 250,000,000</b>	<b>\$ 4,929,300</b>	<b>\$ 4,582,764</b>	<b>\$ 421,467</b>	<b>\$ 5,784,267</b>	<b>\$ 88,686</b>	<b>\$ 265,806,485</b>	<b>\$ 86,375,331</b>	<b>\$ 179,431,153</b>

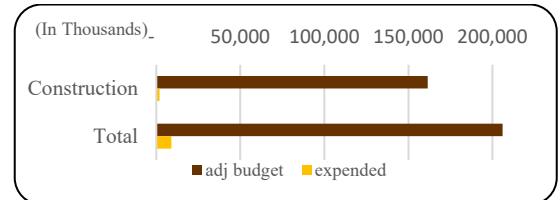
## 5. UW Student Housing and Dining



Contractor: JE Dunn Construction  
 BOT approval – June 10, 2020

Architect: alm2s  
 BOT approval – July 18, 2019

Original Project Budget \$210,308,891 (a)  
 Adjusted Project Budget \$210,308,891 (d)



**Table 5.1: Funding- Student Housing and Dining**

<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
UW – Housing Reserve Account	8,681,675.00	
UW – Construction Reserve Account	2,143,000.00	
Other Anticipated Costs- Funding TBD	199,484,216.00	
UW – Housing Bonds		210,308,891.00
<b>Total Project</b>	<b>210,308,891.00</b>	<b>210,308,891.00</b>

**Table 5.2: Project Expenses- Student Housing and Dining**

(In Thousands)	Budget	Additional Funding/Adj	Use of Contingency	Adj Budget	Expenditures	Obligations	Remaining Balance
	(a)	(b)	(c)	(a+b+c)=(d)	(e)	(f)	(d+e+f)=(g)
<b>Construction</b>	161,450	-	-	161,450	(1,934)	(26,378)	133,138
<b>Contingency</b>	20,181	-	-	20,181	-	-	20,181
<b>Design</b>	14,117	-	-	14,117	(6,491)	(2,238)	5,388
<b>FF&amp;E</b>	6,619	-	-	6,619	-	-	6,619
<b>Tech</b>	4,843	-	-	4,843	-	-	4,843
<b>Admin</b>	3,099	-	-	3,099	(516)	(518)	2,065
<b>Total</b>	<b>210,309</b>	-	-	<b>210,309</b>	<b>(8,941)</b>	<b>(29,134)</b>	<b>172,234</b>

**Project History Summary: Student Housing and Dining**

Guaranteed Maximum Price	TBD
Contract Substantial Completion Date	TBD

**Project History Detail: Student Housing and Dining:**

**Statement of Contract Amount (JE Dunn)**

<b>Original contract</b>	Pre-construction	<b>\$349,657</b>
Amendment #2	Initial Guaranteed Maximum Price (includes pre-construction)	27,961,914
<b>Adj contract</b>		<b>\$27,961,914</b>

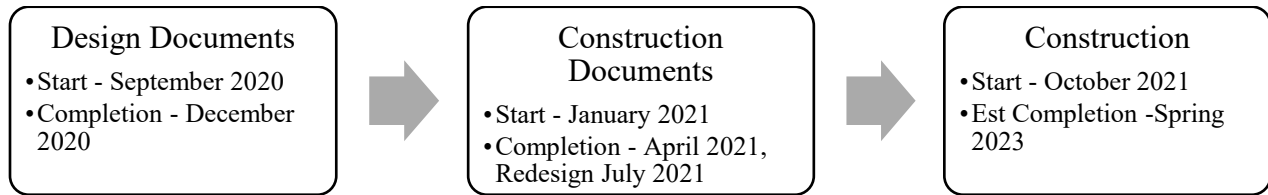
**Project Update: UW Student Housing and Dining**

<b>Work Completed/In Progress:</b>
<ul style="list-style-type: none"> <li>• Preliminary Design phase is complete.</li> <li>• Construction Documents are 100% complete.</li> <li>• Project has publicly bid and scope review is in process.</li> </ul>

<b>Issues Encountered with Proposed Resolution for Each:</b>
<ul style="list-style-type: none"> <li>• Guaranteed Maximum Price (GMP) exceeds budget, proposing alternatives.</li> </ul>

<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"> <li>• Board of Trustees review and further consideration November 2022.</li> </ul>

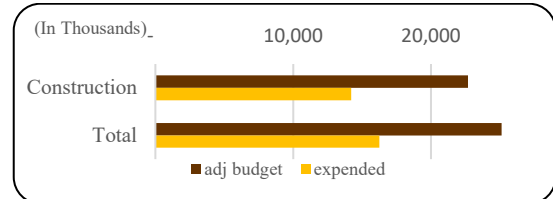
## 6. Ivinson Lot Parking Garage



Contractor: Sampson Construction Co.  
 BOT approval – September 16, 2021

Architect: By Architectural Means  
 BOT approval – December 11, 2019

Original Project Budget \$27,850,000 (a)  
 Adjusted Project Budget \$27,850,000 (d)



