University of Wyoming

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.

Values

- 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 utilized, understood, stewarded, and treasured.
- Our partnership and engagement with Wyoming communities in the creation and exchange of knowledge and resources.
- Our role as a catalyst for innovation and economic vitality.

(Accepted January 2023)
UNOFFICIAL MEETING SCHEDULE – COMMITTEE MEETINGS

**Monday, May 6 and Tuesday, May 7, 2024**
Meeting Location – Marian H. Rochelle Gateway Center. Salon D

*Budget Hearings*
[The budget hearing schedule can be found on the UW Board of Trustees website.]
*Committee Members:* Laura Schmid-Pizzato (Chair)/Brad Bonner/Carol Linton/John McKinley

**Wednesday, May 8, 2024**
*Lunch will be provided to Trustees at the meeting location.*
Meeting Location – Marian H. Rochelle Gateway Center

8:00 – 10:00 a.m. – *Facilities Contracting Committee*
*Committee Members:* Carol Linton (Chairman)/Brad LaCroix/Jim Mathis/John McKinley/Dave True
Salon D

10:00 a.m. – Noon – *Fiscal and Legal Affairs Committee*
*Committee Members:* Macey Moore (Chairman)/David Fall/Elizabeth Greenwood/ Dave True
Salon C

11:00 a.m. – 1:00 p.m. – *Biennium Budget Committee*
*Committee Members:* Laura Schmid-Pizzato (Chairman)/Brad Bonner/ Carol Linton/John McKinley
Salon D

1:00 – 3:00 p.m. – *Research and Economic Development Committee*
*Committee Members:* David Fall (Chairman)/Brad Bonner/Elizabeth Greenwood/Brad LaCroix
Salon C

3:00 – 5:00 p.m. – *Academic and Student Affairs Committee*
*Committee Members:* Michelle Sullivan (Chairman)/Brad Bonner/Jim Mathis/Macey Moore/ Laura Schmid-Pizzato
Salon C

*The Legislative Relations Committee will not meet in May.*

**Special Event:**
*Wednesday, May 8, 2024, 5:30 p.m.*
*Reception at UW President Residence [Invitation Only]*
OFFICIAL MEETING SCHEDULE

Thursday, May 9, 2024

7:00-7:45 a.m. Informal breakfast at the Holiday Inn

Travel to the Marian H. Rochelle Gateway Center for the regular Board meeting

8:00 – 9:30 a.m. Executive Session [Session I]
Meeting Location – Marian H. Rochelle Gateway Center, Salon D

9:30 a.m. Pledge of Allegiance [Marty Martinez, UW Marna M. Kuehne Foundation Veterans Services Center]

9:45 a.m. Recognition and Board Resolution:
  - Outgoing Board Chairman John McKinley
  Recognition:
  - Re-election of ASUW President Kameron Murfitt
  - Re-election of Staff Senate President Adam Comeau
  - Outgoing Faculty Senate Chairman Robert Sprague, and Incoming Faculty Senate Chairman, Professor of Mechanical Engineering Ray Fertig

10:00 a.m. Public Testimony
/Public comment is limited to a duration of three (3) minutes per person and is subject to the discretion of the UW Board of Trustees Chairman./

11:00 a.m. DEI Recommendations in response to footnote in the Wyoming Legislature’s FY25-26 budget bill – Seidel…………………………………………………………………………10/19

12:30 p.m. Break

12:45 p.m. Working Lunch – Trustee Open Discussion on Any Topic

1:30 p.m. UW President Update – Seidel

1:45 p.m. Research Excellence Presentation…………………………………………………………11/194
  - Wind Energy Resource Center, Johnathan Naughton

2:15 p.m. Consideration and Action: University-wide written process for access to and use of UW equipment in High Bay – Chitnis [Provided as Supplemental]
TRUSTEES OF THE UNIVERSITY OF WYOMING
BOARD MEETING AGENDA
Wednesday, May 8 -Friday, May 10, 2024
Marian H. Rochelle Gateway Center; Laramie, Wyoming

2:30 p.m.  
Break

2:45 – 5:00 p.m. Trustee Committee Reports [Items listed below are per the Trustees’ Annual Schedule of Items to Approve, Discuss or Report, see Trustee Committee packets for additional information.]

Academic and Student Affairs Committee; Michelle Sullivan (Chairman)
- Consideration and Action: Master List of Academic Programs (per UW regulation 2-119)

Biennium Budget Committee; Laura Schmid-Pizzato (Chairman)
- Consideration and Action: Salary Distribution Policy for next Fiscal Year [placeholder]
- Information: Biennium/Supplemental Budget Timeline

Facilities Contracting Committee; Carol Linton (Chairman)

Fiscal and Legal Affairs Committee; Macey Moore (Chairman)
- Consideration and Action:
  - Annual Internal Audit Plan (per Trustee Bylaws)
  - Internal Audit Charter

Legislative Relations Committee; John McKinley (Chairman)

Research and Economic Development Committee; David Fall (Chairman)

Special Event
Thursday, May 9, 2024
2024 President’s Commencement Dinner [Invitation Only]
5:30 p.m. Reception, 6:30 p.m. Dinner and Program
Marian H. Rochelle Gateway Center

Friday, May 10, 2023
Breakfast on your own at the Holiday Inn

7:00 a.m. Transportation from Marian H. Rochelle Gateway Center to new Student Housing and Dining

7:15 a.m. Student Housing and Dining Topping Out Ceremony

7:45 a.m. Transportation to Marian H. Rochelle Gateway Center
8:00 – 9:30 a.m. **Executive Session [Session II]**  
Meeting Location – Marian H. Rochelle Gateway Center, Salon D

9:30 – 11:30 a.m. - **Business Meeting**  
Meeting Location – Marian H. Rochelle Gateway Center, Salon D

**Roll Call**

Approval of Board of Trustees Meeting Minutes (*Public Session & Executive Session*)
- March 20-22, 2024, UW Board of Trustees Meeting
- April 10, 2024, UW Board of Trustees Conference Call Meeting

Administer Oath to Board Secretary (W.S. Sec. 21-17-206) [File Oath of Office]

Information: Trustees Conflict of Interest – Evans/Brown

**Reports**
- Wyoming Community College Commission Executive Director – Ben Moritz
- ASUW – President, Kameron Murfitt
- Staff Senate – President, Adam Comeau
- Faculty Senate – Chairman, Ray Fertig

Public Testimony [*Scheduled for Thursday, May 9, 2024, 10:00 a.m.*]

**Committee of the Whole**

Regular Business
- Board Committee Reports [*Scheduled for Thursday, May 9, 2024, at 2:45 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 – Brad Bonner & David Fall
- Haub School of Environment & Natural Resources – Michelle Sullivan
- Energy Resources Council – Dave True
- Cowboy Joe – John McKinley
Proposed Items for Action:
I. Academic Personnel – Carman/Benham-Deal
II. Contracts, agreements, procurements over $2 million or 10 years in length – Evans
III. Set the amount of the Deputy Treasurer’s and Treasurer’s bond and designate/set any other appropriate bonds (W.S. Sec. 21-3-110 a.) – Evans ..................................................12
IV. Designate depositories for UW Funds (W.S. Sec. 21-17-426) – Kean....................15

Information Only Items: [no action, discussion or work session]
• Contracts and Procurement Report (per UW Regulation 7-2) – Evans .......................17/209
• Capital Construction Report – Mai [See Facilities Contracting Committee Packet]
• Foundation Monthly Giving Report – Stark

New Business
• Attendance and Travel: July 17-19, 2024, UW Board of Trustees out-of-town meeting, Neltje Center for Excellence and Creativity in the Arts, Banner, Wyoming - Brown

Date of Next Meeting: June 12, 2024 (conference call)

Adjourn Meeting
Commencement and Graduation Ceremonies – May 2024

Friday, May 10, 2024

UW Military Connected Graduation Ceremony
12:00 p.m., College of Education Auditorium (followed by lunch in the Wyoming Union Family Room)

School of Nursing Convocation and Pinning Ceremony
2:00 p.m., College of Arts and Sciences Auditorium

International Students and Scholars and Multicultural Affairs Graduation
2:00 p.m., Wyoming Union, Yellowstone Ballroom

Honors Graduation Ceremony
4:00 p.m., Buchanan Center for Performing Arts – Thrust Theater

Haub School of Environmental & Natural Resources Graduation
4:00 p.m., Alice Hardie Stevens Center, 603 E. University Avenue

Saturday, May 11th, 2024

8:30 AM Undergraduate Ceremony – Arena Auditorium
College of Agriculture, Life Sciences and Natural Resources; College of Business; Haub School of Environment and Natural Resources; College of Health Sciences; Honors College

10:00 AM College of Law Ceremony – Buchanan Center
College of Law

12:15 PM Graduate Ceremony – Arena Auditorium
College of Agriculture, Life Sciences and Natural Resources; College of Arts and Sciences; College of Business; College of Education; College of Engineering and Physical Sciences; Haub School of Environment and Natural Resources; College of Health Sciences; Honors College; Office of Academic Affairs

3:30 PM Undergraduate Ceremony – Arena Auditorium
College of Arts and Sciences; College of Education; School of Energy Resources; College of Engineering and Physical Sciences; Office of Academic Affairs

Army ROTC Commissioning Ceremony
7:00 p.m. Buchanan Center for the Performing Arts
Sunday, May 12, 2024

UW at Casper College Commencement Ceremony
2:30 p.m., Best Western Downtown Casper Hotel, 123 W E Street, Casper, Wyoming
AGENDA ITEM TITLE: DEI Recommendations in response to footnote in the Wyoming Legislature’s FY25-26 budget bill, Seidel

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 Wyoming Legislature included a footnote in its FY 25-26 budget bill that reads “No funds from this appropriation shall be expended on the office of diversity, equity, and inclusion at the University of Wyoming or on any diversity, equity and inclusion program, activity or function.” Governor Gordon vetoed the statement “or on any diversity, equity and inclusion program, activity or function.” In response to this and discussion with the UW Board of Trustees at its March 2024 meeting, President Seidel charged a working group, inclusive of faculty, staff, students, and administrators, to comprehensively review UW’s DEI programs, activities, and functions and to make suggestions on next steps. The working group’s report was released to campus on April 17 with an opportunity to provide feedback via a survey. The working group’s charge, report and addenda are provided as supporting materials. During this agenda item, President Seidel will summarize the process and make recommendations to the UW Board of Trustees on next steps for diversity, equity and inclusion at UW.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
This topic was last discussed during the March 2024 Board of Trustees meeting.

WHY THIS ITEM IS BEFORE THE BOARD:
This item is before the Board at the request of the Chair of the Board of Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

PRESIDENT’S RECOMMENDATION:
N/A
AGENDA ITEM TITLE: Research Excellence Presentation: Wind Energy Research Center-Jonathan Naughton

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 collaboration with the College of Engineering and Applied Science and the School of Energy Resources, the Wind Energy Research Center (WERC) focuses its research efforts on optimal conversion technologies and transmission grid impacts. Through theoretical, computational, and experimental processes, WERC concentrates on wind turbine performance and the modeling of the geophysical and turbulent wind flows on turbines. Co-Director, Dr. Jonathan Naughton provides an overview of the Vision, Mission, Goal and Motivations of the Center.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Informational item

ACTION REQUIRED AT THIS BOARD MEETING:
N/A.

PROPOSED MOTION:
N/A

PRESIDENT’S RECOMMENDATION:
N/A
AGENDA ITEM TITLE: Execution of Bond pursuant to W.S. § 21-17-203, Evans

SESSION TYPE: ☐ Work Session ☒ Education Session ☐ Information Item ☒ Other:
[Committee of the Whole – Items for Approval] ☐ Driving Excellence ☒ Inspiring Students ☐ Impacting Communities ☒ High-Performing University
☐ No [Regular Business]

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

BACKGROUND AND POLICY CONTEXT OF ISSUE:
Wyoming Statute § 21-17-203 requires that the Treasurer of the Board of Trustees execute a bond “with approved sureties in double the sum likely to come into his hands, for the faithful discharge of his duties.” Because the Treasurer of the Board does not have access to any of the University’s bank accounts, and therefore does not have access to any University funds, it is not necessary to execute a bond to remain in compliance with the statute.

W.S. § 21-17-203 also states that “the board may from time to time appoint and authorize a person to examine and approve for payment all legal claims against the corporation. The person shall give bond with surety approved by the board, payable to the state of Wyoming in such sum as the board may fix, conditioned for the faithful performance of his duties.”

Per Section 6-2 of the Bylaws of the Trustees, the “Deputy Treasurer shall be nominated by the President of the University for appointment by the Trustees, shall be an officer of the University of Wyoming whose duties include responsibility for the receipt, custody, and expenditure of all funds of the University of Wyoming not held by the State Treasurer, and shall exercise the same responsibility with respect to any funds or monies of the Trustees of the University of Wyoming.”

Per UW Regulation 1-1, the Board has appointed the Vice President for Budget and Finance as the Deputy Treasurer: “In accordance with the Bylaws, the head of [Budget and Finance] shall serve as the Deputy Treasurer of the Trustees of the University of Wyoming, and shall exercise all duties and responsibilities incident to this position, including the receipt, custody and recording of all monies or funds payable to the Trustees, the Treasurer, the University, or any of its colleges, divisions, or departments and the disbursement or investment of such funds and monies as authorized by the Trustees.”

Additionally, the Financial Affairs’ Department Administrative Policy and Procedure for Receipt and Handling of University Funds includes the following policy regarding electronic payments from a University bank account:

Automated Clearing House (ACH) payments may only be initiated by the University's Accounting Office using the bank's customer portal, which enhances the security of the transaction by the layered security features offered by these interfaces. Authorized signors will not initiate ACH payments in person at any bank.
branch except in limited cases. In those limited cases that an ACH would need to be initiated in-person at a bank branch, the Deputy Vice President for Budget and Finance or the Associate Vice President for Finance will accompany one of the authorized Accounting Office Personnel.

Wire transactions will only be initiated by authorized individuals within the Accounting Office by delivery of a letter which shall include wire details to the bank. Once in receipt of this letter, the bank will confirm the wire and amount with another authorized individual within the Accounting Office.

Wire transactions for investing purposes will only be initiated by the authorized individuals within Financial Affairs on the bank's customer portal to take advantage of the layered security features offered in these interfaces. In the case that UW's operating bank is not accessible due to technical difficulties, the steps required to initiate a wire transaction for operating purposes listed in the previous paragraph will be followed.

The overnight cash institution is only authorized to wire funds to UW's operating bank account. Wires out of the overnight cash institution are deposited directly into the general fund bank account. In the case the online customer portal for overnight cash is not accessible due to technical difficulties; the Financial Affairs personnel may call the overnight cash institution to initiate the wire transaction into the general fund bank account.

The University of Wyoming Accounting Office maintains a listing of recurring wires that occur either monthly or several times per year to increase control and monitoring of these transactions. These recurring wire transactions will only be initiated by the authorized individuals within the Accounting Office on the bank's customer portal, so that that enhanced layered security features offered by the interface are utilized. In the case that a recurring wire transaction would need to be initiated in-person at a bank branch, the Deputy Vice President for Budget and Finance or the Associate Vice President for Finance will accompany one of the authorized individuals within the Accounting Office.

With these controls in place, the University recommends the Vice President for Budget and Finance execute a bond in the amount of one million dollars ($1,000,000.00) in accordance with W.S. § 21-17-203.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS: The Board of Trustees annually approve the execution of bonds.

WHY THIS ITEM IS BEFORE THE BOARD: W.S. § 21-17-203 requires the Deputy Treasurer “shall give bond with surety approved by the board, payable to the state of Wyoming in such sum as the board may fix, conditioned for the faithful performance of his duties.”
ACTION REQUIRED AT THIS BOARD MEETING:
Board approval for the Vice President for Budget and Finance to execute a $1,000,000.00 bond.

PROPOSED MOTION
I move to approve the Vice President for Budget and Finance to execute a $1,000,000.00 bond to fulfill the requirement of Wyoming Statute 21-17-203.
AGENDA ITEM TITLE: Designate Depositories for UW Funds, Kean

SESSION TYPE: ☒ Work Session
☐ Education Session
☐ Information Item
☐ Other:

[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:
☐ Yes (select below):
☐ Driving Excellence
☐ Inspiring Students
☐ Impacting Communities
☒ High-Performing University

☒ No [Regular Business]

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

EXECUTIVE SUMMARY:
Board of Trustees to annually review and approve listing of depositories for UW Funds.
Administration recommends approval of UW depositories.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
At the May 2023 meeting, the Board of Trustees last reviewed and approved depositories for UW funds.

WHY THIS ITEM IS BEFORE THE BOARD:
Per W.S. 9-4-817 “monies collected and held by a treasurer of a political subdivision, municipality or special district within the state shall be deposited in bank which qualify as depositories for public monies as specified in W.S. 9-4-803(a).”

See attachment 1 for listing of designated depositories approved by the State Treasurer.

**Current UW depositories**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Institution</th>
<th>Balance as of 3/31/2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating</td>
<td>Cash Account-Operating</td>
<td>First Interstate Bank</td>
<td>$14,629,608</td>
</tr>
<tr>
<td>Operating</td>
<td>Cash Account-Payroll</td>
<td>BMO</td>
<td>$795,149</td>
</tr>
<tr>
<td>Operating</td>
<td>Cash Account-Student Loan Funds</td>
<td>American National Bank</td>
<td>$4,364,447</td>
</tr>
<tr>
<td>Investment</td>
<td>Liquid cash is invested and is available for withdrawal or investment on a daily basis. Wyoming Government Investment Fund was designed exclusively for Wyoming public entities (W.S. 9-4-831 (a)(viii)).</td>
<td>Wyoming Government Investment Fund</td>
<td>$170,221,025</td>
</tr>
</tbody>
</table>

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval of the UW repositories.

PROPOSED MOTION:
“I move to approve the depositories for UW funds as presented in the attached document.”

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
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 $2,000,000 (one-time or in aggregate), and for which the term is less than ten 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 $1,000,000 (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 February 16, 2024 – April 15, 2024

2) Procurements valued at $50,000 or above (one-time or in aggregate) from February 16, 2024 – April 15, 2024

Service contract workflow
Per the University’s Standard Policy and Procedure (Signature Authority), the President can delegate signature authority to University officers for service contracts valued less than $1,000,000 (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 $499,999. Vice Presidents are the final approvers for purchases between $500,000 and $999,999. The President is the final approver for purchases between $1,000,000 and $1,999,999. The Board of Trustees approves purchases of $2,000,000 and above.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Standing information item at each in-person Board of Trustees meeting.
WHY THIS ITEM IS BEFORE THE BOARD:
Per UW Regulation 7-2 (Signature Authority), at each regular meeting of the Board of Trustees (excluding conference calls), the President shall provide a written report to the Board of Trustees identifying each contract, federal contract, agreement, memorandum of understanding, or procurement valued at $50,000 or above (one-time or in aggregate) signed by the President or designee under this provision.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A. Information Only.

PROPOSED MOTION:
N/A. Information Only.

PRESIDENT’S RECOMMENDATION:
N/A. Information Only.
AGENDA ITEM TITLE:  DEI Recommendations in response to footnote in the Wyoming Legislature’s FY25-26 budget bill, Seidel
March 28, 2024 (Revised)

To: Tara Evans, Vice President & General Counsel, Chair

Zebadiah Hall, Vice President for Diversity, Equity & Inclusion, Co-Chair
Kim Chestnut, Vice President for Student Affairs
Parag Chitnis, Vice President for Research & Economic Development
Becky Garcia, Senior Internal Auditor
Ray Fertig, Faculty Senate Chair-Elect
Isa Helfgott, Vice Provost for Global Engagement
Alex Kean, Vice President for Budget & Finance
Bob Link, Associate Vice President, Human Resources
Laura McGinley, Staff Senate Representative
Paula Medina, ASUW Representative
Brent Pickett, UW Casper
Mike Smith, Vice President for Governmental Affairs & Community Engagement
Scott Turpen, Dean, College of Arts & Sciences

From: Ed Seidel, President

Re: Diversity, Equity & Inclusion Review Working Group

Following the footnote in the Wyoming Legislature’s FY 25-26 budget bill that reads “No funds from this appropriation shall be expended on the office of diversity, equity, and inclusion at the University of Wyoming or on any diversity, equity and inclusion program, activity or function,” I am convening this working group to thoroughly review UW’s activities related to DEI, and provide me with a report of the review process and suggestions on which programs, activities, and functions should be continued, modified or discontinued. While Governor Gordon vetoed the portion of the footnote stating “or any diversity, equity and inclusion program, activity, or function,” we received the clear message from the Legislature and the Governor’s veto message – UW needs to make changes. However, we will always strive to be a place where all will be welcomed. That is part of our culture at UW and Wyoming’s founding principles. As such and in support of UW’s 2023+ Strategic Plan (specifically Objective 3: Provide a Supportive Community), I am forming this working group to

- Inventory and critically review all of the University’s DEI programs, activities, and functions, regardless of where they may be housed in the University
- Detail compliance with required applicable federal and state laws, rules, regulations, court orders, or executive orders related to DEI
- Review contracts or grants requiring DEI efforts
- Review the requirements of accreditors or similar entities
• Review UW regulations, policies, and procedures for language that requires DEI efforts or advocates for DEI
• Review the University’s four pillars and strategic plan to assess whether and to what extent UW’s DEI efforts are aligned with the overall mission and purpose of the institution
• Review UW’s websites to identify content related to DEI
• Provide suggestions (not formal recommendations) on how essential DEI programs, activities, and functions could be organized and funded within the university to make them most effective

I ask that Vice President and General Counsel Tara Evans chair this working group and submit the working group’s report to me by April 22, 2024. This will ensure there is adequate time to prepare a report to the UW Board of Trustees during their May 2024 meeting

My office will be in touch to schedule a kick-off meeting during which I will further articulate my vision and expectations for this group.

I appreciate in advance your assistance, collaboration, and input on this important topic.

cc: President’s Cabinet
    Faculty Senate Chair
    Staff Senate President
    ASUW President
Diversity, Equity, and Inclusion Review Working Group
Report to President Ed Seidel

April 16, 2024

I. Working Group Charge

On March 25, 2024, President Ed Seidel charged a working group with providing suggestions (not formal recommendations) on how essential diversity, equity, and inclusion (DEI) programs, activities, and functions could be organized and funded within the university to make them most effective. Specifically, he stated the following:

Following the footnote in the Wyoming Legislature’s FY 25-26 budget bill that reads “No funds from this appropriation shall be expended on the office of diversity, equity, and inclusion at the University of Wyoming or on any diversity, equity and inclusion program, activity or function,” I am convening this working group to thoroughly review UW’s activities related to DEI, and provide me with a report of the review process and suggestions on which programs, activities, and functions should be continued, modified or discontinued. While Governor Gordon vetoed the portion of the footnote stating “or any diversity, equity and inclusion program, activity, or function,” we received the clear message from the Legislature and the Governor’s veto message – UW needs to make changes. However, we will always strive to be a place where all will be welcomed. That is part of our culture at UW and Wyoming’s founding principles. As such and in support of UW’s 2023+ Strategic Plan (specifically Objective 3: Provide a Supportive Community), I am forming this working group to:

- Inventory and critically review all of the University’s DEI programs, activities, and functions, regardless of where they may be housed in the University
- Detail compliance with required applicable federal and state laws, rules, regulations, court orders, or executive orders related to DEI
- Review contracts or grants requiring DEI efforts
- Review the requirements of accreditors or similar entities
- Review UW regulations, policies, and procedures for language that requires DEI efforts or advocates for DEI
- Review the University’s four pillars and strategic plan to assess whether and to what extent UW’s DEI efforts are aligned with the overall mission and purpose of the institution
- Review UW’s websites to identify content related to DEI
- Provide suggestions (not formal recommendations) on how essential DEI programs, activities, and functions could be organized and funded within the university to make them most effective
II. Working Group Creation, Meeting Schedule, and Constituent Feedback

President Seidel formed a Working Group with members from faculty senate, staff senate, ASUW, deans, and administrators. The Working Group members are:

*Faculty Senate, Staff Senate, and ASUW Representatives:* Ray Fertig, Faculty Senate Chair-Elect, Department Head, Mechanical Engineering; Brandon McElroy, Faculty Senate representative, Professor, Geology and Geophysics; Laura McGinley, Staff Senate representative, Administrative Associate, Civil and Architectural Engineering; and Paula Medina, ASUW representative, majoring in Civil Engineering.

*Deans:* Scott Turpen, Dean, College of Arts and Sciences; Brent Pickett, Dean, UW Casper.

*Administrators:* Tara Evans, Vice President and General Counsel (chair); Zebadiah Hall, Vice President for Diversity, Equity, and Inclusion (co-chair); Isadora Helfgott, Vice Provost for Global Engagement; Parag Chitnis, Vice President for Research and Economic Development; Alex Kean, Vice President for Budget and Finance; Mike Smith, Vice President for Governmental Affairs and Community Engagement; Kim Chestnut, Vice President for Student Affairs; Becky Garcia, Interim Auditor; and Bob Link, Associate Vice President, Human Resources. Toby Marlatt, Vice President for Strategic Initiatives and Communications, UW Foundation, and Taylor Stuemky, Associate Athletic Director, Internal Operations, joined as ad hoc representative members.

The Working Group met on March 26, April 5, April 8, April 11, April 15, and April 16, 2024. At the first meeting, President Seidel acknowledged the enormity of the task, reviewed the reasons leading up to his request, reminded the Working Group to engage in civil discourse, and thanked the Working Group for their willingness to engage in this complex and nuanced topic.

III. Background and Context

The University of Wyoming’s Office of Diversity Equity, and Inclusion was founded in 2017 and was led by a Chief Diversity Officer. In 2022, this position was elevated to a Vice President for Diversity, Equity, and Inclusion. These inaugural positions were the result of University feedback, including a proposal from the University’s Women and Minorities Committee indicating the need for this office and increased attention to the areas. The office currently serves as a central point for DEI work on campus, providing resources and assistance related to inclusionary and global leadership, civic engagement, Title VI, limited English proficiency, language assistance resources, Americans with disabilities, religious accommodations, and the Black 14 Social Justice Summer Institute. The office also serves to coordinate diversity initiatives and offices at the University, including the Accessibility Committee, Council on DEI, Diverse Graduate Student Network, Employee Networks, Search Equity Advisors, the Social Justice Research Center, diverse hiring and training resources, and fairness. The office grounds its work in the Wyoming Constitution and states that fostering diversity, equity, and inclusion is fundamental to student success, staff and faculty excellence, diversifying the state’s economic portfolio, and honoring Wyoming
heritage. The office describes DEI at UW as caring about every member of the community, fostering a sense of belonging and mattering, and not excluding people.

Some work related to the charge began prior to this year’s legislative session. In April 2023, the President began to work with the vice-presidential divisions to identify foundational needs and to prioritize and organize these needs within the concentric circles model of “core,” “supporting core,” and “nice to have” functions. In July 2023, President Seidel charged a working group to better define the use of state appropriated block grant dollars and allowable expenses of unrestricted dollars. The group noted the following current practices:

1. Unrestricted operating fund dollars are a mix of state appropriated block grant dollars, tuition and fees, sales of goods and services, and investment income, referred to generally as public or state funds.

2. The University currently does not track or delineate expenses by the original source of revenue or the “color” of the money in the University’s unrestricted operating fund.

3. However, the University’s long-standing policy is that state appropriated unrestricted block grant dollars, currently $145 million per year, directly apply to its mission which closely aligns with the National Association of College and University Business Officers (NACUBO) functional expense classifications in the following hierarchical order: (FY2023 Audited Operating Expenses in thousands)

- Instruction $140,552
- Organized research $104,270
- Public service $78,291
- Academic support $46,457
- Student services $19,360
- Institutional Support $69,249
- Maintenance and operation of physical plant $42,228
- Scholarships and fellowships $2,166
- Auxiliary enterprises $58,387
- Depreciation and amortization $50,990

4. Some service departments are self-funded through student fees, which are not state appropriated funds but are considered state funds and therefore must follow the University’s rules related to allowable expenses.

The group recommended the following:

1. Draft an Allowable Expenses Standard Administrative Policy and Procedure (SAP) that would outline the following:

   a. The University is held to a high level of accountability for its business practices.
b. Numerous constituents including students, donors, taxpayers, alumni, the state government, and the federal government have an interest in how the University spends its money.

c. Every reasonable effort must be made to ensure that funds are used in a responsible and appropriate manner.

d. Faculty and staff with approval authority for expenditure transactions are expected to exercise judgment and make a good faith attempt to follow both the letter and the spirit of the SAP.

e. Promote expenditure decisions that are consistent with the University mission, applicable law, and ethical practice.

f. Define approval authority.

g. Define rules related to types of expenses, including but not limited to alcohol, recruiting expenses, entertainment, travel, employee recognition, meals, University functions, and professional membership dues and subscriptions.

2. If possible, implement changes to the WyoCloud system to better delineate source of funds, which will help with reporting capabilities and public records requests.

3. Provide education and outreach to University units on expenditures and allowable expenses.

This work was in progress when the 2024 legislative session commenced, and the DEI legislation was introduced.

IV. Working Group Scope

Realizing the enormity of the task to be completed within a short amount of time, the Working Group generally agreed on the following framework.

1. The Working Group would structure its discussions based on the definitions of a land-grant and flagship university and the Wyoming Constitution.

   a. A land-grant college or university is defined as an institution that has been designated by its state legislature or Congress to receive the benefits of the Morrill Acts of 1862 and 1890, or the Equity in Educational Land-Grant Status Act of 1994. The original mission of these institutions, as set forth in the first Morrill Act, was to teach agriculture, military tactics, and the mechanic arts as well as classical
studies so members of the working classes could obtain a liberal, practical education.

b. A flagship university is typically the largest and most prominent public university within a state or region. It often serves as a leading center for research, education, and cultural influence. Flagship universities usually offer a wide range of undergraduate and graduate programs and are known for their academic excellence, resources, and contributions to the community and society at large.

c. As the only four-year university in Wyoming, the University serves as both the land-grant and flagship university.

d. Article 7 Section 16 of the Wyoming Constitution states that “The university shall be equally open to students of both sexes, irrespective of race or color; and, in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.”

2. In addition to the University’s core missions of teaching, research, outreach, and service, the Working Group would reaffirm the University’s principal values of being open and welcoming to all, to supporting and treating everyone fairly and respectfully, to political neutrality as an institution, to merit-based hiring and grading, to inquiry versus advocacy in the classroom, to academic freedom in teaching and research, to freedom of expression and creating a space for all voices, to equitable access and equal opportunity, and to consider the needs of every student.

3. The Working Group’s recommendations would focus on the 2024 legislative and executive branch intent. The Wyoming Legislature reduced the University’s unrestricted block grant by $1.73 million, which was the budgeted biennial equivalent to the FY 2024 budget amount for the Office of Diversity, Equity, and Inclusion, and directed through a budget footnote that no state dollars be spent on the DEI office, effective July 1, 2024. They also directed that no state funding be spent on DEI activities, functions, or programs, but the Governor used his line-item veto on that second portion of the budget footnote. The Governor noted in his veto message that his purpose was not to undermine the intent of the legislature but that he did not want to inadvertently put federal grant dollars at risk. He specifically encouraged the University to stop the “woke nonsense.”

4. The charge from the President is complex and cannot and should not be oversimplified into a binary of supporting DEI versus opposing it. The task is related to current use of state dollars in a fiscally challenging environment; reviewing the University’s DEI activities, functions, or programs; considering which activities can and should be continued; and
exploring how funding sources other than state appropriations can potentially be deployed to support essential functions.

V. Definition of DEI

DEI is a broad umbrella term encompassing a spectrum of ideals, values, and activities some of which are federally mandated, required for accreditation, and/or represent other unobjectionable activities. Through its work, the Working Group has found that in this broad sense DEI is integrated throughout higher education, including at the University of Wyoming. However, the legislative intent of the budget footnote appeared more focused on specific activities grouped with DEI efforts. In the absence of a definition of DEI within the budget footnote, the Working Group directed its attention toward other legislative language and laws from other states to draft a definition responsive to the perceived legislative intent.

Diversity, Equity, and Inclusion efforts are defined as advocating, promoting, or funding a program, activity, or function that:

1. Advantages or disadvantages, or attempts to advantage or disadvantage, an individual or group on the basis of race, color, sex, national origin, gender identity, or sexual orientation, to equalize or increase outcomes, participation or representation as compared to other individuals or groups; or

2. Promotes the position that the action of a group or an individual is inherently, unconsciously, or implicitly biased, privileged or inherently superior or inferior on the basis of color, sex, national origin, gender identity, or sexual orientation.

This excludes any of the following:

a. Requirements necessary for athletic and accreditation compliance.

b. Academic freedom, including research, teaching, and learning.

c. Training students and employees on the non-discrimination requirements of state and federal law.

d. Requirements necessary to establish or maintain eligibility for or compliance with any State or federal programs or laws, including equal opportunity.

e. Requirements for access programs for military veterans, Pell Grant recipients, first generation college students, nontraditional students, “2+2” transfer students, low-income students, or individuals with disabilities.
f. Private scholarships administered by an institution other than UW (not including those matched with state-appropriated dollars).

g. Student fees to support student-led organizations and their use of faculty sponsors and University facilities.

h. Constitutionally-protected speech or actions.

i. Expenditure of funds used for de minimus administrative activities not unique to any one program or activity (e.g., utilities, facilities use, etc.).

The Working Group notes that the exclusions (listed in a-i above) reaffirm and highlight the University’s continued commitment to federal compliance, competitive research and athletic endeavors, student success, academic freedom, freedom of expression, and access to all.

VI. Appendices

To aid in its task and to be responsive to the President and the Board of Trustees, the Working Group developed six appendices, including:

1. University programs, activities, and functions potentially related to DEI.

2. Compliance with required federal and state laws, rules, regulations, court orders, or executive orders.

3. Federal Executive Orders and granting agencies requiring DEI efforts.

4. The DEI requirements of accreditors or similar entities.

5. UW regulations, policies, and procedures related to federal requirements or DEI efforts.

6. Other state laws restricting DEI efforts.

This information can be found in appendices A-F.
VII. Working Group Process

President Seidel charged the Working Group with providing a range of suggestions (not formal recommendations) on how essential DEI programs, activities, and functions could be organized and funded within the University to make them most effective.

The Working Group divided this task into two sets of suggestions, based on the legislative language and the President’s guidance.

1. The Office of Diversity, Equity, and Inclusion.
2. DEI programs, activities, and functions.

To understand the breadth and depth of DEI efforts on campus, the members were asked to collect information from their constituents on the following:

1. University DEI programs, activities, and functions, irrespective of their administrative location.
2. Compliance with federal and state laws, rules, regulations, court orders, or executive orders related to DEI.
3. Contracts or grants requiring DEI efforts.
4. Requirements of accreditors or similar entities.
5. UW regulations, policies, and procedures requiring DEI efforts.
6. The President’s four pillars and the University’s Strategic Plan 2023+ to assess whether and to what extent UW’s DEI efforts are aligned with the overall mission and purpose of the institution.
7. UW’s websites to identify content related to DEI.

The members collected the information using key words such as ableism, access, affirmative action, ageism, belonging, bias, cultural competency, identity, marginalized, microaggression, minority, preferential treatment, power, racism, and underrepresented.

The Working Group focused its review using the definition of DEI set forth in section V above, related largely to preferential treatment and support and/or exclusion based on race and gender. The Working Group intended to sort information collected into three categories:

1. Programs, activities, and functions that might be continued (i.e., those critical to the University’s core mission but not based on preferential treatment or exclusion of particular identities).
2. Programs, activities, and functions that might be modified (i.e., those critical to the University’s core mission but modification needed to ensure no preferential treatment or exclusion of particular identities).

3. Programs, activities, and functions that might be discontinued (i.e., those not necessarily critical to the University’s core mission).

Since the initial list of programs, activities, and functions was voluminous and time was limited, the Working Group was unable to thoughtfully analyze all items on the list, but they were able to provide a general range of suggestions (see below).

**VII. Working Group Suggestions**

### Office of DEI

The Working Group offers the following options related to the Office of DEI (not listed in order of preference). The Working Group acknowledges that each of these options carries the potential for reputational harm to the University, which could adversely impact student, faculty, and staff recruitment, enrollment, and retention, and pose a risk to state funding and other revenue sources.

1. *Continue to fund the DEI office, its employees, and functions through private support.* The Working Group notes that this option complies with the letter of the law but might lead to a perception that the University is not following the spirit of legislature’s direction and/or intent. This option would continue to support a welcoming environment for all and provide critical oversight of DEI functions to ensure they are not preferential or exclusionary.

   The establishment of one or more foundation accounts could provide funding to cover the expenses of the DEI office. The estimated annual amount needed to fund the office at current staffing levels with a modest operating budget is $500,000 annually. The sources of funding could be expendable or endowed or a combination of both. The endowment corpus would need to be approximately $12.5 million to have an annual payout sufficient to cover the office’s operating budget. There would be no state dollars involved but there would likely be an impact on University personnel to engage in fundraising and grant efforts.

2. *Continue to fund the DEI office, its employees, and functions through state dollars and/or private support but change the name to accurately reflect the work of the office and legislative intent.* For example, a title of the office could focus on access, engagement, equality, and/or compliance instead of DEI. Again, the Working Group notes that this option might lead to a perception that the University is not following the spirit of the legislature’s direction and/or intent. This option would continue to support a welcoming
environment for all and provide critical oversight of DEI functions to ensure they are not preferential or exclusionary.

This option could be funded with a combination of state dollars, University generated operating revenue and foundation accounts but would likely require reprioritization of existing budget authority.

3. Reorganize or consolidate the DEI office, its employees, and functions within another University unit and change the name to accurately reflect the work of the office and legislative intent. This could reduce redundancy in duties and responsibilities and optimize resources but allow functions critical to the University’s mission of teaching, research, and service to continue. The Working Group notes that this option is partially responsive to the legislature’s direction and/or intent. This option would continue to support a welcoming environment for all and provide critical oversight of DEI functions to ensure they are not preferential or exclusionary. This refocused effort could be consolidated under the Office of Academic Affairs, Student Affairs, Budget and Finance, or General Counsel, or could be a joint position between two of the units.

This option would likely require reprioritization of expenditures and some reallocation of existing budget authority between divisions but would not increase the overall University budget. Reallocation could include the transfer of unexpended unrestricted budget authority for vacant positions and/or reducing the expenditure of funds on lower priority services.

4. Close the DEI office, including termination of its employees, and redirect duties to other University units.

   a. The following federally required duties and responsibilities could be redirected as follows:

      i. Title VI Coordinator and Limited English Proficiency (LEP) program. Federal regulation requires adherence to Title VI, VII, and IX, which collectively prohibit discrimination on the basis of race, color, religion, national origin, and sex. Title VI, VII, and IX investigations have long been managed by the Equal Opportunity Report and Response Unit (EORR) under the Office of General Counsel. The Title IX Coordinator (which is a federally required designation) is also housed under EORR. Federal regulations do not technically require a Title VI coordinator, but this function could be transferred to EORR. The LEP program is required by Title VI and ensures that LEP qualified participants have meaningful access and equal opportunity to participate in UW programs, activities, and services. This function could be transferred to the Office of Academic Affairs.
Affairs, Dean of Students office, Human Resources, Global Engagement, or EORR.

ii. *ADA Coordinator.* Federal regulation requires the designation of a “responsible employee” to function as an ADA coordinator. The University has provided and continues to provide strong support for those with disabilities through facility and building access, student resources, employee resources, website and multimedia accessibility, and UW regulations, policies, and procedures. These functions are currently managed through UW Operations, the University’s Disability Support Services office, Human Resources, Institutional Marketing and Communications, the University’s Wyoming Institute for Disabilities (WIND), Information Technology, and the Office of General Counsel. The function of the “responsible employee” (an ADA coordinator) could be transferred back to HR or could be housed in any of these units.

iii. *Equal Employment Opportunity/ Affirmative Action.* Executive Order 11246: Equal Employment Opportunity, prohibits federal contractors from discriminating in employment decisions on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin and requires federal contractors to take affirmative action to ensure that applicants are employed, and that employees are treated fairly during employment, without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin. Universities are required to develop and maintain a written affirmative action program. Compliance for this plan is currently housed in Human Resources, with support from the DEI office for disparate impact analysis. This analysis could be transferred back to Human Resources.

iv. *Support for religious accommodations.* The First and Fourteenth Amendments ensure the free exercise of religion and equal protection under the law, respectively. Title IV of the Civil Rights Act of 1964 prohibits discrimination on the basis of religion in public colleges and Title VII requires employers to reasonably accommodate the religious practice of an employee or prospective employee. Together, these protections require Universities to provide religious accommodations that enable an individual to observe or to practice a sincerely held religious belief. Compliance for
religious accommodations is currently housed in Human Resources and the Dean of Students office.

b. The following additional duties could be absorbed as follows:

i. *Fundraising and management of endowments such as the Black 14 Legacy Endowment.* This could be transferred to the Office of the President and/or one of the colleges or schools.

ii. *Coordination of Native American Affairs.* The University continues to provide strong support for Native American Affairs through the Native American Education, Research, and Cultural Center (Student Affairs), the Native American and Indigenous Studies academic program (College of Arts and Sciences), and the High Plains American Indian Research Institute (Division of Research and Economic Development), to name a few. Coordination of these efforts could be transferred to the Special Advisor for Native American Affairs in the Office of the President.

iii. *Community Engagement.* These activities could be transferred to the Office of Government Relations and Community Engagement.

iv. *Black 14 Social Justice Summer Institute, Social Justice Research Center, and the Matthew Shepherd Symposium.* These programs could be transferred to one of the colleges or schools.

5. *Close the DEI office, including termination of its employees, and redirect any federally required duties to other University units* (see section 4.a above). The Working Group notes that options 4 and 5 would be responsive to the legislature’s direction and/or intent. These options would likely diminish support for a welcoming environment for all and remove critical central oversight of any DEI-related functions that remain to ensure they are not preferential or exclusionary.

These options would not require reallocation of existing budget authority but could have an impact on other University employees due to the transfer of duties.

### DEI programs, activities, and functions

The Working Group has found that of the programs, activities, and functions reviewed so far, many are critical to the University’s core mission or are considered a critical support service. The DEI office at the University of Wyoming is modest in size compared to counterparts at other institutions, and its primary focus is on supporting students in a manner consistent with Wyoming values. In addition, many of the DEI-related programs, activities, and functions across the University—not directly managed by the office—do not align with the issues making national headlines. However, some modification might be considered to ensure that there is no preferential treatment or exclusion of groups based on specific identities. For example:
1. **Admissions practices.** In 2023, the U.S. Supreme Court held that under the Equal Protection Clause of the Fourteenth Amendment, universities cannot use race as a factor in admissions because it does not meet strict scrutiny. The Court found that there is not a compelling government reason that is narrowly tailored enough to allow admission based, even partly, on race. The University’s undergraduate admissions practices are compliant with the Court’s ruling. The admissions practices at the graduate level are now blind to demographics but are decentralized. The Working Group offers that the University consider reviewing graduate admissions practices for adherence to the law.

2. **DEI advisory councils, task forces, and committees.** The work of many of these committees likely align with the University’s commitment to student success and meeting the needs of all students and employees. However, the Working Group offers that the University consider reviewing these councils, task forces, and committees to ensure the focus remains on the University’s core mission and that DEI efforts are not necessarily prioritized over other essential functions in a fiscally challenging environment.

3. **Hosting, inviting, or sponsoring speakers.** The Working Group acknowledges the value and benefit of inviting speakers to the University, including scholars, non-scholars, industry representatives, governmental agencies, and other guest speakers. As noted above, the use of state dollars for guest speakers has been a topic of discussion over the last year. The Working Group acknowledges that further review is needed to develop a content-neutral rule related to hosting, inviting, or sponsoring guest speakers with state dollars.

4. **Co-curricular identity-based centers, services, support groups, seminars, and events.** Although the aim of these identity-based programs is to improve recruitment and retention initiatives and foster a welcoming environment, some may suggest that they introduce preferential treatment, potentially excluding certain individuals and providing advantages based on protected classes. The Working Group supports these important functions but offers that the University might take care that they do so in a manner that reinforces success for all. The Working Group also offers that these types of activities might be better aligned through Student Organizations or the use of non-state dollars.

5. **Inclusivity pillar report.** The initial charge was “to explore the infrastructure and structures needed to build out the foundations for inclusivity at UW and in Wyoming, pivoting UW to financial sustainability and accelerating its role as an economic development engine. A Wyoming that welcomes and includes broad perspectives and diverse backgrounds and experiences will thrive economically, culturally, and socially.” However, the final draft included some concepts that might be considered divisive and ideologic statements that focus on systemic inequalities instead of inclusivity of broad perspectives and diverse backgrounds. This Working Group offers that this report should be reexamined to focus on the President’s initial charge.

6. **Recruitment and retention.** The Working Group emphasizes the importance of the University’s ongoing capacity to recruit and retain diverse candidates, employees, and
students, and that resources be devoted to that effort, such as ensuring a broad pool of applicants, as long as they are not preferential or exclusionary.

7. **Scholarships, awards, and assistantship programs.** The University has several scholarships, awards, or assistantship programs that contain a preference requirement related to gender or race/national origin. Most are held through the UW Foundation and were part of the original criteria set by donors for the specific scholarship gifts. The Office for Civil Rights (OCR) has recently indicated that these types of scholarships can violate the nondiscrimination requirements of the Civil Rights Act Titles VI and IX. If scholarships contain these preferences, there are some nuances and exceptions to permitting them to continue, including a concept commonly referred to as a “pool and match” system where the scholarships are awarded based on nondiscriminatory criteria (i.e., grades, test scores, etc.) and then scholarships with the preferences are applied to backfill the commitment to the student. (See e.g. 34 C.F.R. 106.37(b)). The University continues to work with OCR on complaints related to scholarships, and the UW Foundation is working on addressing or changing both past and future gender and race preferences in scholarships.

8. **Strategic Plan 2023+.** While the one-page overview does not contain any preferential language, Goal 1 has targeted enrollment percentages for specific groups and Goal 3 includes prioritizing and resourcing DEI efforts. The Working Group offers these might be reviewed considering the challenging fiscal environment, the budget footnote, and to remove any sense of preferential or exclusionary treatment.

9. **Student support services.** Student services including emotional and mental health, health and wellness, food and nutrition, academics and tutoring, activities and interests, housing and finances, and post-graduation and career services are critical to the University’s mission and are key support services ensuring that the University consider the needs of every student. The Working Group offers that any identity-based support services might be reviewed to ensure there is no preferential treatment or exclusions based on identity and that there are no requirements to identify as a certain class to benefit from or utilize these services. Additionally, the Working Group notes that sometimes the identity-based services are highlighted more often than the other services and offers that it might be prudent to more visibly promote services that support all students.

10. **Summer institutes and programming (including but not limited to the Black 14 Social Justice Summer Institute and the Latina Youth Conference).** The Working Group notes that these programs create important recruitment pipelines for the University. If the University is committed to these types of programming, the Working Group offers that the University find ways to support these programs through continuing to partner with the UW Foundation to fundraise for private support.

11. **Symposia and research centers (including but not limited to MLK Days of Dialogue, Matthew Shepherd Symposium, Social Justice Research Center, and the Black Studies Center).** The Working Group notes that these centers and this programming provide important learning opportunities for the University and state communities. If the
University is committed to continuing these types of activities, the Working Group offers that the University find ways to support these programs through continuing to partner with the UW Foundation to fundraise for private support.

12. Support for Student Organizations. Per UW Regulation 11-4, students are free to organize and join associations to promote their common interest and shall be free to determine their own membership, policies, and actions. The Working Group strongly reaffirms this notion by proposing to exclude these organizations (and faculty support for these organizations) from the definition of DEI. However, the Working Group notes that the current tiered support structure might need modified to ensure that University support is not seen as preferential or exclusionary.

The Working Group has also found that some functions might be discontinued. While the University’s inclusivity initiatives in hiring and employment aim to uphold equal opportunity and prevent discrimination, the Working Group identified several practices voluntarily adopted by individual departments, which, while not required by central administration, raise potential concerns. These include:

1. Mandates for search committees to advance candidate pools that included candidates based on their protected class.

2. The option for direct hiring of candidates based on their protected class and without a competitive process. The Working Group supports target of opportunity hires but only without consideration of protected class status.

3. Requests for diversity or loyalty statements from candidates.

4. Requiring search committees to use a diversity statement. The Working Group acknowledges that units may need the autonomy to develop their own discipline-specific hiring statements unrelated to diversity.

5. Utilizing a land acknowledgement statement not approved by the University.

6. Requiring evaluation of an employee’s commitment to diversity, equity, and inclusion in the staff annual performance evaluation.

The Working Group acknowledges that there is continued work to be done. Should the University consider adopting a universal definition of DEI, it's imperative to revise and enhance Appendix A, while also assessing activities, programs, and functions for potential continuation, modification, or discontinuation in accordance with that definition.

VII. Conclusion

The Working Group was tasked with navigating a subject that may elicit strong emotions from constituents. Members were made up of people of diverse backgrounds, identities, and points of view, which made for a constructive and productive dialogue. Despite differing opinions, the
members approached the task with empathy and professionalism, working together effectively and showing mutual respect for each other’s perspectives.

Ultimately, the goal of the Working Group was not a binary of supporting DEI versus opposing it, but rather the prudent use of state dollars in a financially constrained context and the examination of practices that might inadvertently perpetuate perceptions of preferential treatment or exclusion.

The Working Group acknowledges that constituents may feel unsettled as a result of this process, yet members remain committed to ensuring the President and Board of Trustees receive comprehensive insight into the breadth and depth of DEI efforts at the University of Wyoming. Despite encountering challenges along the way—including occasional communication lapses due to tight timelines and decisions inadvertently made before presidential or Board of Trustees review—the Working Group assures that these instances were unintentional.