**Table 6.1: Funding- Ivinson Lot Parking Garage**

<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
UW – Housing Reserve Account	926,400.00	-
Other Anticipated Costs- Funding TBD	26,923,600.00	
UW – Housing Bonds	-	27,850,000.00
<b>Total Project</b>	<b>27,850,000.00</b>	<b>27,850,000.00</b>

**Table 6.1: Project Expenses- Ivinson Lot Parking Garage**

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
<b>Construction</b>	22,688	-	(855)	21,833	(14,215)	(7,618)	-
<b>Contingency</b>	1,666	-	835	2,501	-	-	2,501
<b>Design</b>	1,680	-	20	1,700	(1,562)	(127)	11
<b>FF&amp;E</b>	265	114	-	379	(3)	(376)	-
<b>Tech</b>	442	(114)	-	328	(70)	(80)	178
<b>Admin</b>	1,109	-	-	1,109	(408)	(84)	617
<b>Total</b>	<b>27,850</b>	-	-	<b>27,850</b>	<b>(16,258)</b>	<b>(8,285)</b>	<b>3,307</b>

**Project History Summary: Ivinson Lot Parking Garage**

Pre-Construction (Haselden)	\$ 15,712.00
Original Contract Amount (Sampson)	\$ 20,138,000.00
Change Orders (Sampson)	\$ 1,679,095.77
<b>Total (Haselden and Sampson)</b>	<b>\$ 21,832,807.77</b>

Contract Substantial Completion Date

December 15, 2022

**Project History Detail: Ivinson Lot Parking Garage**

**Statement of Contract Amount (Haselden)**

<b>Original contract</b>	Pre-construction ( <i>Haselden Wyoming Constructors</i> )	<b>\$15,712</b>
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**Statement of Contract Amount (Sampson)**

<b>Original contract</b>		<b>\$20,138,000</b>
Change order #1	Various revisions: plumbing, electric water cooler (credit), added electric sub-meter, fiber optic cable (credit), drilled pier under/over run, demolish hospital foundation	8,770
Change order #2	Corridor 101 seat bench casework revision, City water main rework	9,083
Change order #3	10 <sup>th</sup> /11 <sup>th</sup> /Ivinson Street reconstruction, utility upgrades	1,509,464
Change order #4	Revisions to concrete, flat panel light spec, water entry combustion air, block out for upturned beams, door and door frames	(2,554)
Change order #5	UW emblem added for CS-45 inscribed panel	2,413
Change order #6	Door hardware revisions	(1,566)
Change order #7	Credit for architectural wall label revisions, deletion of fluid applied air barrier and 2-inch polyisocyanurate insulation deleted from walls	(27,295)
Change order #8	Provide flexible piping connectors for natural gas piping at the garage/acoustical assembly interface	1,015
Change order #9	Bus lane curb and sidewalk revisions	5,801
Change order #10	Purchase, assemble and place (3) teak shower benches in shower area	1,057
Change order #11	Design, fabricate and install (2) illuminated exterior panel signs for garage entry	32,520.77
Change order #12	Exterior painting to Level 1 parking garage ceiling	45,000
Change order #13	10 <sup>th</sup> /11 <sup>th</sup> and Ivinson Street replacement per City	49,987
Change order #14	Addition of (8) 2.5" caliper lance leaf cottonwood trees with soil prep and mulch along north side of Ivinson Street	5,400
Change order #15	Exterior painting to Level 2 parking garage ceiling	40,000

<b>Adj contract</b>		<b>\$21,817,095.77</b>
<b>Total Contractors</b>	<i>Haselden (pre-con), Sampson Construction</i>	<b>\$21,832,807.77</b>

**Project Update: Ivinson Lot Parking Garage**

<b>Work Completed/In Progress:</b>
<ul style="list-style-type: none"> <li>• Interior framing, mechanical, electrical and plumbing (MEP) rough in.</li> <li>• South side hardscapes, 11th Street utilities and hardscapes.</li> <li>• Exterior stone and cast stone.</li> <li>• Structural concrete masonry unit (CMU) is 85% complete.</li> <li>• Concrete remediation activities.</li> </ul>

<b>Issues Encountered with Proposed Resolution for Each:</b>
<ul style="list-style-type: none"> <li>• Low concrete breaks, coring is in progress.</li> <li>• Exterior skin delayed—working on strategies with contractor and design team.</li> </ul>

<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"> <li>• Exterior skin.</li> <li>• Interior masonry and finishes.</li> </ul>