The Working Group wants to thank the University and all constituents for their understanding and patience throughout the process. Additionally, the Working Group commends Vice President Hall for his professionalism, collaboration, and insights.
## Appendix A

### Current and Planned DEI Programs, Activities, and Functions

<table>
<thead>
<tr>
<th>Number</th>
<th>Program, activity, or function</th>
<th>Organization within the university</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strategic Plan</td>
<td>Office of the President</td>
<td>Goal 1 and Goal 3</td>
</tr>
<tr>
<td>2</td>
<td>Hosted reception and events for LGBTQ+ community members</td>
<td>Office of the President</td>
<td>No plans for these currently</td>
</tr>
<tr>
<td>3</td>
<td>Reception for Shepard Symposium</td>
<td>Office of the President</td>
<td>Hosted by the President</td>
</tr>
<tr>
<td>4</td>
<td>Inclusivity Pillar</td>
<td>Office of the President</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Campus Banners</td>
<td>Institutional Marketing</td>
<td>Banners on campus celebrating past and current UW community members in part for their protected class.</td>
</tr>
<tr>
<td>6</td>
<td>Strategic Plans (Units)</td>
<td>ASUW, Equal Opportunity Report and Response, College of Business, Department of Atmospheric Sciences, Geology (“Action Plan”)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Search Equity Advisors</td>
<td>ODEI &amp; Academic Affairs</td>
<td>One of President Ed Seidel’s four pillars for UW is inclusivity. To help meet this goal, ODEI launched the search equity advisers (SEA) program. Its stated goal was to make search processes more inclusive.</td>
</tr>
<tr>
<td>8</td>
<td>Faculty and staff DEI committees</td>
<td>Academic Affairs</td>
<td>Haub School; College of Health Sciences; WIND; Anthropology; SPPAIS; VA; Psychology; Theater and Dance; Libraries; College of Agriculture, Life Sciences, and Natural Resources; College of Education; Botany; Molecular Biology; Zoology and Physiology</td>
</tr>
<tr>
<td>9</td>
<td>Diversity Statement</td>
<td>Academic Affairs</td>
<td>Haub School; Physics and Astronomy Department; School of Nursing; Music Department; Botany; Geology and Geophysics; Theater and Dance</td>
</tr>
<tr>
<td>10</td>
<td>Diversity Statement in Syllabi</td>
<td>Academic Affairs</td>
<td>Template for course syllabi (required for new course proposals or changes through the University Course Review Committee) includes: “The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Supporting Student Organizations and Student created DEI groups</td>
<td>Academic Affairs</td>
<td>Energy and Petroleum Engineering Department; Geology and Geophysics Department; School of Computing; Electrical Engineering and Computer Science Department. This includes support for student RSOs, specifically women in STEM.</td>
</tr>
<tr>
<td>12</td>
<td>Table at Pride Fest</td>
<td>Academic Affairs</td>
<td>UW Casper, annually.</td>
</tr>
<tr>
<td>13</td>
<td>Student Educational Opportunity</td>
<td>Academic Affairs</td>
<td>Subunit within Academic Affairs hosts both campus-based programs and statewide outreach programs dedicated to promoting college access and college success among Wyoming's socioeconomically disadvantaged students and families. Funded by the US DOE to provide free services to students who are underrepresented in postsecondary education and graduate school including students who are 1) limited income; 2) First gen; 3) ethnic minorities; 4) students with disabilities.</td>
</tr>
<tr>
<td>14</td>
<td>LeaRN Programs</td>
<td>Academic Affairs</td>
<td>Promotes Diversity in Courses by helping instructors consider approaches to incorporating diversity &amp; inclusion in their courses. <a href="https://www.uwyo.edu/learn/fac_resources_recognition/teacher_guides/promoting-diversity-in-course-plans.html">https://www.uwyo.edu/learn/fac_resources_recognition/teacher_guides/promoting-diversity-in-course-plans.html</a></td>
</tr>
<tr>
<td>15</td>
<td>LGBTQIA+ collecting initiative</td>
<td>Academic Affairs</td>
<td>Included within American Heritage Center Research Collections. <a href="https://www.uwyo.edu/ahc/collections/topics/lgbtqia-collections.html">https://www.uwyo.edu/ahc/collections/topics/lgbtqia-collections.html</a></td>
</tr>
<tr>
<td>16</td>
<td>Global Engagement/ISS</td>
<td>Global Engagement</td>
<td>Student programs: Provide community-building events, transportation to the Social Security Administration office in Cheyenne, and cultural excursions for international students.</td>
</tr>
<tr>
<td>17</td>
<td>Shorelight Contract</td>
<td>Global Engagement</td>
<td>International student recruiting. Provides targeted marketing to individuals of non-US national origin in order to recruit international students to UW in all programs. and the Intensive English Program at UW.</td>
</tr>
<tr>
<td>18</td>
<td>URDM &amp; WGE GA Awards</td>
<td>Graduate Education</td>
<td>The Underrepresented Domestic Minority and Women in Graduate Education graduate assistantship programs were ended, in terms of new awards, last summer. However, students will continue to be funded by these programs through AY24/25 from the 2-year awards of the last cohort that started fall 2023. SGE's new recruitment funding initiatives, the Distinguished Graduate Scholars and McNair Graduate Scholars awards do not use race, gender, or any other protected class in their awarding criteria.</td>
</tr>
<tr>
<td>19</td>
<td>Graduate DEI Task Force</td>
<td>Graduate Education</td>
<td>Focused on supporting all graduate students and making sure that policies and opportunities (funding, research, etc.) are available to all graduate students on a competitive basis. The group has discussed renaming the task force in light of the budget bill, but no decisions have been made.</td>
</tr>
<tr>
<td>20</td>
<td>Graduate Admissions</td>
<td>Graduate Education</td>
<td>Beginning in Fall 2023, the visibility of all protected class information collected in graduate admissions applications was turned off so that none of the graduate admissions committees across campus could see this information during their selection process. Prior to this, some graduate programs may have taken protected class information into consideration in their admissions decisions. However, there are not protected-class graduate admissions practices at the institutional level, although GA funding via the URDM and WGE programs (see above; these programs were ended in Fall 2023) was protected-class conscious.</td>
</tr>
<tr>
<td>21</td>
<td>Graduate Student Network</td>
<td>Graduate Education</td>
<td>Connects Grad students with resources on campus, including DEI based resources.</td>
</tr>
<tr>
<td>22</td>
<td>Council of Graduate Schools</td>
<td>Graduate Education</td>
<td>UW is a member. <a href="https://cgsnet.org/data-insights/diversity-equity-inclusiveness">https://cgsnet.org/data-insights/diversity-equity-inclusiveness</a></td>
</tr>
<tr>
<td>23</td>
<td>Library commitment to DEI Accessibility</td>
<td>Libraries</td>
<td><a href="https://www.uwyo.edu/libraries/about/diversity/index.html">https://www.uwyo.edu/libraries/about/diversity/index.html</a></td>
</tr>
<tr>
<td>24</td>
<td>Association of College and Research Libraries Diversity Alliance</td>
<td>Libraries</td>
<td>UW Libraries is a member</td>
</tr>
<tr>
<td>25</td>
<td>Diversity Council</td>
<td>Libraries</td>
<td>UW Libraries established a Diversity Council in Jan 2021. The council is charged with making recommendations to the Dean on diversity issues within the Libraries.</td>
</tr>
<tr>
<td>26</td>
<td>Women in Business (RSO) Women in Economics (RSO)</td>
<td>College of Business</td>
<td>College of Business has observed/had programs during Women in Entrepreneurship week.</td>
</tr>
<tr>
<td>27</td>
<td>The PhD Project</td>
<td>College of Business</td>
<td>An AACSB program in cooperation with KPMG, Citi, and GMAC which provides “historically underrepresented students a model of achievement and businesses a powerful way to enrich the talent pipeline. We support the creation of business PhDs from historically underrepresented groups – transforming business education and business.”</td>
</tr>
<tr>
<td>28</td>
<td>Voluntary Staff Incentive Program (STAR)</td>
<td>College of Business</td>
<td>Staff training that includes one hour of DEI training.</td>
</tr>
<tr>
<td>29</td>
<td>COB Virtual Career Center</td>
<td>College of Business</td>
<td>Website allows students to filter by affinities and identities - this website is not hosted by UW but is contracted with UConnect.</td>
</tr>
<tr>
<td>No.</td>
<td>Description</td>
<td>College</td>
<td>Details</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>30</td>
<td>COB Belonging, Inclusion, and Community Committee</td>
<td>College of Business</td>
<td>Makes recommendations to the Dean to support the realization of Goal Four of the College of Business (COB) Strategic Plan 2023-2028, “Foster an Inclusive College Community.” Further, the committee collects and disseminates resources surrounding issues of belonging, inclusion, and community in COB.</td>
</tr>
<tr>
<td>31</td>
<td>Diversity Council</td>
<td>College of Education</td>
<td>Convened to heighten the diversity awareness level of students, staff, faculty, alumni, and others by collecting and sharing resources. <a href="https://www.uwyo.edu/education/deans-office/diversity/index.html">https://www.uwyo.edu/education/deans-office/diversity/index.html</a></td>
</tr>
<tr>
<td>32</td>
<td>WiMSE Seminars (Women in Math, Science, and Engineering)</td>
<td>College of Engineering and Physical Sciences</td>
<td>Annually, 50+ UW female undergraduate and graduate students participate in professional development seminars that provide career development information, networking, and a support system on campus.</td>
</tr>
<tr>
<td>33</td>
<td>Women in STEM Conference for middle and high school students</td>
<td>College of Engineering and Physical Sciences</td>
<td>Held annually, a one-day conference for close to 600 students from around Wyoming to learn about STEM careers and majors through hands-on activities. Additional support provided annually for Women in STEM conference in Riverton, WY (~200 students) as well as the Wyoming Youth Latina Conference at UW in the fall (~200 students).</td>
</tr>
<tr>
<td>35</td>
<td>JEDI Program Wyoming Stargazing</td>
<td>College of Engineering and Physical Sciences</td>
<td>Seeks to advance Justice, Equity, Diversity, and Inclusion (JEDI) in STEM by annually providing 2,000+ hours of STEM lessons, tutoring, and college prep for 300+ opportunity youth in Teton County, WY. In addition, Wyoming Stargazing administers an annual JEDI scholarship program, which provides scholarships to underrepresented students in Teton County to encourage them to pursue majors and careers in STEM.</td>
</tr>
<tr>
<td>36</td>
<td>Engineering Award Competitions</td>
<td>College of Engineering and Physical Sciences</td>
<td>Encourage women and minorities to apply</td>
</tr>
<tr>
<td>37</td>
<td>DEI Representative and working group</td>
<td>College of Engineering and Physical Sciences</td>
<td>Geology and Geophysics departmental DEI work group including volunteer faculty and graduate students to work on new DEI initiatives. It is not formally a committee and not included in department bylaws.</td>
</tr>
<tr>
<td>38</td>
<td>Innovation Wyrkshop (Makerspace)</td>
<td>College of Engineering and Physical Sciences</td>
<td>Donor-funded camp in Science, Technology, Engineering, Art, Mathematics, and Entrepreneurship (STEAME) for female-identifying and non-binary individuals from</td>
</tr>
</tbody>
</table>
middle school to high school age. This program is hosted at the Innovation Workshop from 2022 to the present.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td><strong>InnovateHer (Makerspace)</strong></td>
<td>College of Engineering and Physical Sciences</td>
</tr>
<tr>
<td>40</td>
<td>Chemistry PhD</td>
<td>College of Engineering and Physical Sciences</td>
</tr>
<tr>
<td>41</td>
<td>Women Empowerment Wednesday</td>
<td>School of Energy Resources</td>
</tr>
<tr>
<td>42</td>
<td>Climb Wyoming and Build Mothers, Build The World</td>
<td>School of Energy Resources</td>
</tr>
<tr>
<td>43</td>
<td>SER Career Services Training</td>
<td>School of Energy Resources</td>
</tr>
<tr>
<td>44</td>
<td>SER Survey</td>
<td>School of Energy Resources</td>
</tr>
<tr>
<td>45</td>
<td>Law School’s 303(c) Equality for All Committee</td>
<td>Law School</td>
</tr>
<tr>
<td>46</td>
<td>DEI Student Group</td>
<td>Law School</td>
</tr>
<tr>
<td>Page</td>
<td>College of Health Sciences Admissions Policy</td>
<td>College of Health Sciences</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>47</td>
<td>BSW Admissions: The following prompt is among those required for the essay in the application to the BSW Program: Discuss your experiences with people who differ from you in the areas of race, ethnicity, physical ability, intellectual ability, gender, sexual orientation, religion, political ideology, marital status, and age.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>School of Nursing Recruitment and Admission Policy</td>
<td>College of Health Sciences</td>
</tr>
<tr>
<td>49</td>
<td>Student Affairs Committee-School of Nursing</td>
<td>College of Health Sciences</td>
</tr>
<tr>
<td>50</td>
<td>Health Equity Leadership Program</td>
<td>College of Health Sciences</td>
</tr>
<tr>
<td>51</td>
<td>UW Psychology Center Services</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>52</td>
<td>Latina Youth Conference</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>53</td>
<td>MLK Days of Dialogue</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>54</td>
<td>Sip ‘n’ Chats</td>
<td>College of Agriculture, Life Science, and Natural Resources</td>
</tr>
<tr>
<td>55</td>
<td>Botany Department Statements</td>
<td>College of Agriculture, Life Science, and Natural Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>56</td>
<td>Annie’s Project</td>
<td>College of Agriculture, Life Science, and Natural Resources Extension</td>
</tr>
<tr>
<td>57</td>
<td>Advisory Council on DEI</td>
<td>College of Education</td>
</tr>
<tr>
<td>58</td>
<td>Colorado-Wyoming Alliance for Minority Participation</td>
<td>Haub School</td>
</tr>
<tr>
<td>59</td>
<td>Shepard Symposium</td>
<td>ODEI</td>
</tr>
<tr>
<td>60</td>
<td>B14SJSI</td>
<td>ODEI</td>
</tr>
<tr>
<td>61</td>
<td>Black 14 Legacy Endowment</td>
<td>ODEI</td>
</tr>
<tr>
<td>62</td>
<td>Diverse Graduate Mentoring Program</td>
<td>ODEI (and Graduate Education)</td>
</tr>
<tr>
<td>63</td>
<td>Social Justice Research Center</td>
<td>ODEI</td>
</tr>
<tr>
<td>64</td>
<td>Hiring Statements</td>
<td>Human Resources</td>
</tr>
</tbody>
</table>
“The University of Wyoming invites diverse applicants to consider our employment opportunities. We are also especially interested in candidates who have experience working with diverse populations and/or diverse initiatives.”

All jobs posted through HR include language inviting diverse applicants to apply. This language is at the TOP of all job postings, and is in bold, italicized font. Some departments also add their own language sourcing diverse candidates as well.

<table>
<thead>
<tr>
<th>65</th>
<th>UW EEO/AA Office</th>
<th>Human Resources</th>
<th>Hiring/Training/Affirmative Action Plan/Self Identification/Fairness/Employee Networks</th>
<th><a href="https://www.uwyo.edu/hr/eeo-aa/index.html">https://www.uwyo.edu/hr/eeo-aa/index.html</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>66</th>
<th>Manager, Inclusivity Initiatives</th>
<th>Human Resources</th>
<th>This position’s responsibilities include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reviews all job postings and provides system approvals for all faculty and administrative/executive postings – language is reviewed to ensure it’s not slanted or discriminatory or limiting in any way (pronouns, limiting experience to UW/proprietary systems, etc.);</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reviews and approves/declines all direct hires – hires are reviewed for justification and documentation;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reviews search matrix documentation at SCREENING and FINAL phases to review pool demographics and may provide recommendations on diversifying or aligning pool with percentage demographics to maintain pool makeup going forward in the search processes. Typical recommendation is to bring additional individuals in for an interview;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Manages Affirmative Action Plan, contracting and working directly with Berkshire to offer data, details for them to put the plan and narratives together; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Helps manage the Employee Networks programming in collaboration with ODEI.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>67</th>
<th>Application Requirements in Faculty Hiring</th>
<th>Human Resources</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “How have you incorporated DEI principles in the classroom in the past and how would you do so in future classes?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Effective communication and collaborative skills that facilitate an inclusive, diverse, equitable, and all-around positive environment” included as a Desired Qualification</td>
</tr>
</tbody>
</table>
|    |                                            |                 | • “Candidates that make it to the Zoom interview round are asked a DEI related question. What are some of the ways you have worked toward greater
<table>
<thead>
<tr>
<th>Page</th>
<th>Resource Category</th>
<th>Department</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>Resources for Diverse Employment Applicants</td>
<td>Human Resources</td>
<td>Departments are encouraged to cast a wide net and are provided this posting resource for diverse applicant sourcing: <a href="https://www.uwyo.edu/diversity/_files/the-power-of-workforce-diversity---resources---3-13-2020.pdf">https://www.uwyo.edu/diversity/_files/the-power-of-workforce-diversity---resources---3-13-2020.pdf</a></td>
</tr>
<tr>
<td>69</td>
<td>UW Required Trainings</td>
<td>Human Resources</td>
<td>All UW employees involved in the hiring process are required to take a training for appropriate access to WyoCloud Hiring – more details can be found here: <a href="https://www.uwyo.edu/hr/hiring-toolkit/ofccp-hcm-recruiting-access.html">https://www.uwyo.edu/hr/hiring-toolkit/ofccp-hcm-recruiting-access.html</a>. Both the Search Administrator and Search Member trainings have a presentation that goes over OFCCP requirements as well as potential bias in the selection process. Preventing Harassment &amp; Discrimination EEO Training</td>
</tr>
<tr>
<td>70</td>
<td>“Target of Opportunity” Policy</td>
<td>Human Resources</td>
<td>Program for direct hire for a benefited position – HR outlines the exceptions to posting, where one of which is a “Target of Opportunity” which by definition may be related to a diversity objective: <a href="https://www.uwyo.edu/hr/hiring-toolkit/exceptions-to-posting.html">https://www.uwyo.edu/hr/hiring-toolkit/exceptions-to-posting.html</a></td>
</tr>
<tr>
<td>71</td>
<td>Required Gender</td>
<td>Human Resources</td>
<td>As part of the employment application, all applicants are required to answer a Gender question, limited to Male/Female. WyoCloud has the capability for employees to add gender identity, and pronouns to their profiles.</td>
</tr>
<tr>
<td>72</td>
<td>Employee Networks</td>
<td>Human Resources</td>
<td>Employee Networks (E-Nets), also known as Employee Resource Groups, and Employee Affinity Groups, are voluntary employee-led groups whose memberships are typically based on specific demographic groups. They are dedicated to a diverse and inclusive environment that align with the mission, values, and goals of an organization</td>
</tr>
<tr>
<td>73</td>
<td>DEI category in annual performance reviews</td>
<td>Human Resources</td>
<td>Required competency in the annual performance evaluation</td>
</tr>
<tr>
<td>74</td>
<td>Everfi/Vector Trainings for new employees</td>
<td>Equal Opportunity Report and Response</td>
<td>Discusses a policy against discrimination based on protected classes and promoting discourse in a multicultural/ethnic environment; EOO/Affirmative Action Employer</td>
</tr>
<tr>
<td>75</td>
<td>Equal Opportunity Statement</td>
<td>Equal Opportunity Report and Response</td>
<td>Discusses a policy against discrimination based on protected classes and promoting discourse in a multicultural/ethnic environment; EOO/Affirmative Action Employer</td>
</tr>
<tr>
<td>Title IX Training Report It</td>
<td>Title IX Coordinator</td>
<td>DEI training references</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.uwyo.edu/reportit/learn-more/training.html">https://www.uwyo.edu/reportit/learn-more/training.html</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIS, Banner, HCM</th>
<th>Information Technology</th>
<th>Preferred pronoun option</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GeekOUT Program</th>
<th>Information Technology</th>
<th>A donor-funded program run in Coe Student Innovation Center to support non-alcoholic, creative student activities one night per week with particular emphasis on inclusion of LGBTQ+ community.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MakeHER Initiative</th>
<th>Information Technology</th>
<th>A donor-funded program outreach program including on-campus components to encourage young girls to explore STEM and build maker skills “cultivate new community partnerships that tie traditional afterschool and summer settings together with libraries, makers spaces, 4H, and mentors thereby fostering a shared responsibility between organizations to develop positive approaches to engage girls in STEM which ultimately increases the quality of opportunity for all young people.”</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>UW Foundation Employee Network</th>
<th>Foundation</th>
<th>A professional community dedicated to building a supportive work culture that empowers employees, fosters belonging, and creates inclusive spaces where all individuals are celebrated for their authenticity. The group is self-governed and is “committed to the success of the UW Foundation and the University of Wyoming.” All UW Foundation staff members and campus partners are welcome to join.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Excellence Funds</th>
<th>Foundation</th>
<th>134 excellence funds for various DEI related programs and scholarships</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Scholarships</th>
<th>Foundation</th>
<th>Various scholarships with protected class preferences</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Violence Prevention training</th>
<th>Student Affairs</th>
<th>Curriculum addresses gender distinctions regarding rates of violence.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Multicultural Affairs &amp; Pride Center</th>
<th>Student Affairs</th>
<th>Programming is open to all but addresses elements specific to gender identities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Campus Rec – Wellness Center Sexual Health</th>
<th>Student Affairs</th>
<th>Provides comprehensive support and education on the components of the College Health Assessment. Sexual health content area delivered with an inclusive, safe, and knowledgeable culture on what sexual health is and the resources available.</th>
</tr>
</thead>
</table>

| SAFE Training/Y’all Means All Training | Student Affairs | Formerly known as Safe Zone, a program for inclusion and safety of the 2SLGBTQIAP+ community on campus. “Through the completion of YMA training, |
participants will not only understand some basic terms and concepts related to 2SLGBTQIAP+ experiences but will also have the tools of what it means to be an active ally in the community to support the 2SLGBTQIAP+ community.

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Organization</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
<td>ASUW Advocacy, Diversity, and Policy Committee</td>
<td>ASUW</td>
<td>Committee serves as a medium for individual students, student organizations, and underrepresented communities to voice opinions and concerns regarding university policy, administration, or other issues associated with student life.</td>
</tr>
<tr>
<td>88</td>
<td>ASUW Required Training</td>
<td>ASUW</td>
<td>Senators required to attend a diversity, equity, and inclusion training. “This training should focus on, but is not limited to, the diversity as it pertains to the University of Wyoming to increase awareness and decrease insensitivity towards underrepresented populations throughout campus.”</td>
</tr>
<tr>
<td>89</td>
<td>Women’s Leadership in Sports Conference</td>
<td>Athletics</td>
<td>Membership for 8 University of Wyoming female staff members</td>
</tr>
<tr>
<td>90</td>
<td>Gender, Equity, and Inclusion Subcommittee of APC</td>
<td>Athletics</td>
<td>Group for women in Athletics to help build relationships with other women in Athletics and across campus.</td>
</tr>
<tr>
<td>91</td>
<td>BRAND group</td>
<td>Athletics</td>
<td>Group for women in Athletics to help build relationships with other women in Athletics and across campus.</td>
</tr>
<tr>
<td>92</td>
<td>Diversity and Inclusion Statement on website</td>
<td>Athletics</td>
<td>“The University of Wyoming Athletic Department is committed to diversity and inclusion to achieve and sustain excellence. We believe we can promote excellence by recruiting and retaining diverse student-athletes, coaches and staff, and by creating a respectful climate that supports their industry.”</td>
</tr>
<tr>
<td>93</td>
<td>Transgender Inclusion Policy</td>
<td>Athletics</td>
<td>“The University of Wyoming Athletics department is dedicated to diversity and inclusion and to providing safe and equitable opportunities for all student-athletes.”</td>
</tr>
<tr>
<td>94</td>
<td>TNG Consulting</td>
<td>Athletics</td>
<td>Presentation to students regarding, among other things unrelated to DEI, the LGBTQIA protections under Title IX.</td>
</tr>
<tr>
<td>95</td>
<td>NCAA Inclusion Forum</td>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>Speakers who present on DEI related issues</td>
<td>Athletics</td>
<td>Examples: Jackie Joyner Kersee, Katie Koestner, and Ben Reuler</td>
</tr>
<tr>
<td>97</td>
<td>Game Plan</td>
<td>Athletics</td>
<td>Student-Athlete Development Platform has assignable eLearnings for many topics such as academic success, finance/budgeting, sexual violence prevention, healthy relationships, life post-college, mental health, gambling/NCAA rules education, allyship/DEI, etc.</td>
</tr>
<tr>
<td>98</td>
<td>Minority Opportunities Athletic Association (MOAA)</td>
<td></td>
<td>Membership for 6 University of Wyoming athletics department staff members.</td>
</tr>
<tr>
<td></td>
<td>Mountain West Conference Senior Women’s Administrators</td>
<td>Athletics</td>
<td>The group consists of each institution’s senior woman administrators and one student-athlete representative from the Mountain West Student-Athlete Advisory Committee who serves in a nonvoting, ex officio capacity.</td>
</tr>
</tbody>
</table>
## Appendix B

Compliance with required applicable federal and state laws, rules, regulations, court orders, or executive orders related to DEI

### State Law

<table>
<thead>
<tr>
<th>Law / Statute</th>
<th>Section</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>WY Constitution</td>
<td>Article 1 Sec. 2</td>
<td>Equality of all: “In their inherent right to life, liberty and the pursuit of happiness, all members of the human race are equal.”</td>
</tr>
<tr>
<td>WY Constitution</td>
<td>Article 1 Sec. 3</td>
<td>Equal political rights: “Since equality in the enjoyment of natural and civil rights is only made sure through political equality, the laws of this state affecting the political rights and privileges of its citizens shall be without distinction of race, color, sex, or any circumstance or condition whatsoever other than individual incompetency, or unworthiness duly ascertained by a court of competent jurisdiction.”</td>
</tr>
<tr>
<td>WY Constitution</td>
<td>Article 6 Sec. 1</td>
<td>Male and female citizens to enjoy equal rights: “The rights of citizens of the State of Wyoming to vote and hold office shall not be denied or abridged on account of sex. Both male and female citizens of this state shall equally enjoy all civil, political and religious rights and privileges.”</td>
</tr>
<tr>
<td>WY Constitution</td>
<td>Article 7 Sec. 16</td>
<td>Tuition free: “The university shall be equally open to students of both sexes, irrespective of race or color; and, in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.”</td>
</tr>
<tr>
<td>Wyoming Statute</td>
<td>§ 6-9-101(a)</td>
<td>Equal enjoyment of public accommodations and facilities; penalties: “All persons of good deportment are entitled to the full and equal enjoyment of all accommodations, advantages, facilities and privileges of all places or agencies which are public in nature, or which invite the patronage of the public, without any distinction, discrimination or restriction on account of race, religion, color, sex or national origin.”</td>
</tr>
<tr>
<td>HB0001 House Enrolled Act 50 of the 2024 Wyoming Legislative Session</td>
<td>Section 0.67 Footnote 12</td>
<td>General government appropriations: “No funds from this appropriation shall be expended on the office of diversity, equity, and inclusion at the University of Wyoming.”</td>
</tr>
</tbody>
</table>

### Federal Executive Orders

| Executive Order 11246: Equal Employment Opportunity | Prohibits federal contractors from discriminating in employment decisions on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin. Requires federal contractors to take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, |
religion, sex, sexual orientation, gender identity, or national origin. Universities are required to develop and maintain a written affirmative action program.

Executive Order 13988: Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation

Expands the previous discrimination protections offered solely on the basis of sex into the categories of gender identity and sexual orientation.

**Federal Law**

<table>
<thead>
<tr>
<th>Act/Order</th>
<th>Title/Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Rights Act of 1964</td>
<td>Title VI</td>
<td>Prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives Federal funds or other Federal financial assistance.</td>
</tr>
<tr>
<td>Civil Rights Act of 1964</td>
<td>Title VII</td>
<td>Prohibits employment discrimination based on race, color, religion, national origin and sex.</td>
</tr>
<tr>
<td>Age Discrimination in Employment Act of 1967</td>
<td></td>
<td>Prohibits employment discrimination against persons 40 years of age or older in any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, benefits and any other term or condition of employment.</td>
</tr>
<tr>
<td>Education Amendments of 1972</td>
<td>Title IX</td>
<td>Prohibits discrimination on the basis of sex (including pregnancy, sexual orientation, and gender identity) in education programs and activities. Requires: Title IX Coordinator; Distribution of Policy against sex discrimination; &amp; Grievance procedures</td>
</tr>
<tr>
<td>Rehabilitation Act of 1973</td>
<td>Section 503</td>
<td>Prohibits federal contractors and subcontractors from discriminating in employment against individuals with disabilities and requires contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.</td>
</tr>
<tr>
<td>Rehabilitation Act of 1973</td>
<td>Section 504</td>
<td>Prohibits federal contractors and subcontractors from discriminating against qualified individuals with physical or mental disabilities in providing program benefits and services.</td>
</tr>
<tr>
<td>Vietnam Era Veterans’ Readjustment Assistance Act of 1974</td>
<td></td>
<td>Prohibits federal contractors and subcontractors from discriminating in employment against protected veterans and requires employers to take affirmative action to recruit, hire, promote, and retain qualified protected veterans.</td>
</tr>
<tr>
<td>Americans with Disabilities Act of 1990</td>
<td>Title I</td>
<td>Prohibits discrimination by employers against qualified individuals with disabilities in applying for jobs, hiring, firing, and job training.</td>
</tr>
<tr>
<td>Americans with Disabilities Act of 1990</td>
<td>Title II</td>
<td>Prohibits discrimination by public entities against qualified individuals with disabilities in programs, services, or activities.</td>
</tr>
</tbody>
</table>
Appendix C
Executive Orders and Granting Agencies Requiring DEI Efforts

<table>
<thead>
<tr>
<th>Executive Order</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>13985</td>
<td>Advancing Racial Equity and Support for Underserved Communities Through the Federal Government</td>
<td>Directs federal agencies to evaluate whether their policies produce racially inequitable results when implemented, and to make the necessary changes to ensure underserved communities are properly supported.</td>
</tr>
<tr>
<td>14031</td>
<td>Advancing Equity, Justice, and Opportunity for Asian Americans, Native Hawaiians, and Pacific Islanders</td>
<td>Establishes a White House initiative on Asian Americans, Native Hawaiians, and Pacific Islanders, as well as a Presidential Advisory Commission, both of which aim to advance equity, justice, and opportunity among these groups.</td>
</tr>
<tr>
<td>14035</td>
<td>Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce</td>
<td>Seeks to create a Government-wide initiative to promote diversity, equity, inclusion, and accessibility (DEIA).</td>
</tr>
<tr>
<td>14091</td>
<td>Further Advancing Racial Equity and Support for Underserved Communities Through the Federal Government</td>
<td>Addresses specific barriers still faced by underserved communities by requiring federal agencies to integrate equity into planning and decision-making. Builds upon other executive orders and directives concerning equity and environmental justice. Extends and strengthens equity-advancing requirements for federal agencies with the intent to deliver better outcomes for the American people. Outlines a multi-pronged approach to advancing equity through the federal government, further defines equity-related terms, including equitable development, community wealth building, equitable data, and algorithmic discrimination.</td>
</tr>
<tr>
<td>40 Initiative</td>
<td>Justice 40 Initiative</td>
<td>States a Federal government goal that 40% of the overall benefits of certain Federal climate, clean energy, affordable and sustainable housing, and other investments flow to disadvantaged communities that are marginalized by underinvestment and overburdened by pollution.</td>
</tr>
<tr>
<td>Granting Agency</td>
<td>Does Agency Require DEI Program for Grant Applications?</td>
<td>DEI Requirement(s) &amp; Language</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| National Science Foundation           | No                                                     | Applies “broader impacts” criteria during grant proposal review, which is defined as the potential to benefit society and contribute to the achievement of specific, desired societal outcomes.  
- Inclusion: Increasing and including the participation of women, persons with disabilities and underrepresented minorities in STEM. |
| NASA Space Grant Program              | No                                                     | Space Grant is dedicated to building, sustaining, and deploying a skilled, high-performing and diverse workforce that meets the current and emerging needs of NASA and the nation. |
| National Institutes of Health (NIH)   | Some                                                   | NIH recognizes that principles of diversity, equity, inclusion, and accessibility (DEIA) are intrinsic to the achievement of better health for all.  

The NIH Strategic Plan applies to both the internal NIH workforce and the external NIH-supported workforce (i.e., extramural researchers working at institutions receiving financial support from NIH). Included within the Strategic Plan is the category “Strengthening DEIA Within the Workforce at NIH-Supported Institutions,” which focuses on the workforce at NIH-supported institutions and NIH’s commitment to funding a broad range of institutions and organizations to address the nation’s biomedical and behavioral research needs by ensuring that a diverse and inclusive pool of researchers and topic areas are supported.  

For proposal review in some programs, NIH requires a diversity statement. The Diversity Statement (2-page maximum) from the PD(s)/PI(s) must include a detailed description of the PD(s)/PI(s)’s commitment to diversity, as well as any past or present activities to enhance DEIA in the biomedical research enterprise – such as activities to support individuals from diverse backgrounds, including those from groups underrepresented in the biomedical research workforce (e.g., certain racial/ethnic groups, persons with disabilities, students from disadvantaged backgrounds, women). |
| Department of Energy (DOE)            | Yes                                                    | Applications to the programs in DOE Office of Science, which supports most National Laboratories and university-based research programs through its $8.1 billion budget, require PIER plans.  
(Promoting Inclusive and Equitable Research)  

The PIER plan should describe the activities and strategies of the applicant to promote equity and inclusion as an intrinsic element to advancing scientific excellence in the research project within the |
| context of the proposing institution and any associated research group(s). |   |
## Appendix D

### DEI Requirements of Accreditors or Similar Entities

<table>
<thead>
<tr>
<th>Name of Accreditor/Entity</th>
<th>UW Unit Accredited</th>
<th>DEI Requirement(s)</th>
<th>Year of Next Accreditation Review</th>
</tr>
</thead>
</table>
| Higher Learning Commission (HLC) | UW | **Criterion for Accreditation:**  
1.C.2. The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.  
1.C.3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.  
3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. | 2029-30 |
| American Bar Association (ABA) | College of Law | **ABA Law School Requirements-Standard 303 Interpretation 303-6**  
With respect to 303(a)(1), the importance of cross-cultural competency to professionally responsible representation and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias, discrimination, and racism in the law should be among the values and responsibilities of the legal profession to which students are introduced.  
**Interpretation 303-7**  
Standard 303(c)’s requirement that law schools provide education on bias, cross-cultural competency, and racism may be satisfied by, among other things, the following:  
(1) Orientation sessions for incoming students;  
(2) Lectures on these topics;  
(3) Courses incorporating these topics; or  
(4) Other educational experiences incorporating these topics. | 2032 |
| American Chemical Society (ACS) | College of Engineering | **Guidelines**  
Expectations on their [website](#) and [guidelines](#) about DEI are found in the following categories:  
**Training:** all faculty and staff, especially those who are involved in teaching, advising, mentoring, and/or search committees must be trained in DEI. This is taken care of via UW training modules.  
**Recruitment and Retention:** Support faculty who engage in searching, recruiting, and retaining individuals from underrepresented groups. Support engagement with affinity | |
organizations that prioritize topics related to DEI. Encourage participation in conferences and workshops that foster success from underrepresented groups. **Retention:** Include aspects of DEI in pedagogies to train chemistry majors. Promote DEI in curriculum. **Policies:** Have departmental policies to address issues of bias, discrimination, prejudice and harassment.

<table>
<thead>
<tr>
<th>Accredited Board for Engineering &amp; Technology (ABET)</th>
<th>College of Engineering</th>
<th>Accreditation said they will not require DEI if states have laws that prohibit DEI, per Dean of the Engineering. However, the Civil Engineering program has a brand-new requirement from ABET: “The curriculum must include … Application of: … principles of sustainability, risk, resilience, diversity, equity, and inclusion to civil engineering problems.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Teaching Standards Board (PTSB) and Wyoming Mental Health Professional Licensing Board (WMHPLB)</td>
<td>College of Education</td>
<td>PTSB requires all programs to be accredited under a nationally recognized accreditor. Therefore, any effects on the national accreditor will affect PTSB accreditation and could potentially change their standards and processes. This also will affect the WMHPLB.</td>
</tr>
<tr>
<td>National Council for the Accreditation of Teacher Education (NCATE)</td>
<td>College of Education</td>
<td>The NCATE teacher preparation standards included the expectation to prepare candidates who “understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning.”</td>
</tr>
<tr>
<td>Association for Advancing Quality in Educator Preparation (AAQEP)</td>
<td>College of Education</td>
<td>Section C of AAQEP’s Expectations framework under <strong>Standard 1: Candidate/Completer Performance</strong>, states: “Aspect 1c: Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.” This aspect refers to teacher candidates and is listed along with teacher knowledge of pedagogy, social and emotional dimensions, assessment, positive work environment, and dispositions and behaviors. Aspect 2a, and 2b (in order) state that candidates:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accredited Board for Engineering &amp; Technology (ABET)</th>
<th>College of Engineering</th>
<th>Accreditation said they will not require DEI if states have laws that prohibit DEI, per Dean of the Engineering. However, the Civil Engineering program has a brand-new requirement from ABET: “The curriculum must include … Application of: … principles of sustainability, risk, resilience, diversity, equity, and inclusion to civil engineering problems.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Teaching Standards Board (PTSB) and Wyoming Mental Health Professional Licensing Board (WMHPLB)</td>
<td>College of Education</td>
<td>PTSB requires all programs to be accredited under a nationally recognized accreditor. Therefore, any effects on the national accreditor will affect PTSB accreditation and could potentially change their standards and processes. This also will affect the WMHPLB.</td>
</tr>
<tr>
<td>National Council for the Accreditation of Teacher Education (NCATE)</td>
<td>College of Education</td>
<td>The NCATE teacher preparation standards included the expectation to prepare candidates who “understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning.”</td>
</tr>
<tr>
<td>Association for Advancing Quality in Educator Preparation (AAQEP)</td>
<td>College of Education</td>
<td>Section C of AAQEP’s Expectations framework under <strong>Standard 1: Candidate/Completer Performance</strong>, states: “Aspect 1c: Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.” This aspect refers to teacher candidates and is listed along with teacher knowledge of pedagogy, social and emotional dimensions, assessment, positive work environment, and dispositions and behaviors. Aspect 2a, and 2b (in order) state that candidates:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accredited Board for Engineering &amp; Technology (ABET)</th>
<th>College of Engineering</th>
<th>Accreditation said they will not require DEI if states have laws that prohibit DEI, per Dean of the Engineering. However, the Civil Engineering program has a brand-new requirement from ABET: “The curriculum must include … Application of: … principles of sustainability, risk, resilience, diversity, equity, and inclusion to civil engineering problems.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Teaching Standards Board (PTSB) and Wyoming Mental Health Professional Licensing Board (WMHPLB)</td>
<td>College of Education</td>
<td>PTSB requires all programs to be accredited under a nationally recognized accreditor. Therefore, any effects on the national accreditor will affect PTSB accreditation and could potentially change their standards and processes. This also will affect the WMHPLB.</td>
</tr>
<tr>
<td>National Council for the Accreditation of Teacher Education (NCATE)</td>
<td>College of Education</td>
<td>The NCATE teacher preparation standards included the expectation to prepare candidates who “understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning.”</td>
</tr>
<tr>
<td>Association for Advancing Quality in Educator Preparation (AAQEP)</td>
<td>College of Education</td>
<td>Section C of AAQEP’s Expectations framework under <strong>Standard 1: Candidate/Completer Performance</strong>, states: “Aspect 1c: Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.” This aspect refers to teacher candidates and is listed along with teacher knowledge of pedagogy, social and emotional dimensions, assessment, positive work environment, and dispositions and behaviors. Aspect 2a, and 2b (in order) state that candidates:</td>
</tr>
</tbody>
</table>
“Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities . . . Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.”

The Guide to AAQEP Accreditation states:
- Attending to equity of outcomes for all candidates begins with attending to any disparate outcomes across specific certificate or licensure programs, delivery modes, and/or locations.
- AAQEP expects members to work toward more equitable representation in the educator workforce through candidate recruitment and support.

Throughout the Quality Assurance Reports for both Teacher Education and Educational Leadership, there are several references to “culturally relevant”, “culturally responsive”, “culturally sustaining” practices, or other similar terms. When used, these typically refer to curriculums or the Culturally Responsive Teaching Self-Efficacy Scale.

| Council for Accreditation of Counseling and Related Educational Programs (CACREP) | College of Education | This year, 2024, CACREP released its new standards for counselor education programs. CACREP begins their new standards by stating that: “diversity, equity, inclusion, and accessibility policies” must be present in the student handbook and mentions that term seven times throughout the document. | 2028-29 |
| American Council on Pharmacy Education (ACPE) | College of Health Sciences | Diversity, equity and inclusion activities are addressed in Standard 1, subsection 1.5; Standard 2, subsection 2.1; and Standard 7, subsection 7.2. | Currently in Process |
| American Association of Colleges of Nursing (AAACN) | College of Health Sciences | The accreditation standards do not have specific DEI language, however they do state the University must uphold the most recent competencies for nursing education. The latest, (AAACN) The Essentials: Core Competencies for Professional Nursing Education (2021), contains the following language: a. Diversity, Equity, and Inclusion are considered concepts of focus that should be threaded throughout undergraduate and graduate nursing education (p. 5-6). | |
| Commission on Collegiate Nursing Education (CCNE) | College of Health Sciences | The University must also meet the specific Standards for Quality Nurse Practitioner (NP) Education (2022) to be accredited by CCNE. There are several standards for NP accreditation related to DEI:
  a. Criterion I.D. The NP Program has policies and/or initiatives or follows institutional initiatives that support a diverse, equitable, and inclusive working and learning environment.
  b. Criterion IV.C. The NP program evaluation plan assesses DEI among its students, graduates, faculty, staff, and others in the community of interest. |
| American Psychological Association | College of A&S – Psychology Dept. | The University must demonstrate that it trains our students to be competent in 9 Profession Wide Competencies. Number 3 is Individual and cultural diversity.

  - I.A.1 A program that is accredited in health service psychology must demonstrate that it contains the following elements:
    ▪ The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.
    ▪ I.A.1 Concisely describe the program’s overall commitment to respect for and understanding of cultural and individual differences and diversity to provide context to the detailed information in subsequent standards.
    ▪ I.B.2 Administrative Responsibilities Related to Cultural and Individual Differences and Diversity
    ▪ Discuss how the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity

APA Accreditation Standards also include the five principles which guide accreditation decisions, such that programs whose policies and procedures violate them would not be accredited. One such principle is the following:
  a. Commitment to Cultural and Individual Differences and Diversity. | 2024 |
The Commission on Accreditation is committed to a broad definition of cultural and individual differences and diversity that includes, but is not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

<table>
<thead>
<tr>
<th>National Association of Schools of Art and Design NASAD</th>
<th>College of A&amp;S</th>
<th>Standards for Accreditation for Baccalaureate Degrees in Art Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. General Standards and Guidelines</td>
<td></td>
<td>4. Students should be prepared to relate their understanding of artistic styles and principles to all major visual art media and to the related fields of music, dance, and theatre; to attitudes relating to human, personal considerations; and to social, economic, and cultural components that give individual communities their identity.</td>
</tr>
<tr>
<td>C. Desirable Personal Qualities, Essential Competencies, and Recommended Procedures</td>
<td></td>
<td>1. Personal Qualities. Desirable characteristics of the prospective art/design teacher are:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Association to Advance Collegiate Schools of Business AACS B</th>
<th>College of Business</th>
<th>Guiding Principles 2, 8, and 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Societal Impact. Societal impact as an expectation of all accredited schools reflects AACSB’s vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school’s mission and strategic plan. This includes an expectation that the school explicates its intended strategies to effect a positive impact on society, that the school’s curriculum contains some components relating to societal impact, that the school’s intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Global Mindset. The curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends. The school fosters sensitivity toward a greater understanding and acceptance of cultural differences and global perspectives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduates should be prepared to pursue business careers in a diverse global context. Learners should be exposed to cultural practices different than their own.

**9. Diversity and Inclusion.** Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally-embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues.

| NCAA (not an accreditor) | UW | Division I was mandated by November 3, 2023 to perform a DEI review and provide written confirmation of completion; upon completion of initial review the University must be reviewed at least every 4 years. | Every 4 years |
## Appendix E

### UW Regulations, Policies, and Procedures Related to Federal Requirements and DEI

<table>
<thead>
<tr>
<th>UW Regulations</th>
<th>Name</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW Regulation 1-1</td>
<td>Organization of the University</td>
<td>Mentions VP for DEI.</td>
</tr>
<tr>
<td>UW Regulation 2-206</td>
<td>Superior Student in Education Scholarship Program</td>
<td>Mentions diversity in applicants (that specific statement is not required by W.S. 21-17-114).</td>
</tr>
<tr>
<td>UW Regulation 3-1</td>
<td>Administration and Oversight of Athletics</td>
<td>Section III.B.4. states that the Athletic Planning Committee reports to the Board of Trustees and UW President on gender equity, diversity and inclusion.</td>
</tr>
<tr>
<td>UW Regulation 4-1</td>
<td>Equal Education and Employment Opportunity</td>
<td>Mentions Chief Diversity Officer. Name of section includes Diversity.</td>
</tr>
<tr>
<td>UW Regulation 4-5</td>
<td>Standard Administrative Policies and Procedures – Diversity and Equal Opportunity</td>
<td>Mentions VP for DEI. Name of section includes Diversity.</td>
</tr>
<tr>
<td>UW Regulation 6-9</td>
<td>Project Development Policy and Procedure for UW Capital Construction Projects</td>
<td>Mentions consulting with ODEI in section V.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAPs</th>
<th>Section(s)</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Program Review</strong></td>
<td>Section 2: Academic Management</td>
<td>Components of the self-study by the program faculty include: efforts taken to foster diversity, attract diverse faculty/staff, student diversity, funding for diversity efforts.</td>
</tr>
<tr>
<td><strong>Course Syllabus Requirements</strong></td>
<td>Section 2: Academic Management</td>
<td>Course syllabus must include a classroom statement on diversity.</td>
</tr>
<tr>
<td><strong>Website Accessibility Policy</strong></td>
<td>Section 4</td>
<td>Mentions ADA Coordinator.</td>
</tr>
<tr>
<td><strong>Equal Opportunity, Harassment, and Nondiscrimination</strong></td>
<td>Section 4</td>
<td>Mentions Chief Diversity Officer.</td>
</tr>
<tr>
<td><strong>Public Event and Program Accommodations</strong></td>
<td>Section 4</td>
<td>Uses word inclusive. Mentions ADA Coordinator.</td>
</tr>
<tr>
<td><strong>Limited English Proficiency Plan</strong></td>
<td>Section 4</td>
<td>Mentions ODEI.</td>
</tr>
</tbody>
</table>
| **Employee Handbook**           | Section 5               | Uses words Diversity and inclusion in several sections (see p. 3, 15)  
<pre><code>                              | Also uses words equity/underrepresented in several sections on pay increase and/or hiring. |
</code></pre>
<table>
<thead>
<tr>
<th>Policies/Procedures</th>
<th>Section(s)</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASUW Bylaws</td>
<td>Article 2, Section 13</td>
<td>Includes an ASUW Advocacy, Diversity, and Policy Committee.</td>
</tr>
<tr>
<td>ASUW Constitution</td>
<td>Article VII</td>
<td>Requires the President to make an effort to appoint a diverse group to the Judicial Council.</td>
</tr>
<tr>
<td>Student Excused Absences Policy</td>
<td></td>
<td>Excused absences allowed for pregnancy/parenting (Title IX), religion, and military service.</td>
</tr>
<tr>
<td>Club Sports Council Handbook</td>
<td></td>
<td>Mentions nurturing an environment that values and manifests diversity.</td>
</tr>
<tr>
<td>Athletics Mission Statement and Guiding Principles</td>
<td></td>
<td>Includes language that athletics will help demonstrate integrity through diversity.</td>
</tr>
<tr>
<td>Athletics Statement of Purpose</td>
<td></td>
<td>Includes language that athletics: “Must promote a culture of diversity, equity, and inclusion in all facets of our operations...”</td>
</tr>
<tr>
<td>Athletics Hall of Fame Bylaws</td>
<td></td>
<td>Appoints Senior Women Athletic Administrator as ex officio, voting member.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requires Chair of the Committee to be sensitive to “diversity of the committee in the areas of gender, race, sport, and era.”</td>
</tr>
<tr>
<td>Athletics Personnel Procedures</td>
<td></td>
<td>Mentions working with ODEI to enhance diversity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certain positions within Athletics must assist with gender equity, Title IX, and diversity matters.</td>
</tr>
<tr>
<td>Athletics Student-Athlete Handbook</td>
<td></td>
<td>Promotes and offers trainings on DEI.</td>
</tr>
<tr>
<td>Athletics &quot;Other&quot; Policies and Procedures</td>
<td></td>
<td>Include a DEI component:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mental Health Policies and Procedures: Diversity and inclusion training for coaches available.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appendix A: Managing Diverse Clients.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Best Practices for Transgender Student-Athletes: makes affirmation of dedication to diversity and inclusion and providing equitable opportunities for all.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adopt NCAA principles of diversity and inclusion.</td>
</tr>
<tr>
<td>Athletic Planning Committee</td>
<td></td>
<td>Includes a gender DEI committee.</td>
</tr>
<tr>
<td>UW Affirmative Action Plans</td>
<td></td>
<td>Required of Federal contractors, and includes plans for women/minorities, veterans, and individuals with disabilities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Housed in HR-not online)</td>
</tr>
<tr>
<td>Policy on Equal Access to Restrooms and Other Facilities</td>
<td></td>
<td>Individuals are able to use University of Wyoming restrooms, locker rooms, or changing facilities in accordance with their gender identity.</td>
</tr>
<tr>
<td>OFCCP Required Training</td>
<td>This presentation covers Equal Opportunity Employment, Affirmative Action and specific regulations related to Protected Veterans and Individuals with Disabilities.</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Veteran preference in interviewing</td>
<td>Wyoming State law, W.S. § 19-14-102</td>
<td>Requires veterans who meet the statutory requirements be granted an interview during a UW search process if they meet the minimum qualifications of the position.</td>
</tr>
<tr>
<td>Search Committee Handbook</td>
<td>Includes language that the search committee make-up should include diversity including ethnicity, gender, age, and any underrepresented groups for your area or discipline.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Section(s)</td>
<td>Summary</td>
</tr>
<tr>
<td>Bylaws - College of Education</td>
<td>Goal Five:</td>
<td>Includes statement that the College of Education will foster a diverse, equitable, inclusive and positive workplace environment for all faculty, staff and students.</td>
</tr>
</tbody>
</table>
# Appendix F

## Other State Laws Restricting DEI

<table>
<thead>
<tr>
<th>State</th>
<th>Link</th>
<th>Quick Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>SB129</td>
<td>Prohibits DEI offices and programs</td>
</tr>
<tr>
<td>Florida</td>
<td>HB931</td>
<td>931 prohibiting public institutions of higher education from requiring political loyalty tests, or give preferential treatment to someone who has an opinion in support of or takes action in support of DEI</td>
</tr>
<tr>
<td></td>
<td>HB999</td>
<td>Prohibits teaching of Critical Race, Gender, &amp; Social Justice Theory; prohibits money from DEI programs</td>
</tr>
<tr>
<td>Idaho</td>
<td>SB1274</td>
<td>Does not allow for diversity statements in hiring or admissions</td>
</tr>
<tr>
<td>North Carolina</td>
<td>SB364</td>
<td>Does not allow public universities or state agencies to ask prospective or current employees about opinions on social issues. Bans training on certain diversity issues.</td>
</tr>
<tr>
<td>North Dakota</td>
<td>SB2247</td>
<td>Does not allow employees or students of a higher education institution to receive adverse treatment because they are opposed to specified concepts; It also does not allow mandatory training on &quot;specified concepts&quot;</td>
</tr>
<tr>
<td>South Dakota</td>
<td>HB1012</td>
<td>Uses the term “divisive concepts,”</td>
</tr>
<tr>
<td>Tennessee</td>
<td>HB2670</td>
<td>The bill does not allow employees or students of a higher education institution to receive adverse treatment because they are opposed to one or more divisive concepts. The bill also doesn’t allow mandatory training that includes one or more divisive concepts.</td>
</tr>
<tr>
<td></td>
<td>SB817</td>
<td>Adds additional requirements to the employees with diversity in their job descriptions. It also adds a requirement that the institution investigate complaints that the requirements in these bills have been violated.</td>
</tr>
<tr>
<td>Texas</td>
<td>SB17</td>
<td>Requires that the governing board of all institutions prohibit the establishment of diversity, equity, and inclusion offices.</td>
</tr>
<tr>
<td>Utah</td>
<td>HB261</td>
<td>Prohibits DEI offices at higher education institutions (and other state agencies), as well has prohibiting training requirements that promote differential treatment and taking race into account in hiring.</td>
</tr>
</tbody>
</table>
ADDENDUM

to the

Diversity, Equity, and Inclusion Review Working Group
Report to President Ed Seidel

April 22, 2024

I. Constituent Feedback

On April 16, 2024, the Working Group produced a final report that was made available to member constituent groups, including but not limited to Faculty Senate, Staff Senate, ASUW, Deans, Cabinet, Academic Affairs, UW Foundation, Athletics, the DEI community, and faculty, staff, and students. Constituent groups were given the opportunity to provide written feedback that would be included in the final report to the President and the Board of Trustees. Five groups chose to include written feedback: ASUW, UW Casper, several members of the faculty and staff, the Office of Academic Affairs, and the DEI Community (see Appendix 1 to this Addendum).

On April 17, 2024, the report was also made publicly available through *A Message from the President* that invited the University community to share their perspectives through an anonymous survey open through April 21, 2024. The survey results are included as Appendix 2 to this Addendum.

Additionally, the University’s Vice President for Governmental Affairs and Community Engagement will share the report with state officials and community members for their opportunity to provide written feedback. Any written feedback will be shared publicly with the President and the Board of Trustees.

II. Content neutral rules

Some constituent feedback stated that creating a content-neutral rule will discourage speakers from attending the University and would violate the University’s Freedom of Expression policy. The Working Group wants to note that the only reference in the report to a content-neutral rule is the following: “The Working Group acknowledges that further review is needed to develop a content-neutral rule related to hosting, inviting, or sponsoring guest speakers with state dollars.” The Working Group supports development of a rule regarding the circumstances under which state funds can be used for hosting. This rule would best serve the interests of the University and all constituents if the rule itself can be applied neutrally with respect to content. The Working Group did not intend to make any recommendations about criteria based on content itself. Content neutral refers to rules that apply to all expression without regard to the substance or message of the expression. Such rules generally regulate only the time, place, and manner of speech in contrast to content-based rules, which regulate speech based on content.
III. Definition of DEI and Appendix A

The Working Group received several comments related to the perceived inconsistency between the programs, functions, and activities listed in Appendix A and the definition of diversity, equity, and inclusion in Section V. As the Working Group noted in its report,

DEI is a broad umbrella term encompassing a spectrum of ideals, values, and activities some of which are federally mandated, required for accreditation, and/or represent other unobjectionable activities. Through its work, the Working Group has found that in this broad sense DEI is integrated throughout higher education, including at the University of Wyoming. However, the legislative intent of the budget footnote appeared more focused on specific activities grouped with DEI efforts. In the absence of a definition of DEI within the budget footnote, the Working Group directed its attention toward other legislative language and laws from other states to draft a definition responsive to the perceived legislative intent.

Appendix A was created prior to the Working Group’s definition of DEI. The intent of Appendix A was to meet the President’s request for an inventory of all the University’s DEI programs, activities, and functions regardless of their administrative location. To accomplish this request, the Working Group collected the information using key words such as ableism, access, affirmative action, ageism, belonging, bias, cultural competency, identity, marginalized, microaggression, minority, preferential treatment, power, racism, and underrepresented.

The goal of the narrow definition of DEI was to be responsive to legislative intent and to uphold the nondiscrimination requirements of the law but to protect the University’s core values, such as academic freedom and freedom of expression, and the University’s ability to meet accreditation requirements and granting agency requirements. This narrow definition also provides flexibility for the University to continue to support programs, activities, and functions critical to student success and institutional excellence.

Additionally, the Working Group acknowledges that it made errors in program titles and ownership attribution, unintentionally omitted certain programs, and implemented adjustments to the wording in the notes section for purposes of consistency and tone. The short time period in which the Working Group had to produce a report did not allow for time to share the content of the appendices with constituents. The Working Group offers its apologies for any offense or hurt feelings caused by this omission.
Appendix 1

Constituent Feedback to April 16, 2024
Diversity, Equity, and Inclusion Review Working Group
Report to President Ed Seidel

I. ASUW Feedback........................................................................................................1
II. UW Casper Feedback..................................................................................................69
III. Faculty and Staff Feedback.......................................................................................74
IV. Academic Affairs Feedback.......................................................................................78
V. DEI Community Feedback.........................................................................................80
ASUW FEEDBACK REPORT

I. Background and Context

The ASUW (Associated Students of the University of Wyoming) finds that the following summaries of ASUW working documents, the ASUW Internal Audit, and relevant UW Regulations are essential to understand ASUW’s feedback to the Working Group. See Addendum A of this report for the full policies and documents.

- The University of Wyoming’s ASUW underwent an Internal Audit completed October 17, 2023. The audit “assessed activity during FY22 though FY23,” and provided two formal observations:

  Observation #1: The review of financial activity (including utilization of student fees, ASUW Mandatory Fee) lacks documented procedures to ensure transparency and accountability.

  Observation #2: Some ASUW documents were found to be inconsistent with UW Regulations; or not cope metasic with best practices.”

The audit aimed to clarify ASUW’s operational and financial authority. Noting that ASUW fees are beheld to UW Regulation 11-5, the ASUW Constitution, Regulations of Trustees Section 2 of Chapter VIII, and the ASUW Finance Policy which states, “student activity fees are state funds which must be administered in a manner consistent with the educational mission of the University of Wyoming,” and “funds allocated to ASUW Programs, Services and Strategic Partners shall be administered according to this policy and other University financial policies.”

- UW Regulation 11-5 recognizes ASUW’s right to self-determine funding. In section “IV. Financial Matters,” the regulation states:

  “Consistent with UW Regulations, policies, and procedures, the ASUW Student Government is authorized to establish financial policies under its Constitution for the oversight of ASUW Student Government business.”

- ASUW’s Student Organization Funding Board Policy recognizes ASUW’s right to allocate funds to Student Organizations:

  “Section 2.01 SOFB Authority
  1. The ASUW Senate provides the SOFB sole authority to allocate ASUW funds directly to SOs which are not Programs of the ASUW;
  2. SOs shall not receive funding from ASUW for normal operating expenses, membership fees, or dues;
  3. The SOFB shall have the sole authority to approve requests totaling up to $3,500.00;
     a. Any requests of $3,500.01 or more that are approved by the SOFB shall be subject to final approval by the ASUW Senate;
i. All votes concerning final funding allotments by the ASUW Senate shall be conducted via a standing vote and require a simple majority in affirmation for approval.”

II. ASUW DEI Program, Activities, and Functions Feedback:

1) The ASUW finds issues with point 3 “Hosting, inviting, or sponsoring speaker” under Section VII of the Working Group’s report. The ASUW believes creating a “content-neutral rule” will a) discourage speakers from attending the University of Wyoming due to retaliation fears against their content, and b) violates the University’s Freedom of Expression policy.

2) The ASUW has found that point 4, “Co-Curricular identity-based centers, services, support groups, seminars, and events,” under Section VII of the Working Group’s report is inconsistent with current Student Organizations’ funding and managerial capacities. The ASUW recommends that the Working Group find a better alternative to supplement the suggested removal of co-curricular identity-based centers, services, support groups, seminars, and events. If not, given ASUW’s monetary constraints, ASUW requests that a clear financial support plan be drafted for Student Organizations.

The ASUW further recommends that there be detailed explanations written as to what would happen to co-curricular centers under the Working Group’s DEI definition as the ASUW finds that these centers are invaluable to student lives and success and will not be able and should not be supplemented by student organizations.

The ASUW also asks that the Working Group clearly and publicly provide a list of what they consider co-curricular centers and why.

3) The ASUW finds similar issues with point 12, “Support for Student Organizations,” under Section VII of the Working Group’s report. The ASUW notes that in FY23-24 the ASUW has funded 32 Conferences and Competitions, 9 New Student Organizations, and 48 Student Organization Events in accordance with the ASUW Finance Policy, the ASUW By-Laws, the ASUW Student Organization Funding Board (SOFB) Policy, and UW Regulation 11-5. The ASUW recognizes that 5 Conferences and Competitions, 3 New Student Organizations, and 73% (35 out of 48) Student Organization Events would not have received critical funding under the current Working Group suggestions of “content-neutrality” as ASUW money is considered state-dollars and is beheld to UW Regulations, policies, and procedures (see I. Background and Context above). A breakdown of ASUW’s FY 23-24 contributions to a sample of Student Organizations functions is provided below (a list of all ASUW funded Student Organization Programming for FY 23-34 was provided to the Working Group as a separate attachment):

   a) Bangladesh Night: a yearly event put on by the Bangladesh Student Association received $9,500 from ASUW out of their total of $13,450.
b) “Conservative Principles Are Good for Mental Health” Sean Campbell Speaker Event: a speaker event put on by Turning Point UWYO received $2000 out of their total speaker fee of $2000

c) Fiesta Primavera: a yearly event put on by M.E.Cha received $9,959 out of their total event fee of $10,959

d) Speaking with Activism: event put on by the Competitive Speech Team received $925 out of their total event fee of $925

e) Diverse Faculty Panel: panel hosted by the Graduate Student Work received $3420 out of their total panel fee of $3,420.

f) Republican Debate Watch party: hosted by the Political Science club received $155 out of their total fee of $155.

ASUW notes that its Student Organization funding process is not preferential or exclusionary, and that ASUW funds all events that adhere with the SOFB Policy. The ASUW believes that maintaining its current funding guidelines is essential to support all Student Organizations, and that proposed UW regulations for state fees to fund “content-neutral” programming only would prevent ASUW to continue supporting all Student Organization programming equally.

The ASUW further notes that in its Student Issues Spring Survey when asked “How would you describe your sense of belonging on campus?” the largest percentage of responses (~29%) indicated a strong sense of belonging in the University, a major contributing factor being involvement in Student Organizations.

For these reasons, the ASUW requests that the Working Group edit point 12 to also exclude ASUW support to instead read, “...exclude these organizations (and ASUW and faculty support for these organizations).” Or clarify ASUW’s role in supporting Student Organizations in the future. The ASUW urges the Working Group to state that ASUW is a student fee funded program whose role is “to support student-led organizations” recognizing that maintaining the status of ASUW money as state dollars would functionally prevent students from freely organizing (they would no longer be able to get New Student Organization Startup Money from ASUW), and freely determining their own actions (they would not have financial support to host events or bring speakers to campus that align with their organization) violating UW Regulation 11-4.

The ASUW believes that a report that does not detail the role ASUW will be able to play in Student Organization support will be incomplete and inaccurate.

4) The ASUW makes the following additional recommendations to point 7, “Scholarships, awards, and assistantship programs,” in Section VII of the Working Group’s Report. While the ASUW recognizes the struggles with fulfilling non-discrimination requirements with identity-based scholarships, the ASUW urges the Working Group to present alternative methods of funding or modification that will help scholarships fulfill
the requirements of Civil Rights Act Titles VI and IX. ASUW also strongly suggests the Working Group to encourage a “pool and match” system to be widely implemented to maintain identity-based scholarships.

5) The ASUW is in strong support of point 11, “Symposia and research centers (including but not limited to MLK Days of Dialogue, Matthew Shepherd Symposium, Social Justice Research Center, and the Black Studies Center,” under Section VII of the Working Group’s Report. The ASUW further indicates that these programs are major student recruitment and retention tools, and thus must be maintained at all costs.

6) In response to point 5: “Utilizing a land acknowledgment statement not approved by the University.” The ASUW notes that in the Spring of 2020, the ASUW Senate unanimously passed Senate Bill #2699 which created a land acknowledgment in collaboration with former ASUW Senators and Executives, ASUW’s United Multicultural Council, Dr. Jaime from Native American & Indigenous Studies, Reinette Tendore from the NAERCC, Multicultural Affairs, and students from the Keepers of the Fire Student Organization, which reads:

“We collectively acknowledge that the University of Wyoming occupies the ancestral and traditional lands of the Cheyenne, Arapaho, Crow, and Shoshone Indigenous peoples along with other Native tribes who call the Great Basin and Rocky Mountain region home. We recognize, support, and advocate alongside Indigenous individuals and communities who live here now, and with those forcibly removed from their Homelands.”

This land acknowledgment is read at all ASUW Senate meetings and is widely used by other campus entities during events, course syllabi, and other UW functions. The ASUW recommends that the University recognize this land acknowledgment as the official UW land acknowledgement as it was created in collaboration with Native Communities, Native Students, and UW partners across campus. The ASUW further clarifies that it does not endorse any UW policies or regulations that would force campus entities to read ASUW’s land acknowledgment, but instead hopes that its recognition will help address the issues presented by the Working Group in this report.

III. ASUW Office of Diversity, Equity, and Inclusion Feedback:

The ASUW fully supports the following two options presented by the Working Group:

1. Continue to fund the DEI office, its employees, and functions through private support.
2. Continue to fund the DEI office, its employees, and functions through state dollars and/or private support but change the name to accurately reflect the work of the office and legislative intent.
The ASUW believes it is in all students' interest that there is a centralized DEI office moving forward, and that not having one would do a disservice to students at the University of Wyoming. The ASUW believes funding a DEI office through private funds is a viable strategy, and that the Working Group should try to clearly outline some private funding sources, such as Alumni donations, in the report under options 1 and 2.

The ASUW further expresses options 3, 4, and 5 that decentralize, reorganize, and close the Office of DEI would have the following impacts on students:

a. *Reduce support for LGBTQIA2S+ students.* When asked in ASUW’s Spring Issue survey “Do you believe the University of Wyoming is doing enough to support LGBTQIA2S+ students?” 19 out of 121 students said yes, 61 out of 121 students said no, and 41 out of 121 students said maybe. When asked “What more could the University of Wyoming do to support LGBTQIA2S+ students?” approximately 20% of responses mentioned the University should continue to fund DEI programs including finding ways to keep the Office of DEI.

b. *Reduce support for students with disabilities.* When asked “What do you feel the campus needs to do to increase Disability Awareness?” approximately 32% of students answered Infrastructure and Accessibility, 18% answered Information and Education, 8% mentioned the need for Inclusive Policies and Practices, and 5% mentioned Infrastructure Maintenance all of which fall under the ADA Coordinator position in the Office of DEI.

c. *Reduce sense of belonging among students.* When asked “How would you describe your sense of belonging on campus?” 18% of students described a low sense of belonging citing being part of a minority/marginalized group as a reason, and 16% of students mentioned that their sense of belonging decreased recently due to legislative actions impacting DEI. The ASUW believed these sentiments would continue to grow without a centralized office of DEI.

The ASUW further sees big logistical issues with options 3 and 4 as they are likely to overburden other offices on campus harming students that use ODEI services and students that use and benefit from programming and services other campus offices. The ASUW does not see these options as viable but does recommend that the Working Group comment on the managerial capabilities of the offices on campus that would take over ODEI’s functions.

The ASUW disagrees fully with option 5.

**ASUW Student Feedback Report**

On April 17-18th, ASUW’s Director of Justice & Equity, Paula Medina, hosted a series of student feedback sessions in response to the FINAL April 16, 2024, Diversity, Equity, and Inclusion Review Working Group Report and Appendices. ASUW’s Director of Justice Equity shared the report with the ASUW Legislative and Executive Branch, all registered Student
Organizations leadership, the QCC listserv, the Multicultural Affairs listserv, and other interested students at large.

The following Feedback was provided by students:

I. Feedback on “V. Definition of DEI”

There was major student confusion about the purpose of the definition. Clearly identifying that they do not believe that DEI programs, activities, and functions at the University of Wyoming do what the provided definition of DEI describes. To clarify, students ask the Working Group to add an introductory sentence prior to the first paragraph on the section clearly stating the definition's purpose. Students further request that a second definition be drafted to clearly and explicitly state the type of DEI work that the University of Wyoming can do.

The following definition of the type of DEI work that the University of Wyoming can do was provided by students:

“Diversity, Equity, and Inclusion efforts are defined as advocating, promoting, or funding a program, activity, or function that: Seeks to equalize participation, representation, or sense of self of individuals and groups, in order to reduce and/or alleviate the effects of systemic, historical, conscious, or unconscious bias, discrimination, and oppression that occur on the basis of race, color, sex, national origin, gender identity, and sexual orientation.”

Students expressed confusion with the definition carve outs, their purpose, and their basis.

Students ask the Working Group to clarify the following sections of the definition:

1. “Legislative intent of the budget footnote” and “perceived legislative intent”: students believe the report must clearly state what the Working Group believed was the legislative intent of the budget footnote.
2. “Implicitly biased.”
3. “Promoted the position…”: students wondered what constitutes a “promotion” citing flags and posters around campus as a particular concern.
4. “Advantage” and “disadvantage.”

Students ask that the Working Group modify the following parts of the definition:

1. Modify line 2 “...or inherently superior or inferior on the basis of color, sex, etc.” in accordance with the following guidelines:
   a. Striking “inherently superior or inferior;” or,
   b. Rewording the definition to make a clear distinction between hate groups and DEI work; or,
c. Providing clarity as to what the Working Group would consider “inferior” or “superior.”; and,

d. Add “race” to the list of attributes.

II. Office of DEI Options Feedback:

- Option 1: Students see this as the most viable option. Noting that this option would:
  a. Show University support for Diversity, Equity, and Inclusion.
  b. Show University support for the stated values of equal access and opportunities for all students.
  c. Centralize all DEI programs giving students full access to programs and services that fit their needs academically and personally.

- Option 2: Majority of students expressed that this option would be the best backup if Option 1 wasn’t chosen by President Seidel. However, some students voiced concern about rebranding the Office as they believed it will lead to misunderstandings about the role of the office on campus.

- Option 3: Two students viewed this as a viable option.
  a. Students ask for the Working Group to state what they believed the legislative intent to be.
  b. Students ask that the Working Group clearly state the “existing budget authority” of the current Office of Diversity Equity and Inclusion.

- Option 4: Students did not see this as a viable option, but offer the following feedback:
  a. Students ask why “ii. Coordination of Native American Affairs” is mentioned as a DEI duty as they believed the Native American Center and other Native Programming was excluded from the Working Group’s conversations.
  b. Students request that the wishes of the Black 14 be honored, and that the University no longer hosts the Black 14 Social Justice Summer Institute until told otherwise by members of the Black 14.
  c. Students ask that this option recognizes the budgetary constraints and financial burdens new departments would have to face due to managing the Matthew Shepherd Symposium, and Black 14 Social Justice Summer Institute. Students ask the Working Group to provide the colleges and schools that would take over this programming with adequate support.
  d. Students ask that the Working Group recognizes the number of employees affected due to this option.

- Option 5: The majority of students believe this option is not viable and would be harmful to student success and belonging. Two students expressed their full support for this option.
  a. Students ask that the Working Group recognizes the number of employees affected due to this option.
III. DEI programs, activities, and functions Feedback:

1. Students ask that the Working Group clarifies what they believe the “national headlines” we do not align with are.

2. Students ask the Working Group to clarify what “preferential treatment” and “exclusion” refer to.

3. Point 3: “Hosting, inviting, or sponsoring speakers”
   a. Students ask for a definition of “content-neutral”
   b. Students note that enforcing “content-neutrality” does not align with the University’s Freedom of Expression commitments.
   c. Students ask the Working Group to address the following logistical issues with this point:
      i. How would the University ensure that speakers are content-neutral?
      ii. Would campus departments and non-student fee funded programs have to get individual approval every time they brought speakers to campus?
      iii. Who would approve speakers?
      iv. Would UW programs, departments, and colleges be allowed to sponsor events put on by Student Organizations? What level of support would they be allowed to provide?
      v. Would UW programs, departments, and colleges be allowed to privately fund non-content neutral events?
   d. Students reiterate ASUW’s feedback that the Working Group must provide a clear guideline of how ASUW is to fund speakers invited/hosted by student organizations given that their money is considered state-dollars. Students further add that they believe ASUW money should be considered student-fees only (and not be treated as state dollars), which would allow them to continue to best support Student Organizations.

4. Point 4: “Co-Curricular identity-based center, services, support groups, seminars, and events”
   a. Students ask that the Working Group clearly details what they consider a “Co-Curricular identity-based center.”
   b. Students disagree with the statement that these centers, services, support groups, seminars, and events offer preferential treatment, and instead offer that these events simply help equalize opportunities and representation for all students, which aligns with the University’s value of equitable access and equal opportunity as noted in Section IV point 2 of the Working Group’s Report.
   c. Students ask the Working Group to clarify how these centers, services, support groups, seminars, and events will have to be modified to reinforce
“success for all.” Students further note that centers, such as but not limited to, the Poke Pride Center, the Black Studies Center, the Native Center, and the Multicultural Resource Center and their respective programming are open to any student at UW. Students see point 4 as a mischaracterization of “Co-Curricular identity-based centers” and ask that the Working Group corrects this by stating that these centers are open for all students. Students wanted to express their full support for these centers.

d. Students disagree with the statement that “these activities might be better aligned thorough Student Organizations.” Three major comments:
   i. Students believe their primary role in the university is to be students, not support services for others.
   ii. Students believe that Student Organizations will never be able to replace the support services, spaces, events, and seminars provided by “co-curricular identity-based centers.”
   iii. Students ask that the Working Group name ASUW fees as student fees to help manage the added burden provided to Student Organizations under this suggestion.

IV. Appendices Feedback: Student feedback focused on Appendix A:

- Students requested that the Working Group states the definition of DEI they used to create Appendix A
- Students request that the Working Group state the departments, colleges, deans, and programs that provided the information detailed in Appendix A
- Students request that the notes related to each respective program, activity, or function reflect the descriptions in the University’s website or those provided by the spokesperson of each program, activity, or function.
- Students ask that the Working Group provide their rationale for including programs, activities, or functions in Appendix A since students find that the Appendix is inaccurate and incomplete. Students point out the following inaccuracies:
  o Line 21 - Graduate Student Network: This Student Organization is listed as a part of Graduate Education, which goes against the carveouts in the Working Group’s DEI definition, and is not a university program, activity, or function. Further, the note does not accurately reflect what the Graduate Student Network does, “provide social and professional development opportunities for graduate students.”
  o Line 46 – DEI Student Group: this is a Student Organization and should not be included in the Working Group’s list.
  o Line 83 – Violence Prevention Training: the Violence Prevention Center is listed as a DEI program because the “Curriculum addresses gender distinctions regarding rates of violence,” or in other words, uses evidence-based teaching to approach rape and sexual abuse prevention. Addressing
gender distinctions in rape programming is not promoting or disparaging a diversity agenda so much as it is educating on this topic. As an academic institution, it is not UW's job to omit facts and statistics to make people more comfortable, it is their job to educate. Further students point out that, “rates of violence prevention” discussed in the curriculum are based on the 2022 Sexual Misconduct UW Climate Survey.

- Line 85 – Student Wellness Center Sexual Health: Sexual Wellness programming offered by the Wellness Center is not DEI, but a crucial education tool used to prevent STIs, abortions, unwanted pregnancies, and sexual assault.

V. Working Group Creation, Meeting Schedule, and Constituent Feedback:

Students ask that the University includes more students in future conversations about DEI in UW per UW Regulation 1-4. Specifically noting that they do not believe they were properly consulted “in the early stages of discussion and decision-making” (UW Reg 1-4, A. Key Principles) nor that students had the ability to actively engage in governance activities (UW Reg 1-4, B. Best Practices, subsection 3). Although students appreciated the later feedback sessions, many expressed feelings of hopelessness when providing feedback, seeing the feedback period as too short and too late in the decision-making stage to make changes.
Addendum A
The Associated Students of the University of Wyoming (ASUW)

October 17, 2023

Auditors:

Danika Salmans MBA, CIA, CRMA

Rebecca Garcia, MBA, CIA
University of Wyoming Board of Trustees:

Internal Audit has completed a review of the Associated Students of the University of Wyoming (ASUW).

This audit assessed activity during FY2022 through FY23 and represents an independent assessment regarding the design and effectiveness of operational, financial, compliance, and strategic controls. This evaluation presents opportunities for improvement by identifying any risks to the University related to internal control weaknesses.

Any concerns and weaknesses identified have been discussed with management and may be subject to follow-up. If the department is not in compliance with criteria, policies, procedures, or best-practice, this situation is described in a formal observation so that the department can develop an action plan to mitigate the risks. The following observations have been made:

- **Observation #1**: The review of financial activity (including utilization of student fees, ASUW Mandatory Fee) lacks documented procedures to ensure transparency and accountability
- **Observation #2**: Some ASUW documents were found to be inconsistent with UW Regulations; or not copesetic with best practices

A follow-up will be performed in nine (9) months to assess progress related to the audit recommendations. The audit will remain open until the completion of the follow-up review, at which time a closing report will be provided.

We would like to thank Saber Smith – ASUW President, Jessica Petri – ASUW Vice President, Jerry Henderson – ASUW Director of Policy and Analysis. In addition, we would like to thank Shelly Schaefer – Accountant, Cameron Craft – Project Coordinator, and Ryan O’Neil – Dean of Students of ASUW, and all the other ASUW members and professional staff for the assistance we received on this audit.

Sincerely,

Danika Salmans MBA, CIA, CRMA
Director of Internal Audit

Becky Garcia MBA, CIA
Senior Internal Auditor
Background

ASUW OPERATIONAL AND FINANCIAL AUTHORITY

UW Regulation 11-5 recognizes and authorizes the Associated Students of the University of Wyoming to promote the general welfare of all students and the University, to represent and serve as a voice for the concerns of the student body.

This regulation serves as the basis to evaluate ASUW’s operational, financial, governance, strategic, and compliance internal controls so that risk to this entity are mitigated. The regulation states that ASUW is expected to conduct all its programs, services, and operations in accordance with University regulations, policies, and procedures.

The Constitution of ASUW recognizes that ASUW is an “…inseparable part of the University of Wyoming, and derives all power and authority from the Trustees of the University.” ASUW seeks to “…provide an effective organization to promote the general welfare of all students at the University, to represent the concerns for the student body, and to provide for and regulate such other matters…”

By the authority given by UW Regulation 11-5, ASUW Constitution, and recognized in ASUW By-Laws, ASUW Senate shall, “In accordance with applicable University regulations, the provisions of the Constitution, and ASUW Finance Policy, ASUW Senate shall have the authority to annually allocate all ASUW funds received through student registration fees.” This allocation is recommended to the Trustees for review and approval.

This coincides with language in the Regulations of Trustees Section 2 of Chapter VIII which stipulates that, “All student fees, charges, refunds, and deposits shall be fixed by resolution of the Trustees and shall be published in the appropriate university publications.”

In the administration and distribution of these student registration fees, ASUW Finance Policy recognizes that, “Student Activity fees are state funds which must be administered in a manner consistent with the educational mission of the University of Wyoming.” In addition, “Funds allocated to ASUW Programs, Services and Strategic Partners shall be administered according to this policy and other University financial policies.”

As per ASUW website and various other supplemental documents:

- MISSION STATEMENT
  The purpose of the Student Government of the Associated Students of the University of Wyoming is to serve our fellow students in the best manner possible through accurate representation, professional interaction with campus programs and organizations, and responsible, effective leadership.

- ASUW'S IMPACT and FINANCIAL INFORMATION
  ASUW controls a budget of over $1,000,000, and they use those funds to give back to students and support programs and initiatives that make UW a better place. They give $140,000 a year to student orgs to host events, and throw Homecoming. ASUW also advocates for students - ASUW President sits on the Board of Trustee as student representation, and ASUW is in charge of representing student concerns and voice to administration.
In addition, ASUW also has various foundation fund sources from which ASUW supports special projects and scholarships.

**Executive Branch**
- ASUW Executive Branch includes ASUW President and ASUW Vice President. The President shall promote, improve, and pursue the goals and objectives of ASUW and the University. The President is charged with insuring that all resolutions and recommendations passed by the legislative branch are enforced or brought to the attention of those University officials with authority to take the recommended action. The President serves as an ex-officio member on the UW Board of Trustees.
- ASUW Vice President is charged with organizing and coordinating all ASUW committees.
Legislative Branch

- ASUW Legislative Branch is ASUW Vice President and ASUW Senate. ASUW Senate is comprised of 21 Senators who represent the entire student body.

- ASUW Legislative Branch directly represent the students by ensuring the efficient, responsible, and coordinated functioning of student life and ASUW activities at the University, through the enactment of legislation in the form of bills or resolutions. The Senate is comprised of multiple committees all with various purposes in order to accurately represent our fellow students.
  
  o Advocacy, Diversity, and Policy
    - The Committee shall serve as a medium for individual students, student organizations, and underrepresented communities to voice opinions and concerns regarding university policy, administration, or other issues associated with student life.
  
  o Budget and Planning
    - As per their website, the budget and planning committee oversees, manages, and ensures fiscal responsibility of ASUW's $1.15 million budget comprised of student fee dollars and endowment funds. Each year, ASUW sets aside money from students fees to be used on one-time special requests. This money has in the past funded things such as technology upgrades, artwork for Union meeting rooms, free menstrual products, and expansion of the UW Bike Library.

  o Programming and Institutional Development
    - The Program and Institutional Development Committee shall serve as a means by which ASUW Student Senate shall advise and assist with all ASUW programs. Furthermore, the committee shall be responsible for ensuring that ASUW is constantly developing into a more effective organization.

  o Student Organization Funding Board
    - The Board shall, pursuant to the provisions of ASUW Finance Policy, serve to consider and recommend approval by the Senate for the use of budgeted ASUW funds to facilitate, during a fiscal period, the on-going requests by students and student organizations for ASUW financial support.

  o Outreach, Programming, and Elections
    - The Committee shall assist in organization and execution of events, workshops, and all outreach including but not limited to all events involving elections and Homecoming.

  o Steering
    - The Committee shall provide coordination for the various issues, legislative activities, program involvements of ASUW Executive and Legislative branches, and serve to pursue ASUW recommendations and actions that are referred to, or require action by the University Trustees, the faculty, or administrative units of the University.

---

1 Budget & Planning | Associated Students of UW | University of Wyoming (uwyo.edu)
o Tuition Allocation and Student Fee Review

  ▪ The committee shall serve as ASUW’s oversight board for all university fees, including programmatic, advising, mandatory student and student services fees, as well as tuition dollars. The Committee shall have the power to investigate all fees in a manner they deem appropriate in order to complete an annual report. The investigation may include, but is not limited to, hearing from representatives of University of Wyoming colleges, departments, and programs.

  ▪ Every single ASUW Senator is elected at large. This means that they are elected by, and serve, every single student at the University of Wyoming. There is no division by college.

Judicial Branch

  ▪ ASUW Judicial Council provides interpretation of all ASUW working documents. The council has jurisdiction over all actions of ASUW Executive branch and over all violations of ASUW rules, regulations, policies, procedures and/or standards governing student conduct or requirement of students who participate in officially approved ASUW program.

ASUW PROGRAMS

  ▪ Student Technical Services (STS) 6056
    o STS is the premiere audio/visual services provider on campus. Since 1980, STS has been providing free services to registered student organizations and paid services to the rest of the UW community. Student groups can get help with events from projectors for weekly meetings to large scale systems for special events. The mission of Students Technical Services (STS) is to serve the students of the University of Wyoming (UW) by providing production technologies, programming, and event consultation to create a platform for expanding student ideas, enhancing the impact of presentations and performances, and developing co-curricular education.

  ▪ First-Year Senate
    o First-Year Senate is a program for incoming students interested in collegiate government and general campus involvement. The group is open to any first-year student and meets every Tuesday at 5:15 pm in the Union Senate Chambers.

  ▪ Non-Traditional Student Council
    o NTSC is an organization of students who advocate by identifying concerns, increasing awareness, and providing a collective voice for the non-traditional student community of the University of Wyoming. The group is open to any non-traditional student.

  ▪ Student Legal Services
    o ASUW Student Legal Services offers legal services to all fee paying UW students. The Program is funded through the allocation of a portion of ASUW fee paid each semester by fee paying students. The consultation services provided by the Student Legal Services are free, therefore, to those students who have prepaid their fee packages.

  ▪ United Multicultural Council
    o The purpose of the United Multicultural Council is to improve the campus climate through community education, progressive action and appropriate reactions to diversity and social justice issues as they arise, and increased communication in the promotion of respect for diversity and social justice at the University of Wyoming. UMC is open to any UW student.

  ▪ Food Share Pantry
The Food Share Pantry is a project that is currently overseen and managed by the Dean of Student Office, committed to nourishing our UW community by providing access to a variety of good healthy foods and hygiene products. This is a UW community effort, made possible with student leadership, financial support and ongoing collaboration between ASUW and the UW Food Security Task Force, the Sustainability Coalition, the Dean of Students Office and our local community partner, Interfaith and United Way. All students and employees are invited to share in this campus resource! Their page offers information on location, hours, pick up orders (incl. request form), and donation opportunities.

As per WyoCloud financial reports: The following tables present revenue and spending that occurred in ASUW’s Designated Operating account. This is the account that holds collected student fees and expenditures associated with ASUW. Spending was noted in additional accounts that will require correction. For example, in FY 2023 there was an additional $20,000 expended in unrestricted operating for salaries, wages and benefits. ASUW does not receive unrestricted funding.

**FY 2022 Budget to Actual Comparison**

<table>
<thead>
<tr>
<th>Summary Level Natural Accounts</th>
<th>Budget</th>
<th>Total Actuals</th>
<th>$ Variance</th>
<th>% Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>010002-Designated Operating General Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Educational Fees Net</td>
<td>(820,840)</td>
<td>(868,084)</td>
<td>47,244</td>
<td>105.8%</td>
</tr>
<tr>
<td>Gifts</td>
<td>(177,400)</td>
<td>(177,400)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>(998,240)</td>
<td>(868,084)</td>
<td>(130,156)</td>
<td>87.0%</td>
</tr>
<tr>
<td>Expenses Before Transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary, Wages &amp; Benefits</td>
<td>477,866</td>
<td>306,870</td>
<td>170,996</td>
<td>64.2%</td>
</tr>
<tr>
<td>Services, Travel and Supplies</td>
<td>339,277</td>
<td>237,586</td>
<td>101,691</td>
<td>70.0%</td>
</tr>
<tr>
<td>Util., Repair &amp; Maint., and Rentals</td>
<td>600</td>
<td>1,941</td>
<td>(1,341)</td>
<td>323.6%</td>
</tr>
<tr>
<td>Int., Claims, Other Exp., Subcontracts, Depr. &amp; Amort.</td>
<td>165,840</td>
<td>15,163</td>
<td>150,677</td>
<td>9.1%</td>
</tr>
<tr>
<td>Total Expenses Before Transfers</td>
<td>983,583</td>
<td>561,561</td>
<td>422,022</td>
<td>57.1%</td>
</tr>
<tr>
<td>Funding Transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Allocations &amp; Sales</td>
<td>14,830</td>
<td>45,883</td>
<td>(31,053)</td>
<td>309.4%</td>
</tr>
<tr>
<td>Total Funding Transfers</td>
<td>14,830</td>
<td>45,883</td>
<td>(31,053)</td>
<td>309.4%</td>
</tr>
<tr>
<td>010002-Designated Operating General Total</td>
<td>173</td>
<td>(260,640)</td>
<td>260,813</td>
<td>-151033.5%</td>
</tr>
<tr>
<td>Statement of Activities Net Result</td>
<td>173</td>
<td>(232,483)</td>
<td>232,656</td>
<td>-134717.3%</td>
</tr>
</tbody>
</table>

**FY 2023 Budget to Actual Comparison**

<table>
<thead>
<tr>
<th>Natural Account Rollup</th>
<th>Budget</th>
<th>Actuals</th>
<th>Variance $</th>
<th>Variance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>010002-Designated Operating General Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Educational Fees (net)</td>
<td>(956,390)</td>
<td>(921,629)</td>
<td>(34,761)</td>
<td>96.4%</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>(956,390)</td>
<td>(921,629)</td>
<td>(34,761)</td>
<td>96.4%</td>
</tr>
<tr>
<td>Expenses Before Transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary, Wages &amp; Benefits</td>
<td>633,123</td>
<td>521,458</td>
<td>111,665</td>
<td>82.4%</td>
</tr>
<tr>
<td>Services, Travel and Supplies</td>
<td>246,629</td>
<td>201,095</td>
<td>45,534</td>
<td>81.5%</td>
</tr>
<tr>
<td>Util., Repair &amp; Maint., and Rentals</td>
<td>600</td>
<td>1,941</td>
<td>(1,341)</td>
<td>323.6%</td>
</tr>
<tr>
<td>Int., Claims, Other Exp., Subcontracts, Depr. &amp; Amort.</td>
<td>85,301</td>
<td>23,693</td>
<td>61,608</td>
<td>27.8%</td>
</tr>
<tr>
<td>Total Expenses Before Transfers</td>
<td>966,053</td>
<td>747,867</td>
<td>218,186</td>
<td>77.4%</td>
</tr>
<tr>
<td>Funding Transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Allocations &amp; Sales</td>
<td>9,388</td>
<td>58,829</td>
<td>(49,441)</td>
<td>626.6%</td>
</tr>
<tr>
<td>Total Funding Transfers</td>
<td>9,388</td>
<td>58,829</td>
<td>(49,441)</td>
<td>626.6%</td>
</tr>
<tr>
<td>Statement of Activities Net Result</td>
<td>19,051</td>
<td>(114,932)</td>
<td>133,983</td>
<td>-603.3%</td>
</tr>
</tbody>
</table>
Audit Scope, Procedures, and Outcomes

The scope of this review focused on the following accounts (guide prepared by the Budget Office for ASUW reference in fund utilization):

The following steps represent the extent of work needed to achieve the audit objectives and are summarized below. The status includes an evaluation of risks to the achievement of objectives.

- **Commendation** – The department is operating in an exemplary manner toward satisfying a criterion, policy, or procedure.
- **Satisfactory** – The department currently satisfies a criterion, policy, or procedure.
- **Improvements Recommended** – The department should strengthen areas of compliance with criterion, policy, or procedure to ensure that the quality of the program will not be compromised. These areas are discussed formally with management and may not be subject to formal observation and recommendation.
- **Action Required** – The department is not in compliance with the criterion, policy, or procedures. A formal observation is made, and recommendation is issued that will require the department to develop an action plan to mitigate the risks.
<table>
<thead>
<tr>
<th>Function</th>
<th>Status</th>
<th>Summary of Findings/Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Accounts</td>
<td>Satisfactory</td>
<td>The objective was to review foundation accounts, determine that management is reviewing reports, verify a sample of restricted accounts to ensure they are being spent in compliance with the agreements, and verify UW fund balance. Monitoring needs to continue to include reviewing of activity by fund source and review of Foundation data to ensure that fund balance is monitored. Spending appears to be compliant with criteria.</td>
</tr>
<tr>
<td>Financial Management and Reporting</td>
<td>Action Required</td>
<td>The objective was to ensure that management is using accurate, timely, and reliable financial information that meets the needs of ASUW. Controls over financial processes were also assessed. ASUW Business Office tracks financial expenditures in external ledgers to track financial activity. However, ASUW Business Office does not have a process to regularly report on financial data to ASUW. The ledgers could serve this need in a supplemental manner if accompanied by a WyoCloud reconciliation report. (See Observation #1)</td>
</tr>
<tr>
<td>Budgeting</td>
<td>Action Required</td>
<td>The objective was to ensure that the budget is accurate and representative of operations. Accounts were reviewed to ensure variances are managed and reported as per policy. Budgets appear to be appropriate for operation. However, account balances should be reviewed and addressed to maximize benefit to the general student population. (See Observation #1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unbudgeted spending was observed in unrestricted operating. This was due to accidental payroll and expenditure coding that is being addressed. Regular monitoring of account data will facilitate timely identification of these errors and allow for adequate correction.</td>
</tr>
<tr>
<td>Payroll</td>
<td>Improvement Recommended</td>
<td>The objective was to ensure that payroll records are complete and properly approved, to assess compliance with UW payroll policies and procedures, and to evaluate internal controls for payroll transactions. Job descriptions for ASUW Business Office and ASUW paid students were reviewed. The adequacy of the ASUW Business Office job descriptions were further assessed to ensure that ASUW efforts have adequate oversight and direction. As per job descriptions, and ASUW Finance Policy, ASUW Business Office Accountant is to serve as the financial advisor for all ASUW funded activities. It is imperative that financial allowability and feasibility is assessed, and direction provided during the development phase of student programs to ensure the efficiency of ASUW planning efforts. ASUW Advisor position has been reported vacant for months and is not currently advertised as accepting applications. This individual serves as a critical link between ASUW objectives and the administrative support of Student Affairs. It is advised that the roles of current staff be evaluated in conjunction with the job description, in consultation with ASUW, to ensure that the job description be the Advisor meets the critical needs of ASUW. (See Observation #2)</td>
</tr>
<tr>
<td>Function</td>
<td>Status</td>
<td>Summary of Findings/Recommendations</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cash Handling</td>
<td>Improvement Required</td>
<td>The objective was to ensure that cash handling expectations are established and enforced. ASUW receives occasional checks/cash. The unit is encouraged to develop and document cash handling procedures that detail segregation of duties.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>Improvements Required</td>
<td>100% of institutional transactional data is analyzed using data analytics software through the Continuous Monitoring Program to find potential duplicate or fraudulent transactions, and/or other suspicious areas. Transactions related to ASUW are included in this process. Purchase orders after goods/services ordered/received; areas for increased compliance were discussed with management.</td>
</tr>
<tr>
<td>Access and Assets</td>
<td>Improvements Required</td>
<td>The objective was to determine adequate accountability and controls for building access and assets under the department’s jurisdiction. The most recent property listing of capitalized assets (5 items) and sensitive assets (3 items) was obtained. 100% of assets was tested to ensure that ASUW was still in possession of equipment. All items were verified except for 2 computers purchased in early 2000 which were reported as assumed to have been taken to surplus; items will need to be declared to Asset Management as “lost, stolen, sold or junked,” to be removed from the inventory. ASUW does not have a process to track or regularly inventory sensitive assets and is advised to develop this process. Access to office space is managed through physical key distribution. ASUW Executives, President and Vice President have keys to their offices. Senators are intentionally not given keys as a control measure and are only able to be in the office when Business Office staff or executives are present.</td>
</tr>
<tr>
<td>Strategic Objectives</td>
<td>Improvements Required</td>
<td>ASUW has a fully developed strategic plan with detailed objectives. The plan is developed around three pillars addressing Improve Structure, Stability, and Capacity of ASUW; Represent, Support, and Engage Diverse &amp; Marginalized Student Groups; and Expand Student Outreach and Engagement. There are process owners indicated for each tactic. ASUW By-laws instruct the Program and Institutional Development Committee to annually review the Strategic Plan. ASUW is advised to further establish due dates for each tactic to ensure accountability and completion. In addition, they are also encouraged to further develop pillars and objectives by documenting direct and relational support of the UW 2022+ Strategic Plan and Presidential goals. Failure to align goals institution-wide may result in failure to meet objectives. (See Observation #2)</td>
</tr>
<tr>
<td>Function</td>
<td>Status</td>
<td>Summary of Findings/Recommendations</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Fees</td>
<td>Action</td>
<td>The objective was to ensure that student fees are being utilized for their intended purpose and according to university policies, the information in the fee book is representative of actual activity, and fees are appropriately accounted for. The amount collected should be adequate but not in excess to meet the needs. ASUW reviews the utilization of fees by campus entities, collects and expends Mandatory Fees for the support and operations of ASUW. The controls associated with the review of fee utilization should be improved. A balance of $683,000 of student fees was carried forward into FY23, and the assessment of the utilization lacks transparency and documented external review for assessment of adequacy. (See Observation #1) The Fee Books states that ASUW portion of the Mandatory Fee “supports the Associated Students of the University of Wyoming operations and programs.” A review of expenditures demonstrated that fees were used for purposes not defined in the Fee Book such as, donations, special events, etc. (See Observation #2)</td>
</tr>
<tr>
<td>Culture and Governance</td>
<td>Action</td>
<td>The objective was to ensure adequate dissemination of information and representation for the development of consistent processes throughout ASUW. The degree to which governance impacts culture and the strength of internal controls was also assessed. ASUW is to be recognized for developing and maintaining a comprehensive portfolio of regulation documents to include Constitution, By-Laws, Finance Policy, Budget and Planning Finance Policy, Student Organization Funding Board Finance Policy, etc. A review of guidance documentation identified areas where guidance should be improved to secure the necessary ASUW autonomy yet ensure that there is adequate oversight to ensure financial, compliance, strategic, reputational, and operational risks are mitigated. (See Observation #2)</td>
</tr>
</tbody>
</table>

ASUW has provided information in Attachment A offering additional context for each of the audited elements.
Observations, Recommendations, and Responses

Observation #1
The review of financial activity (including utilization of student fees, ASUW Mandatory Fee) lacks documented procedures to ensure transparency and accountability.

Criteria (control framework or policy that establishes the standard)

As per ASUW Finance Policy
ASUW Business Office shall serve as the financial advisor for all ASUW funded activities.

As per the UW Fee Book 2023 fees are to be adequate but not in excess.

The Vice President for Administration, with approval by the Trustees, is authorized to establish fees, charges, or deposits for interdepartmental purposes. In no case shall the assessment of such fee, charge, or deposit exceed the direct cost plus reasonable administrative overhead.

Condition (the current state based on testing)
ASUW Business Office does not have a regular process reporting on ASUW financial activity and variances to ASUW leadership.

Substantial balances were observed representing unused student fee funds as defined in ASUW Finance Policy. At the end of FY22, financial reports indicate a cumulative balance in the Designated Operating (010002) account of $303,833. ASUW also maintains an Unrestricted Operating Reserve Account; at the end of FY22, financial reports indicate a balance of $380,753. At the end of FY23 the estimated balances of the two accounts were $374,753 and $418,766, respectively.

No evidence was provided that ASUW Mandatory fees utilization and account balance was presented at the annual Tuition Allocation and Student Fee Review Committee meeting in the spring of 2023 for review and consideration of potential alternations in the fee structure. No transparent process or presentation was observed to allow the students of UW an opportunity to evaluate how student fees have been spent by ASUW.

ASUW Finance Policy states that at the completion of the fiscal year, all remaining student fee money shall be transferred to ASUW Reserve. It also states that the Reserve shall maintain a minimum balance of at least $100,000 but be no larger than $300,000. Currently, the balance exceeds this amount by over 100%.

Cause (the reason for the difference between criteria and condition)
ASUW offered contributing factors of the accumulating student fees balance to be position vacancies and planned activities determined unallowable.

2 This amount will be finalized at the conclusion of the UW’s single audit
Consequence (the impact to the unit or the University)

Failure to regularly review financial activity and understand variances impedes ASUW’s ability to manage risks and make informed decisions in the best interests of UW students.

As stated in the Fee Book, the assessment of fees should not exceed the direct cost plus reasonable administrative overhead. Continuing to collect fees that contribute to a growing balance presents financial and reputational risks.

The absence of an independent and unbiased entity to review the adequacy of ASUW Mandatory Fees could result in excess fees being charged to students and exacerbates financial and reputational risks.

Corrective Action (action plans that address the condition, recommendations)

It is recommended that:

- ASUW develops and transparently presents a plan for the utilization of excess reserve and carry-forward funds and plan to ensure that fee book expectations are met.
- Evaluate the continued use of a legacy Unrestricted Reserve account due to the transition to a more flexible Designated accounting structure allowing roll-over of funds rather than limited reserves.
- In cooperation with administrative oversight provided by Vice President of Student Affairs, ASUW business office should develop a documented plan to present financial data that is timely and useful to guide decision making. This plan should consider the expectations of presentation to ASUW leadership on a regular basis,
- Utilization of ASUW Mandatory Fees, carry forward and reserve balances, should be included in the presentation to the Central Fee Committee as well as development of a mechanism to widely disseminate detailed revenue and expenditure data to the student body.

Response:

Our action plan to implement the audit recommendations is:

A: The current ASUW student leadership is working with the student government to outline projects for funding through excess reserves and carry over. The ASUW Business Office, in consultation with the offices of the Dean of Students and Vice President of Student Affairs, will develop a plan and review process to spend these accounts down by February 1, 2024. The intention is to fully utilize the Unrestricted Reserve account so it can be officially closed by January 30, 2024.

B: The ASUW Business Office, in consultation with the offices of the Dean of Students and Vice President of Student Affairs, will develop financial reporting to be regularly shared with both internal (ASUW leadership, senators and executives) and external constituents (student body as whole) by January 16, 2024.

C: ASUW, in consultation with the offices of the Dean of Students and Vice President of Student Affairs, will develop a presentation to the Central Fee Committee outlining the intended use of proposed ASUW fees, along with carry forward and reserve balances starting for FY 25 discussions.
The VPSA Office supports the proposed response and will ensure provisions of support and oversight to successfully complete the process by the anticipated deadline.

Observation #2
Some ASUW documents were found to be inconsistent with UW Regulations; or not copesetic with best practices.

**Criteria** (control framework or policy that establishes the standard)

As per language in the UW Regulation 11-5 (Student Government), ASUW Constitution and ASUW By-Laws:

ASUW serves a very important role in advocating for the UW students by being a voice for the general student to UW leadership. In order to fulfil this function ASUW has to have the autonomy to have this voice and the funds to give strength to that voice; but in granting this autonomy, there is risk. There is risk associated with compliance issues, reputation risks, financial risk and these need to be mediated with proper governance, oversight, education, transparency and consistency.

As per the UW Fee Book 2023

ASUW fee “support the Associated Students of the University of Wyoming operations and programs.” ASUW

Student Program Fee Audit of November 2022 recommended that the Fee Book review process include a disclosure and review of fund balances. This has been integrated into current practice.

As per UW Regulation 11-5(Student Government) grants ASUW the authority to review and recommended changes to the student fee structure to the to the Vice President for Student Affairs and the University President

ASUW Student Government is authorized to create and implement a process for the annual review of all mandatory student fees and program fees, including recommendations of changes to a fee proposal. ASUW Student Government shall provide any recommendations to the Vice President for Student Affairs and the University President.

ASUW Student Government is authorized to recommend to the Trustees the needed amount of ASUW fees to be assessed of all fee-paying students for the support of ASUW-sponsored programs, services, and operations.

As per ASUW By-Laws ASUW Tuition Allocation and Student Fee Review Committee is to serve as the oversight board for all university fees, including programmatic, advising, mandatory student and student services fees, as well as tuition dollars.

Their recommendations shall be presented to ASUW Senate in the form of legislation and shared with the appropriate university officials upon passage.
The committee shall also hear mandatory fee increase requests from campus fee units and may recommend adjusting the requested fee, giving a vote of non-support for their quest, or endorsing the requested amount.

As per UW Regulation 11-5: ASUW Student Government, Financial Matters and Administrative Oversight

Through the Vice President for Student Affairs, and in consultation with the University President, ASUW Student Government shall prepare and present for approval to the UW Board of Trustees, an annual fiscal year budget for conducting its programs, services and operations.

…ASUW Student Government as an organization shall be responsible administratively through the Dean of Students Office to the Vice President for Student Affairs.

**Condition (the current state based on testing)**

**General Use of Student Fees**

A review of utilization of ASUW student fees was conducted. Salary expenditures for Business Office staff and ASUW executives and senators constituted approximately 35% of total fees collected in FY22 and 57% in FY23.

A review of supplies and services purchased during the scope of the audit found that student fees were used to support operations (14%), designated programs (20%) as well as other special projects and events (66%) which included donations. The practice of using a portion of student fees on special projects is a part of their documented practices, though this utilization of student fees does not appear to be consistent with the current fee book, nor is it consistent with the UW Regulation 11-5 expectation that student fees will be used for the general student population.

**Review of carry forward balances and independent review of ASUW Mandatory fee**

Though UW has instituted a previous audit recommendation institution-wide that balances held in fees accounts be disclosed during the annual Fee Book review process, ASUW By-Laws have not been updated to include this level of transparency during the process of review by ASUW Tuition Allocation and Student Fee Review Committee.

**Strategic Plan**

ASUW has a fully developed strategic plan with detailed objectives. The plan is developed around three pillars addressing Improve Structure, Stability, and Capacity of ASUW; Represent, Support, and Engage Diverse & Marginalized Student Groups; and Expand Student Outreach and Engagement. There are process owners indicated for each tactic.

Their strategic plan does not document direct and relational support of the UW 2022+ Strategic Plan and Presidential goals.

**Autonomy, Governance and Oversight**

A review of close comparator institutions was conducted to assess governance structures and fees charged to students. Consistent with UW, most student governments have a documented responsibility to report to divisions that parallel UW Student Affairs.
While the UW Regulation 11-5 expects ASUW to follow all UW HR policies and actions, there is not mention of this requirement in ASUW documents. In addition, the regulation gives administrative responsibility to the Vice President of Student Affairs through the Dean of Students Office. No ASUW document recognizes accountability through this designated chain of command. Rather, ASUW Constitution states that “ASUW shall be responsible to the authority of the President of the University.” In addition, there is no document that clearly outlines these expectations with the purpose of establishing areas of autonomy and non-interference or oversight and limitations of power.

ASUW has reported frustrations that they have engaged in program development only to find out during the submission of finalized plans and/or expenditures, that the associated expenditures will not pass through instituted internal controls due to a lack of compliance. The lack of training on UW policies and procedures and documented expectations has led to confusion and compromised effectiveness and efficiency of operations.

ASUW Advisor is a position that serves as a vital link between ASUW and UW Administration (Student Affairs). This individual, along with ASUW Business Office, is charged with advising ASUW as they develop programs and obligate precious funds to ensure compliance with federal, state, and University rules. This position has experienced regular turnover and is currently vacant. This turnover has led to a gap in guidance and lack of continuity with administrative oversight.

Consequence (the impact to the unit or the University)

Due to the lack of timely and accurate guidance, time and resources have been wasted in planning for events that are not compliant with UW Regulations, policies, and procedures resulting in the development of compliance and financial risks.

Failure to align goals institution-wide may result in failure to meet objectives.

Corrective Action (action plans that address the condition, recommendations)

It is recommended that:

- General use of student fees be clarified in formalized documentation:
  - The Fee Book language should be evaluated to ensure a clear and transparent presentation of usage of fees.
  - To ensure expected use of student fees, a delineation of activities that support the general student population versus special groups needs to be completed and separate funding sources need to be identified/distinguished.

- Expectations to follow institutional policies should be addressed in formalized documentation:
  - Update ASUW guidelines to include responsibility to follow all UW HR policies and actions will conform to UW regulations.
  - UW policies and procedures need to be included as a training component of ASUW.
  - ASUW By-Laws be reviewed for update to include compliance with institution-wide expectation that balances held in fees accounts be disclosed during the annual Fee Book review process, as well as consider update for this level of transparency during the process of review by ASUW Tuition Allocation and Student Fee Review Committee to guide the Tuition Allocation and Student Fee Review Committee in the process of developing a recommendation for future fee amounts.
- **Strategic Plan**
  - Further develop pillars and objectives by documenting direct and relational support of the UW 2022+ Strategic Plan and Presidential goals.

- **Autonomy, Governance, and Oversight** be addressed in formalized documentation:
  - The administrative responsibility of the Vice President of Student Affairs be sufficiently detailed so that adequate governance and oversight and compliant autonomy may be maintained. This document should include information that clearly outlines these establishing expectations in areas of non-interference yet limitations of power.
  - A regular reporting of timely and accurate financial information and advice should be developed to ensure that resource plan development is in full compliance with UW regulations, policies, and procedures.
  - ASUW Advisor position needs be formally posted so that a hire may be expeditiously made to ensure continued continuity in governance and oversight.

**Response:**

Our action plan to implement the audit recommendations is:

A: ASUW Tuition and Student Fees Review Advisory Committee (TSFRAC) will work with the ASUW Business Office to revise their student fee description by November 30, 2023.

B: The ASUW Business Office and student leadership, in consultation with the offices of the Dean of Students and Vice President of Student Affairs, will work to bring all existing ASUW policies and bylaws into alignment with university financial policies by June 30, 2024.

C: ASUW student leadership will draft a memo to outline the alignment between the ASUW Strategic Plan 2022-2027 and the University of Wyoming Strategic Plan 2023+ by May 1, 2024.

D: Vice President of Student Affairs and Dean of Students will organize a working group involving representation from ASUW student leaders and professional staff to determine how existing working documents can be revised to provide for both the necessary ASUW autonomy while also ensuring adequate oversight by administration to ensure financial, compliance, strategic, reputational, and operational risks are mitigated.

The VPSA Office fully supports the work needed to refine and implement clear documentation of ASUW documents being in alignment with UW Regulations. VPSA and ASUW understand that UW Regulations have top authority in determining how departments within divisions operate and that policy and practice at the department level need to comply with Regulation guidance.
Distribution List
Edward Seidel, President of the University of Wyoming
Saber Smith, President of the Associated Students of the University of Wyoming
Kimberly Chestnut Steich, Vice President for Student Affairs
Ryan O’Neil, AVP and Dean of Students
Alex Kean, Vice President for Budget and Finance
Kevin Carman, Provost and Executive Vice President
## Attachment A: ASUW provided additional information related to audited elements

<table>
<thead>
<tr>
<th>Function</th>
<th>Response to Finding</th>
</tr>
</thead>
</table>
| Foundation Accounts             | - CDO reports have not been shared since June 2023 because of UW Foundation software changes.  
                                 |  
                                 | - When CDO reports have been shared prior to June 2023, they were forwarded to ASUW Pres, ASUW VP, Advisor and Budget & Planning Chair.  
                                 |  
                                 | - Moving forward, ASUW plans to have the Accountant give monthly reports in Senate accompanied by documents shared in advance that give an overview of the current ledger and foundation accounts.  
                                 |  
                                 | - It is important to note that the ASUW Foundation/Endowment Accounts were frozen by Student Affairs/General Counsel from November – March 30th of last year, preventing the 110th Administration from spending out of these accounts. This is the primary reason for the large balances in these accounts this year. |
| Financial Management and Reporting | - ASUW’s current practice is for the Accountant to regularly update a ledger in the shared drive that all ASUW administration and senators can access.  
                                 |  
                                 | - Budget decisions are driven by the Budget & Planning Committee as well as Student Organization Funding Board.  
                                 |  
                                 | - Any changes to the budget as outlined for the current fiscal year must be approved by the Budget & Planning committee. Amounts exceeding $3500 are also voted on by the Senate.  
                                 |  
                                 | - Prior to initiation of the audit, the Director of Finance and Director of Policy Analysis have been developing a page on ASUW’s website aimed at increasing transparency about ASUW funds and spending. This should be live by October 27, 2023 and will provide monthly data on the current expenditures.  
                                 |  
                                 | - Following the audit, ASUW proposed the following changes to increase transparency about budgeting and expenditures within ASUW:  
                                 |  
                                 | 1. Include a session in the orientation curriculum to give Senators and Executives a better understanding about budgeting process and how to stay updated on expenditures.  
                                 |  
                                 | 2. The ASUW Accountant can share a monthly report in Senate accompanied by documents shared in advance that give an overview of the current ledger and foundation accounts.  
                                 |  
| Budgeting                       | Prior to audit, the division’s Director of Business Services was in progress to address the errors with payroll being charged to the wrong line item. Other errant spending in unrestricted operating was clarified to mean ASUW end of year spending to support the Food Share Pantry. It has since been clarified that these expenses are not allowable. Further errors should be addressed and corrected in monthly reconciliation processes. |
| Payroll                         | With respect to programming expenses process concerns, prior to the recent clarification regarding allowable expenses with state funds, ASUW had followed a process by which project proposals or expenses were reviewed by the appropriate committee and put forward for funding. As allowable expenses continue to be clarified, ASUW will need to educate students about those determinations. Further, the professional staff team can coach students on how to define the question of intent for spending to build skills around how to meet the identified needs in different ways even when allowable expenses rules do not support their initial plan. |
| Cash Handling                   | The Accountant has codified a cash handling process for the ASUW Business Office.                                                                                                                                                                                                                                                                                       |
| Expenditures | ASUW has put in place systems for management of purchase card training and check out for student organizations. The Accountant met this summer with procurement team, Dean of Students Business Manager, and Director of Student Affairs Business Operations to review current processes. This team remains in regular communication with Procurement to ensure compliance with university processes. |
| Access and Assets | The Audit process outlined a need for compliance with sensitive assets policy and the ASUW team is working to establish these practices now with inventories and regular processes to update. Further, items purchased under “special projects” or end of year spending should be considered as assets for the department who submitted the request. ASUW has submitted a request to transfer the items that are overseen by other departments. |
| Strategic Objectives | The current ASUW Strategic plan was developed in the 2021-2022 academic year under the 109th Administration of ASUW and adopted by the 110th Administration. As such, this plan preceded the final university strategic plan from the university released in Spring 2023. While changes to the strategic plan are not intended, the current administration commits to drafting a memo that outlines the areas of alignment with the current university strategic plan. Moving forward, the Policy, Infrastructure and Development (PID) Committee commit to discussion on the status of the strategic plan and, subsequently, update the full senate regarding status, next steps and progress towards completion. |
| Student Fees | The Tuition and Student Fee Review Advisory Committee will be reviewing and revising the ASUW student fee description. This committee will share these edits along with additional recommendations related to the ASUW fee. We anticipate a fee reduction will be recommended to the committee this year. There are several contributing factors that explain why the full student fee has not been spent:  1) Significant salary savings due to vacant positions has been a factor every year for the last five years. The Accountant has compiled a spreadsheet of salary savings in the last five years to give more information. With key professional staff positions vacant, ASUW saw a reduction in spending consistent with what is observed when other fee funded areas have vacancies.  2) In FY23, there was $319K not transferred to endowments as the request was reviewed by the University’s Board of Trustees and General Counsel.  3) The impact of the COVID pandemic was also significant in that traditional programs and expenses were not possible or markedly altered.  4) Changes to ASUW’s understanding of allowable expenses resulted in carry over from FY23 to FY24 as proposed expenses were rejected with little time remaining to adapt proposals before the end of the fiscal year. Adaptations to the process for this spending are happening now. Further, it should be noted that ASUW administration rejected the proposed 4% increase in connection to Student Affairs annual increase. |
| Culture and Governance | Over the past four administrations, there has been a continued back and forth about the limits of administration’s oversight of the student government and administration. Further, ASUW has recognized the need to outline expectations for the employment aspects of these student roles. Suggestion: ASUW President can call for an Ad Hoc committee to work on refining expectations and language in the bylaws for ASUW President, Vice President, Senate and Executives regarding reporting structure to Dean of Students and authority of Dean of Students and Vice President of Student Affairs. |
I. PURPOSE

The Trustees of the University of Wyoming hereby authorize and recognize the organization known as the Associated Students of the University of Wyoming (ASUW) Student Government. This organization is created to promote the general welfare of all students at the University, to represent and serve as a voice for the concerns of the student body, and to provide and regulate such other matters relating to students as are appropriate to a student government.

II. CONSTITUTION

The ASUW Student Government shall create and abide by a constitution that will guide its programs, services and operations.

Under its Constitution, the ASUW Student Government may establish such other bylaws, policies, and procedures, as it deems appropriate for the regulation of its programs, services, and operations.

III. PROGRAMS, SERVICES, AND OPERATIONS

The ASUW Student Government may establish, modify, and discontinue programs, services, and operations that benefit and promote the general welfare of the students of the University.

The ASUW Student Government must conduct all its programs, services, and operations in accordance with University regulations, policies, and procedures.

IV. FINANCIAL MATTERS

Consistent with UW Regulations, policies, and procedures, the ASUW Student Government is authorized to establish financial policies under its Constitution for the oversight of ASUW Student Government business.

Through the Vice President for Student Affairs, and in consultation with the University President, the ASUW Student Government shall prepare and present for approval to the UW Board of Trustees, an annual fiscal year budget for conducting its programs, services, and operations.
The ASUW Student Government is authorized to recommend to the Trustees the needed amount of ASUW fees to be assessed of all fee-paying students for the support of ASUW-sponsored programs, services, and operations.

The ASUW Student Government is authorized to create and implement a process for the annual review of all mandatory student fees and program fees, including recommendations of changes to a fee proposal. The ASUW Student Government shall provide any recommendations to the Vice President for Student Affairs and the University President.

The ASUW Student Government is authorized to review and recommend changes to any University Regulations or policies that oversee the collection and use of mandatory student fees and program fees. The ASUW Student Government shall provide any recommendations to the Vice President for Student Affairs and the University President.

The ASUW Student Government is authorized to allocate student fee receipts under its control to ASUW programs, services, and operations, and to UW Recognized Student Organizations.

The ASUW Student Government is authorized to create reserve funds, as it deems appropriate.

The ASUW Student Government is authorized to establish endowment funds at the University Foundation, with the approval of the Board of Trustees, which are in accordance with Foundation rules and regulations and/or any applicable State or Federal laws in force at the time an endowment is created.

The ASUW Student Government is authorized to create and implement policies for the acquisition, use, and disposal of ASUW-acquired equipment.

The ASUW Student Government is authorized to create and implement policies for the allocation and use of ASUW funds for travel by persons representing the ASUW Student Government or representing an organization or program to which the ASUW Student Government has allocated funds.

The ASUW Student Government is authorized to create and implement policies for awarding and enforcing contracts related to its programs, services, and operations, in accordance University regulations, policies, and procedures.

V. PERSONNEL

The ASUW Student Government is authorized to create full-time, part-time, and student employee positions to assist in the support and direction of its programs, services, and operations.
The Dean of Students, or designee, in consultation with appropriate ASUW officers, committees, and/or advisory boards, shall hire, supervise, provide guidance to, and annually evaluate all staff of the ASUW and all staff in the Dean of Students Office assigned to assist the ASUW.

The ASUW Student Government shall conform to University Human Resource regulations, policies, and procedures.

VI. CODE OF ETHICS

The ASUW Student Government shall adopt and subscribe to a Code of Ethics for its programs, services, and operations, which shall guide the behavior and actions of elected, appointed, and volunteer representatives of the ASUW.

VII. ADMINISTRATIVE RESPONSIBILITY

Notwithstanding the role of the ASUW President as an ex officio member of the Board of Trustees, the ASUW Student Government as an organization shall be responsible administratively through the Dean of Students Office to the Vice President for Student Affairs.

---

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

**Source:** None

**Links:** [http://www.uwyo.edu/regs-policies](http://www.uwyo.edu/regs-policies)

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

**History:**
University Regulation 8-249; adopted 3/5/2009 Board of Trustees meeting
Revisions adopted 11/14/2014 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 8-249, now UW Regulation 11-5
Revisions adopted 11/14/2019 Board of Trustees meeting
Report on ASUW Student Issue Survey, Spring 2024

In March of 2024, the Associated Students of the University of Wyoming circulated a survey to the student body to gain knowledge about issues students are concerned about and receive feedback. About 700 students at least partially completed the survey. Overall, common issues that arise in the results are support for LGBTQIA2S+ students, accessibility and disability support, mental health and wellness, the future of diversity, equity, and inclusion, parking and transportation, housing and tenant rights, financial accessibility, and campus infrastructure and maintenance. The following report summarizes student responses to each survey question.

Q8: “Do you believe the University of Wyoming is doing enough to support LGBTQIA2S+ students?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you believe the University of Wyoming is doing enough to support LGBTQIA2S+ students?</td>
<td>1.00</td>
<td>3.00</td>
<td>2.18</td>
<td>0.68</td>
<td>0.46</td>
<td>121</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>15.70%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>50.41%</td>
</tr>
<tr>
<td>3</td>
<td>Maybe</td>
<td>33.88%</td>
</tr>
</tbody>
</table>

Showing rows 1 - 4 of 4
Q9: “Are you aware of on-campus student interest groups for queer students (Queer Community Coalition, Multicultural Affairs student circles, Rainbow Resource Center, etc.)?”

![Bar chart showing responses to Q9]

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you aware of on-campus student interest groups for queer students? (Queer Community Coalition, Multicultural Affairs student circles, Rainbow resource center etc.)</td>
<td>1.00</td>
<td>2.00</td>
<td>1.11</td>
<td>0.31</td>
<td>0.10</td>
<td>121</td>
</tr>
</tbody>
</table>

Q11: "What more could the University of Wyoming do to support LGBTQIA2S+ students?"

Overall, the responses highlight a desire for a more visibly supportive, inclusive, and protective environment for LGBTQIA2S+ students at the University of Wyoming. Here are the top categories of responses, organized by frequency:

1. Not allowing or promoting hate speech, homophobia, transphobia, or hateful conduct against the LGBTQIA2S+ community on campus, especially in public spaces like the student union. (mentioned in ~26% of responses)

   - "Not allowing bigotry and hate towards the community on campus."
   - "Penalize homophobic actions and attitudes."
   - "not allow hate speech in the Union"
   - "Not allow transphobic tables to be set up in the Union"
2. Continuing to fund, support, and expand diversity, equity, and inclusion (DEI) programs, multicultural affairs, LGBTQIA2S+ organizations, and related academic programs/majors. (mentioned in ~20% of responses)

- "Become adamant about keeping the ODEI and related programs at the University of Wyoming."
- "not get rid of multicultural affairs"
- "Figure out how DEI is going to be funded"
- "Not remove DEI initiatives"
- "Not defund dei."

3. Increasing visible signs of support and inclusion, such as pride flags, stickers, banners around campus, and more LGBTQIA2S+ focused events. (mentioned in ~18% of responses)

- "have more decor/outward displays of pride support such as stickers, flags, banners, signs, etc. around campus"
- "Take stronger stances in support of LBGTQ+ communities and create campus visibility."
- "increase the number of LGBTQIA2S+ Students on campus"
- "fund our organizations and club events."
- "Offer more classes as well as more events that cater towards queer individuals"
- "More events with a larger reach"
- "More events focusing on queer culture and community building."

4. Providing more gender-neutral bathrooms across campus buildings. (mentioned in ~8% of responses)

5. Not allowing or promoting organizations/businesses with histories of anti-LGBTQIA2S+ stances or policies on campus. Ensuring safe spaces on campus, addressing concerns about harassment or discrimination, and taking firmer stances against incidents targeting LGBTQIA2S+ students. (mentioned in ~6% of responses)

- "Not allow hate speech against the community to have a platform in our educational centers (union)"
- "Don't allow the entire majority student body to railroad them (e.g., Chik-Fil-a being invited to campus)"
- "Have stricter rules to keep members of the Laramie community (not UW community) from airing their hate and bigotry for groups on campus."

6. Fostering greater understanding and cultural shift towards acceptance among the broader student population. (2%)
7. Increased outreach, partnership, and support for LGBTQIA2S+ students in rural areas or attending remotely. (2%)

Q10: “Do you manage a diagnosis or disability that impacts your experience as a student?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you manage a diagnosis or disability that impacts your experience as a student?</td>
<td>1.00</td>
<td>2.00</td>
<td>1.71</td>
<td>0.45</td>
<td>0.21</td>
<td>694</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>28.96% 201</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>71.04% 493</td>
</tr>
</tbody>
</table>

Showing rows 1 - 3 of 3
Q11: “How accepting do you find the campus climate regarding disability?”

Q12: "What do you feel the campus needs to do to increase Disability Awareness?"

Overall, the responses indicate a need for greater physical access, stronger institutional support and education around disabilities, improved resources, and a campus-wide commitment to creating a truly inclusive environment for all students with disabilities. Here are the categories of responses organized by frequency:

1. Infrastructure and Accessibility (~32%)
• Many respondents emphasized the need for improved infrastructure, such as ensuring all elevators are operational, maintaining accessible pathways, and increasing wheelchair-accessible buildings and parking options.

2. Information and Education (~18%)
• There is a call for more information sessions, workshops, and education about disabilities for both students and faculty. This includes providing more comprehensive information to new students about available accommodations and raising awareness about different types of disabilities, including invisible ones like mental health conditions.

3. Faculty Training (~17%)
• Several respondents highlighted the importance of training faculty on accommodating students with disabilities and ensuring they follow through with accommodations. There are concerns about some professors’ lack of awareness or resistance to accommodating disabilities.

4. Communication and Visibility (~15%)
• Suggestions were made to improve the visibility and accessibility of Disability Support Services (DSS) offices, possibly relocating them to more central areas like the Union. Additionally, there were requests for clearer signage and better communication about the services available.

5. Advocacy and Support (~12%)
• Respondents called for increased advocacy for disability rights, more proactive support from both DSS and upper administration, and addressing issues like discrimination and ableism on campus.

6. Inclusive Policies and Practices (~8%)
• Some respondents mentioned the need for clearer and more uniform policies for accommodating disabilities, as well as greater consideration for different types of disabilities, including cognitive and invisible ones.

7. Infrastructure Maintenance (~5%)
• Beyond initial infrastructure improvements, there is a need for ongoing maintenance to ensure accessibility features like disability door buttons and ramps remain functional.

8. Community Engagement (~5%)
• Suggestions include increasing campus involvement with disability organizations, promoting mental health awareness, and addressing the needs of students with invisible illnesses.
Q28: “I have found one or more spaces, events, or facilities inaccessible?”

The most frequently cited issues were with building accessibility (outdated facilities, lack of elevators, narrow doorways/buttons) and poorly maintained outdoor pathways, especially in winter conditions. Parking and certain events/activities were also highlighted as problematic by multiple respondents. Here are specific areas of concern mentioned by respondents:

1. **Building Infrastructure Issues (~40%)**:
   - Elevator problems: 11 mentions
   - Narrow doorways: 7 mentions
   - Inaccessible restrooms: 4 mentions
   - Specific buildings: 11 mentions
     - Hoyt Hall: 10.71%

Q29: “If you feel comfortable, please name the spaces, events, or facilities on campus you had issues accessing?”
2. **Outdoor Accessibility Issues** (~40%):
   - Hazardous sidewalks/crosswalks: 11 mentions
   - Specific problematic areas (15th street construction detour, Bradley street): 4 mentions

3. **Parking Concerns** (~11%):
   - Lack of designated DSS spaces: 3 mentions
   - Misuse of accessible curbs by UW Police and Operations vehicles: 2 mentions

4. **Miscellaneous Accessibility Issues** (~30%):
   - Accessibility issues in the Union: 2 mentions
   - Concerns about the Counseling Center: 1 mention
   - Accessibility issues in Cheney International Center: 1 mention
   - Accessibility issues in STEM test locations: 1 mention
   - Accessibility issues in the Classroom Building: 2 mentions
   - Accessibility issues in Residence Halls: 3 mentions

5. **Systemic Discrimination** (~7%):
   - Disability discrimination within specific departments (e.g., molecular biology department): 2 mentions

6. **Other Concerns** (~15%):
   - Inadequate snow removal: 2 mentions
   - Inaccessible dorm entrances: 2 mentions
   - Lack of crosswalks: 2 mentions
Q13: “Do you believe that overall wellness is well represented on campus?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you believe that overall wellness is well represented on campus?</td>
<td>1.00</td>
<td>2.00</td>
<td>1.21</td>
<td>0.41</td>
<td>0.17</td>
<td>621</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>78.90%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>21.10%</td>
</tr>
</tbody>
</table>

Showing rows 1 - 3 of 3
Q14: “Are you aware of all of the wellness resources on campus?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you aware of all the wellness resources on campus?</td>
<td>1.00</td>
<td>3.00</td>
<td>1.57</td>
<td>0.63</td>
<td>0.39</td>
<td>627</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>50.24% 315</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat</td>
<td>42.42% 266</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>7.34% 46</td>
</tr>
</tbody>
</table>

Showing rows 1 - 4 of 4
Q15: “Which of the following has contributed to a decline in your mental health?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Food insecurity</td>
<td>5.02% 82</td>
</tr>
<tr>
<td>2</td>
<td>To much to do/Overwhelmed</td>
<td>24.51% 400</td>
</tr>
<tr>
<td>3</td>
<td>Academics</td>
<td>19.98% 326</td>
</tr>
<tr>
<td>4</td>
<td>Relationships</td>
<td>11.34% 185</td>
</tr>
<tr>
<td>5</td>
<td>Personal Health</td>
<td>11.03% 180</td>
</tr>
<tr>
<td>6</td>
<td>Financial Wellbeing</td>
<td>18.01% 294</td>
</tr>
<tr>
<td>7</td>
<td>Drug and Alcohol use</td>
<td>1.41% 23</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>3.86% 63</td>
</tr>
<tr>
<td>9</td>
<td>None</td>
<td>4.84% 79</td>
</tr>
</tbody>
</table>

Showing rows 1 - 10 of 10
Q16: “Which of the following mental or emotional health challenges have you experience in the past month?”
<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anxiety</td>
<td>21.13%</td>
<td>409</td>
</tr>
<tr>
<td>2</td>
<td>Social isolation or Loneliness</td>
<td>11.93%</td>
<td>231</td>
</tr>
<tr>
<td>3</td>
<td>Depression</td>
<td>11.62%</td>
<td>225</td>
</tr>
<tr>
<td>4</td>
<td>Trouble concentrating</td>
<td>14.67%</td>
<td>284</td>
</tr>
<tr>
<td>5</td>
<td>Difficulty coping with stress in a healthy way</td>
<td>10.23%</td>
<td>198</td>
</tr>
<tr>
<td>6</td>
<td>Difficulty handling emotions</td>
<td>7.64%</td>
<td>148</td>
</tr>
<tr>
<td>7</td>
<td>Unhealthy social media use</td>
<td>7.44%</td>
<td>144</td>
</tr>
<tr>
<td>8</td>
<td>Lack of family stability or support at home</td>
<td>3.46%</td>
<td>67</td>
</tr>
<tr>
<td>9</td>
<td>Suicidal thoughts</td>
<td>2.22%</td>
<td>43</td>
</tr>
<tr>
<td>10</td>
<td>Self-harm</td>
<td>1.19%</td>
<td>23</td>
</tr>
<tr>
<td>11</td>
<td>Substance use issues</td>
<td>1.24%</td>
<td>24</td>
</tr>
<tr>
<td>12</td>
<td>Harassment or bullying</td>
<td>1.08%</td>
<td>21</td>
</tr>
<tr>
<td>13</td>
<td>Other</td>
<td>1.45%</td>
<td>28</td>
</tr>
<tr>
<td>14</td>
<td>None</td>
<td>4.70%</td>
<td>91</td>
</tr>
</tbody>
</table>

Showing rows 1 - 15 of 15
Q17: “Have you used mental health/wellness resources on campus?"
Q18: “Which of the following student support services are you aware of?”
Q27: “How would you describe your sense of belonging on campus?”

While many students reported positive experiences of belonging, there was also a significant portion who felt marginalized, excluded or lacking a true sense of community on the UW campus. Improving inclusion efforts for underrepresented and marginalized groups emerges as an area needing more attention.

The largest percentage (~29%) indicated a strong sense of belonging on campus, but there was also a significant portion (~30% combined) that felt marginalized or excluded with little to no sense of belonging. Following is a more comprehensive breakdown.

Strong Sense of Belonging (~29%):

- Students indicated feeling a strong sense of belonging with answers such as "great", "amazing", "high", "very good", "strong", "welcomed", "included".
- Contributing factors mentioned were being involved in clubs/organizations, having supportive friend groups, feeling comfortable/at home on campus.

Moderate/Average Sense of Belonging (~25%):

- Students indicated a moderate/average sense of belonging with answers such as "moderate", "mid-range", "average", "fine", "decent", "alright", "neutral".
- Some felt they belonged in certain circles (e.g. their department) but not universally across campus.
Low Sense of Belonging (~18%):

- Students expressed a low sense of belonging using words like "minimal", "poor", "lacking", "isolated", "disconnected", "misplaced", "unwelcome".
- Reasons cited included being a minority/marginalized group, transfer student, non-traditional/older student, distance/online student, and general struggles to find community.

No Sense of Belonging (~12%):

- A number of responses bluntly stated "I don't belong" or said they have "no" or "almost non-existent" sense of belonging on campus.

Other/Unclear Responses (~16%)

Other Noteworthy Responses:

- Some indicated their sense of belonging decreased recently due to legislative actions impacting DEI/multicultural programs.
- A few felt singled out or uncomfortable due to their identities/demographics in an unwelcoming campus climate.
- Convenience/job obligations rather than community were priorities for some students.

Q19: “Do you currently rent in Laramie?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you currently rent in Laramie?</td>
<td>1.00</td>
<td>2.00</td>
<td>1.30</td>
<td>0.46</td>
<td>0.21</td>
<td>627</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>442</td>
<td>70.49%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>185</td>
<td>29.51%</td>
<td></td>
</tr>
</tbody>
</table>
Q20: “Who is your landlord?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Who is your landlord?</td>
<td>1.00</td>
<td>3.00</td>
<td>2.15</td>
<td>0.84</td>
<td>0.70</td>
<td>554</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University</td>
<td>28.70% 159</td>
</tr>
<tr>
<td>2</td>
<td>Property Management Group</td>
<td>27.80% 154</td>
</tr>
<tr>
<td>3</td>
<td>Private</td>
<td>43.50% 241</td>
</tr>
</tbody>
</table>

Showing rows 1 - 4 of 4
Q24: “Would you say Laramie is friendly towards tenants?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Would you say Laramie is friendly towards tenants?</td>
<td>1.00</td>
<td>2.00</td>
<td>1.33</td>
<td>0.47</td>
<td>0.22</td>
<td>552</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>67.39% 372</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>32.61% 180</td>
</tr>
</tbody>
</table>

Showing rows 1 - 3 of 3
Q25: “Are you aware of your rights as a tenant in Wyoming?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you aware of your rights as a tenant in Wyoming?</td>
<td>1.00</td>
<td>4.00</td>
<td>2.39</td>
<td>1.03</td>
<td>1.07</td>
<td>579</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>22.80% 132</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat</td>
<td>34.54% 200</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat no</td>
<td>23.83% 138</td>
</tr>
<tr>
<td>4</td>
<td>No</td>
<td>18.83% 109</td>
</tr>
</tbody>
</table>

Showing rows 1 - 5 of 5
Q26: “Would you be interested in ASUW making tenant-right booklets?”

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Would you be interested in ASUW making tenant-right booklets?</td>
<td>1.00</td>
<td>3.00</td>
<td>1.54</td>
<td>0.70</td>
<td>0.49</td>
<td>597</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>57.96%</td>
</tr>
<tr>
<td>2</td>
<td>Indifferent</td>
<td>29.82%</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>12.23%</td>
</tr>
</tbody>
</table>

Q21: “How has your experience renting been?”

Many students had positive renting experiences, but there was also a significant portion reporting negative issues, especially around affordability and property maintenance/management. Cost and availability of quality student housing near campus also emerges as a prominent challenge. Here is a more specific breakdown of satisfaction with the renting experience:

High Satisfaction (~23%) & General Satisfaction (~31%)

- Students indicated high/general satisfaction with responses such as "good", "great", "easy", "pleasant", "amazing".
• Positive factors mentioned included good landlords, well-maintained properties, affordable rent, responsive maintenance/management.

Neutral/Mixed experiences (~24%)
• Average/neutral experiences were expressed with responses such as "fine", "decent", "okay", "mediocre"
• Several students mentioned rent being expensive but overall experience being satisfactory.

Dissatisfaction (~17%)
• Negative experiences were indicated with words like "bad", "poor", "horrible", "terrible", "awful".
• Common complaints included high/increasing rent costs, unresponsive landlords, poorly maintained properties, lack of affordable options near campus.
• Some felt taken advantage of or that landlords prioritized profit over tenants.

Other/Unclear Responses (~5%)

Other Notes:
• Cost of rent was by far the most frequently cited issue, with many saying it is too high, especially for students.
• University-owned housing/apartments received mixed reviews - some good, some poor.
• A few students mentioned challenges like finding pet-friendly rentals or housing for families/non-traditional students.
• Winter maintenance (e.g. clearing ice/snow) was an accessibility concern raised.

Q22: “What do you think the biggest issue facing tenants in Laramie is?”

Overall, the key themes revolved around affordability, landlord-tenant relations, lack of rights, and challenges specific to the student population. Here are categories of responses organized by frequency:

• Affordability (~39%):
  o Many students cited high rent prices and lack of affordable housing as major concerns.
• Landlord Issues (~25%):
  o Several respondents mentioned negligent or malicious landlords, unfair lease agreements, and poor maintenance of properties.
• Lack of Rights (~14%):
  o Several students raised concerns about tenant rights, lack of legal recourse for issues with landlords, and inadequate regulations.
• Specific Issues (~13%):
  o Several students highlighted issues such as difficulty finding pet-friendly housing, lack of parking, and poor living conditions.
• Student-specific Challenges (~9%):
Some students pointed out challenges specific to university housing, such as the high cost, limited options for non-traditional students, and the impact of rising rents on student budgets.

Q23: “How do you think landlords can be held more accountable?”

The majority of students indicated that landlords should be held accountable but did not provide methods how (ex. “yes”, “they definitely should be”), or that they were unsure. Of responses that indicated strategies to hold landlords accountable, regulation and transparency were the most prevalent. Following is a more comprehensive breakdown.

Regulation and Legislation (~25%):
- This includes suggestions for stricter laws, regulations, and city ordinances to hold landlords more accountable, such as rent control and enforcement of building codes.

Transparency and Communication (~15%):
- Several students emphasized the importance of transparent communication between landlords and tenants, as well as more responsiveness to maintenance requests.

Tenant Education and Resources (~10%):
- This includes suggestions for providing more resources and education for tenants about their rights and creating tenant unions or advocacy groups.

Property Maintenance (~18%):
- This includes responses that emphasized the need for landlords to take better care of their properties, including regular maintenance and upgrades.

Affordability (~8%):
- Suggestions for addressing high rental prices and implementing measures like rent control to make housing more affordable.

Government Oversight (~10%):
- Suggestions for increased oversight from local government or university authorities to ensure landlords adhere to standards and regulations.

Enforcement and Consequences (~8%):
- This category includes suggestions for imposing consequences for landlords who fail to meet their obligations, such as fines or license revocation.

Improving the Renting Process (~5%):
- Suggestions for improving the leasing process, providing clearer contracts, and making it easier for tenants to report violations.
Other suggestions (~6%):

- Suggestions for specific actions like regular inspections, stricter tenant screening, or providing promised amenities.

Q30: “Please select every service from Student Media you have accessed?”

<table>
<thead>
<tr>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Branding Iron</td>
<td>60.50%</td>
</tr>
<tr>
<td>2 Frontiers Magazine</td>
<td>10.06%</td>
</tr>
<tr>
<td>3 Transitions Guide</td>
<td>2.97%</td>
</tr>
<tr>
<td>4 UW Planner</td>
<td>25.57%</td>
</tr>
</tbody>
</table>

Q31: “ASUW is unable to host a town hall with President Seidel this semester, however, please write down any questions you would like ASUW to pass over to President Seidel?”

Questions are organized into categories with some specific examples included for each. For the full list of questions, contact the ASUW President.

Parking Issues (~19%)
Many respondents expressed concerns about the lack of parking on campus, the removal of existing parking lots, and the impact of construction projects on parking availability.

- “Why is it that the university has known about parking being an issue for a while and they are still removing places students can park at?”
- “Are there any plans to increase parking options around campus?”
- “Is the University true doing what it can to support commuting students during this time of construction? What about students who have to travel across campus for classes and activities and now have only one place to safely walk, no ability to drive themselves, and increased length of bus rides, not to mention lack of parking. Has any of the administration actually ridden on a bus or walked across campus?”

**Diversity, Equity, and Inclusion (DEI) (~16%)**

Questions related to how the university is addressing issues of diversity, equity, and inclusion, including support for marginalized groups such as transgender students, LGBTQ+ community, religious minorities, and international students.

- “What alternative funding has he looked into that is separate from Wyoleg funding to allow DEI to continue to function as it has since its beginning? Also, the last board of trustees meeting was the first time I have attended in person. These are open to the public but not accessible for those who are hard of hearing or d/Deaf. Will they bring on an interpreter to future sessions and/or allow for captions to be displayed in large font?”
- “How will you make trans people feel more welcome at the University?”
- “How are you going to clearly indicate what the university’s ongoing efforts to ensure DEI are? How is the university going to stand up to the legislature’s ongoing efforts to end DEI and programs it dislikes at UW?”

**Financial Accessibility (~11%)**

Concerns about the rising cost of living, tuition fees, and affordability of campus resources for students, as well as questions about the allocation of funds for various campus projects.

- “What plans does the President have to reduce the cost of tuition or at least fees for students? Can fees on campus be made optional if students do not use them? Why do online courses cost more in fees?”
- “What is the university doing to combat the rising cost of living?”

**Transparency and Communication (~9%)**

Questions about what President Seidel does, transparency of university decisions, communication with students, and the process for making decisions regarding campus policies and resources.

- “I am not sure who President Seidel is. I would like to bring up concern about an email that was sent out last week discussing cancelling certain diversity programs for the university on account of a bill that was not even passed. Why are they discussing cancelling DEI programs when no bill has currently been passed that prohibits them?”
• “Why is the university of Wyoming more concerned with constructed a mega million swimming pool instead of renovating old buildings such as Ag or providing more student resources”
• “Why does the university prioritize a walking campus that is only nice for a fourth of the year?”

Student Support and Resources (~8%)

Inquiries about support for academic success, including resources for non-traditional students, mental health services, faculty-student interactions, and accommodations for students with disabilities.

• “Why does UW continue to make life more difficult for students resulting in the continuing decrease in students?”
• “Why is the disability support office understaffed?”
• “What are you and your employees doing for this generation of students, especially the disabled ones and the members of the LGBTQ+ community. So far, I have only seen inaction or harm against these groups”

Campus Infrastructure and Construction (~8%)

Concerns about campus infrastructure, including the impact of construction projects on accessibility and safety, the decision-making process for renovations and new buildings, and the allocation of resources for campus improvements.

• “Why has there been no effort to ensure this campus is ADA compliant? How will you work to create more transparency in the upper administration?”
• “Will campus still be accessible to disabled students with the frequent movement of construction zones? Things to consider: ramp access, access to automatic doors, correct amount of disabled parking spots per zone.”

Specific Policy Questions (~8%)

Questions about specific university policies, decisions, or actions, such as funding for specific programs and support for housing issues.

• “Is funding provided to ASUW overseen by others at the university? If not, will it be given the body’s recent issues?”
• “What do you intend to do about the housing, food insecurity and sexual assault crises on our campus?”
• “Why is there such a focus on boosting AI when many arts and sciences classes and professors still ban AI.”
• “Do you foresee the current decline in enrollment to continue or do you forecast an increase in enrollment in the future?”

Other Concerns (~12%):

Miscellaneous questions and comments that did not fit into the above categories, including questions about astrophysics, women's parenting rights, and support for certain clubs.
• “Why aren’t the agricultural clubs such as livestock/meat judging teams getting scholarships or at least meals paid for?”
• “What factors present the largest weaknesses in theories explaining the existence of White Holes (astrophysics question)?”
• “What do you plan on doing about shady practices in women’s parenting rights at the graduate and employee levels? The equal opportunity office is of basically no help.”

Q32: “On a scale of 1-5 (1 being entirely unaware, and 5 being fully informed) how would you rank your knowledge about ASUW’s projects, legislation, and involvement on campus?”
Q33: “What are some small-scale projects you would like to see ASUW pursue? Examples could be a free business professional clothing closet, ensuring icy sidewalks are addressed, etc.”

Responses are broken down by category. Dealing with icy sidewalks/sidewalk maintenance was the most popular response. Following is a breakdown of all the categories of responses.

1. Addressing icy/poorly maintained sidewalks (~45% of responses)
2. Free professional clothing closet (~25% of responses)
3. Improving parking availability/access (~20% of responses)
4. Expanding/improving food pantry (~10% of responses)
5. More social events/activities (~10% of responses)
6. Enhancing resources for underrepresented groups (LGBTQ+, international, disabled, etc.) (~5% of responses)
7. Better bus routes/transportation (~5% of responses)
8. Lighting improvements (~3% of responses)
9. Ensuring accessibility for mobility issues (~3% of responses)
10. Promoting sustainability initiatives (~2% of responses)
11. Providing basic amenities like free feminine products (~2% of responses)

Q34: “What are some large-scale projects you would like to see ASUW pursue? Examples could be pursuing universal minimum wage for student employees, sustainability campus-wide, etc.”

Responses are broken down by category. Improving student wages and parking were the two most commonly cited large-scale projects. Following is a breakdown of all the categories of responses.

1. Improving wages/pursuing universal minimum wage for student employees (~35% of responses)
2. Improving parking availability, affordability and access (~30% of responses)
3. Enhancing sustainability efforts like recycling, composting, energy efficiency (~20% of responses)
4. Addressing accessibility and accommodations for students with disabilities (~10% of responses)
5. Pursuing diversity, equity and inclusion initiatives (~10% of responses)
6. Lowering tuition/fees (~5% of responses)
7. Increasing food options on campus (~5% of responses)
8. Improving campus safety/lighting (~5% of responses)
9. Advocating for student rights (~3% of responses)
10. Expanding childcare facilities (~2% of responses)
11. Developing more student housing options (~2% of responses)

Q35: “Do you have any other comments for ASUW at this time?”

Comments for ASUW are organized based on the general positivity/negativity of feedback and specific suggestions. Negative feedback is the most common category, though most demonstrate a lack of understanding about the function of ASUW and/or do not provide suggestions for improvement. Substantial feedback commonly mentions issues like transparency about what ASUW does and focusing on resolving student issues rather than debating/encouraging controversy. The categories are broken down as follows.

Negative Feedback (~40% of responses)

- Criticizing ASUW as ineffective, irrelevant, out of touch
- Complaints about wasting money on offices instead of students
- Not representing the majority of students
- Lack of action on parking issues

Suggestions (~30% of responses)

- Increase transparency about work/accomplishments
• Better represent diverse student groups
• Focus on substantive student issues, not controversies
• Improve communication/outreach to students

Neutral/No Commentary (~25% of responses)
• Simply stating "No", "None", "N/A" etc.

Positive Feedback (10% of responses)
• Appreciation for ASUW's work
• Encouragement to keep up the good work

Other Comments (~15% of responses)
• Comments about free speech, certain initiatives
• Concerns about UW's direction/priorities
• General dissatisfaction with UW/ASUW leadership

End of Report
I. PREAMBLE

This Regulation articulates and establishes the University of Wyoming’s strong commitment to the principles and practices of Shared Governance. The University expects leadership to seek, listen, consider, and reflect back input in decision-making and to define processes and procedures that will hold them accountable to students, faculty, staff and other constituents. The University also believes it is the responsibility of these constituents to timely engage in the decision-making process. The University recognizes there are multiple Shared Governance models. Based on University community feedback, the institution has adopted a model of aligning priorities as a way to achieve shared governance.

II. PURPOSE

To outline the best practices and key principles necessary to develop and maintain a culture of robust Shared Governance at the University of Wyoming.

III. DEFINITIONS

Constituents: Students, staff, faculty, administration, and the Board of Trustees.

Shared Governance: Is the process by which various institutional constituents contribute to decision making related to University policies and procedures. Shared Governance is a basic tenet of universities as intellectual communities and represents a philosophy and practice that brings to bear community expertise to inform deliberations and to shape actions. Robust Shared Governance leads to a culture of shared accountability and responsibility for the welfare of the institution that contributes to the institution staying mission centered. Shared Governance is not a substitution for effective leadership. Instead Shared Governance represents a way of carrying out leaders’ roles and responsibilities in a manner that involves all relevant stakeholder participation and utilizes the vast combined knowledge of the University community in planning and decision making, while allowing for students, faculty, staff, administration, the Board of Trustees and other constituencies to be transparent and align priorities across the institution.
IV. POLICY

It is the policy of the University of Wyoming to engage in a system of Shared Governance, which accomplishes the principles set forth in this Regulation. Shared Governance works to create a culture of shared responsibility for the welfare of the institution. It derives from open communication and operates through a system of structural/institutional checks and balances that contributes to the institution staying both collaborative and mission-centered.

The University community supports a Shared Governance model reflecting Aligning Priorities. In this model, University constituents align and share priorities through a collaborative and consultative process, which keeps the academic mission of the University at the forefront.

Specific areas of responsibility for the University’s communities are indicated in the Wyoming Constitution Article 7, Wyoming Statute 21-17-103, and in the Regulations of the University. In carrying out these responsibilities, members of the University community commit to the philosophies and key principles of Shared Governance outlined in this document, with the understanding and acknowledgement that Shared Governance strengthens the quality of leadership and decision making within our institution and helps bring the very best thinking by all parties to bear on institutional challenges.

A. Key Principles

Shared Governance requires careful attention, generous participation from the wide and diverse University community, and a high level of discourse. Consultation through established structures and also with the broad community, especially in the early stages of discussion and decision-making, utilizes relevant expertise and builds trust across the University.

The power and effectiveness of the University are enhanced when all members of the University community acknowledge these fundamental principles:

1. Communication: Principle of open communication accomplished through dialogue designed to engage and utilize the broad expertise within the University.

2. Service and participation: Principle by which all members of the University are prepared for service through a robust onboarding process and all members take seriously their responsibility to prepare conscientiously for service and to participate in shared governance.

3. Responsibility, community, and civility: Principle that recognizes that robust Shared Governance requires informed, sustained, civil and respectful
participation of all members of the diverse community that makes up the University.

B. Best Practices

To allow for the development of a robust Shared Governance process that becomes embedded within the University system, now and into the future, there are four fundamental Shared Governance best practices:

1. Transparent and frequent communication;
2. Decision-making collaboration;
3. Active faculty, staff, and student engagement in governance activities; and
4. Regular assessment of Shared Governance.

C. Implementation

The University community, including the Board of Trustees, the President’s Office, and all divisions and units shall establish processes and procedures to fully implement Shared Governance that involve relevant stakeholder participation and adhere to the key principles and best practices outlined herein. The University community shall regularly evaluate its Shared Governance practices so that all constituents are adhering to this Regulation and timely engaging in the decision-making process. Coming to a shared understanding of these principles, including timely response, is imperative to the success of Shared Governance on campus.

Shared Governance does not limit the powers or authority of students, faculty, staff, academic or administrative officers, the University President or the Board of Trustees, or any unit, department, School, or College, granted by law, the Bylaws of the Trustees, the UW Regulations, or other University policies and procedures. Instead, it complements these powers and authority by emphasizing and cultivating a system of institutional culture of good will, good intentions and commitment to common values. It requires developing ways to engender trust and respect and to periodically recalibrate. When done well, it will allow the University to more effectively meet the challenges it faces both now and in the future.
Responsible Division/Unit: Office of the President

Source: American Association of University Professors (AAUP); Association of Governing Boards (AGB); Pythian Paper: Shared Governance at the University of Wyoming


Further elaboration of the principles and best practices contained in this University Regulation can be found in the following Pythian paper: “Shared Governance at the University of Wyoming: A Pythian Paper” (November 5, 2020).

Links: http://www.uwyo.edu/regs-policies

Associated Regulations, Policies, and Forms: None

History:
UW Regulation 1-4 adopted 6/16/2021 Board of Trustees meeting
Led By: Dean of UW Casper

Purpose: To address the proposed legislative changes affecting DEI funding and discuss actionable recommendations.

Discussions & Highlights

1. Concerns About the Law:
   - The discussion began with a faculty member questioning how the new legislation would impact DEI in courses, programs, and accreditation, sparking immediate concern over the potential degradation of educational quality and inclusivity.

2. Funding for DEI Initiatives:
   - A proposal to sustain DEI functions through private funds was met with mixed feelings. A faculty member brought up the importance of DEI, expressing concerns that private funding might introduce biases. This led to a robust discussion about maintaining the integrity and impartiality of DEI initiatives.

3. Compliance and Funding Strategies:
   - Another faculty member emphasized the necessity to comply with federal regulations and suggested seeking more government and private funds to support the DEI office. The sense of urgency to safeguard the university’s commitment to diversity was palpable.

4. Renaming the DEI Department:
   - There was a reluctant agreement on the possibility of renaming the department to better align with legislative expectations while still reflecting its core mission. This was seen as a strategic yet uncomfortable necessity.

5. Educating Legislators and Statewide Public:
   - A call was made for efforts to educate legislators and constituents on the comprehensive role of DEI, which extends beyond just race and gender, highlighting its importance in providing equitable educational opportunities.

6. Emphasizing Local Needs:
   - A faculty member gave a stirring speech about focusing on Wyoming's needs and resisting external influences on state education policies. There was a strong emphasis on Wyoming's identity as the "Equality State" and the need for decisions that resonate with this ethos.

7. Governor’s Veto and Its Impact:
   - The discussion around the Governor’s veto, which prevented a complete shutdown of DEI efforts, was filled with relief and gratitude, emphasizing its importance in continuing services for diverse groups, including Native Americans.
8. **Strategic Decisions on DEI Functions:**

   - Concerns were voiced about the potential discontinuation of DEI functions and how this could affect the university's reputation and accreditation. The discussion underscored DEI's essential role in fostering an inclusive and equitable educational environment.

9. **Unanimous Decision to Pursue Option #2:**

   - The meeting concluded with a unanimous vote to pursue Option #2, advocating for a combined approach of federal and private funding to support DEI efforts, highlighting a collective commitment to maintaining these initiatives despite legislative pressures.
DEI 04/18/24

UW Casper Dean convened the meeting and talked about working group and told faculty member if they have questions on process, questions, etc, to reach out to him. Directed that he wants to focus on discussing recommendations and action items.

Faculty member had question on whether the DEI legislation is including programs, courses and accreditation.

- There is an attempt to carve out where the DEI pertains (section 5-2, A-I)- athletics and programs.

Recommendations/suggestions

- Continue to employe the DEI departments functions and support through private funds.
  - Recommendations 4-5 is termination to persons in this office. We have to verify with compliance on things like American Disabilities act etc. Half time goes to regulatory compliance and the other half goes to DEI activities. #1
  - #2-One faculty member said that we are obligated to ensure federal regulatory compliance. One suggestion is privately fund the department and rename the department.
  - Question on private donor- faculty asked if having one donor would create an issue with the initiative of diversity. When we start to outsource it, it is not addressing the intent from the members of the state legislature. Many concerns coming from having it privately funded. ie: agendas, etc.
  - Think there is a really good chance that the case is actually that legislatures are going to keep pushing back, whether we close it or not.
  - Pint- I think there is a fear of compliance. Legislatures will continue to push back no matter what we do. Should we push back and stand our ground for what we believe.
  - Faculty member- we should push for option 2. We need to support our office and get more Federal and private dollars.
  - Maybe changing the name is warranted. This is about our Wyomingites having access to education.
  - Faculty- hopefully this educates the legislatures that DEI involves much more than race and gender. It is about way more and I strong believe that they are not educated on what this office does.
  - Should we vote on the suggestion for funding the DEI office.
  - Faculty member- this is coming from the legislature, we are the university. How can we make and infuse this Wyoming centric. We are the equality state and I do not think you can have equality without equity. How can we shift the focus to put out there we are serving the needs of this state and not people outside of the state. This law did not
come from this state. We need to stand up and say we are Wyoming and will determine what is best for us. I do not appreciate that someone outside of this state is influencing process more than I can.

- There are now 10 or 13 other states now that are closing their DEI offices and the trend is continuing.

- Thank god Governor vetoed what he did or we could be not serving the people we need including our native American population.

- In regards to the difference between 2 and 3. How do we push back to compliance. May not like the legislation so we have to comply. That means we actually have to do this.

- I am still worried about this affecting accreditation even though the working group has stated that it will not. Is this compliance going to continue and the programs and accreditation will be next- should we put accreditation into the new title if we go with option 1.

- Carnegie engaged community. R1 ranking? Will this affect this.

- Vote- #2 unanimous.- Some comment about private funding sources and having some cautionary stipulation when they are working with donors. And actually this is a good point with 1,2, and 3.

- Nobody at UW Casper supports #4 and 5.

- DEI programs, activities and functions

  - What happened in terms of process is- series of administration and said give us all of these. What we got back was 300 pages of this is all the programs, activities and functions. This list was reviewed and decided on what actually pertained to it or whether it did not and now it is an 85 page document. After reviewing those-we now have 6 functions that might be discontinued.

  - Veteran status is not one of the protected classes and therefor not included- not national origin etc.

  - Question- is there going to be a uw official statement that we cannot use DEI initiatives within your email signature line. If you recognized that this was passed by UW Student senate we are good.

  - Question on #1, page 15- are we discontuing to hire on the grounds of DEI. Yes, that is being discontinued. If there is anything that states that we value diversity. Can we still evaluate candidates on DEI but not on the rubric? Can we swap the word diversity to professional ethical practice? I want an ethics statement from you as defined by the profession! Will this create red flags? This pivot is good for social work, counseling etc but how does departments like Zoo/phys pivot?
There is learning within the higher education standards that we could use to pivot. You can hang your head on that. Also there is federal law about diversity statements can be deleted but at the end of the requisition, federal law requires the diversity statement at the bottom.

Looking at HLC accreditation, they have changed language and renamed DEI things, we should change language to adhere to HLC.

Do they realize that they are scaring students and faculty alike. At risk for decreased enrollment and quality faculty.

- Right now DEI is embedded deep into hiring process. Nomenclature will change but specific diversity percentages and interview criteria will go away.
- On page 15 we need to clarify if that pertains to social work ethics, etc. Does it pertain to students? Non-discrimination is a huge part of ethical code of Social work and counseling nationally so this is extremely important to keep. This code of ethics is still in the Wyoming code of ethics laws.

Question- there is nothing in the appendix about social work items. Only counseling and college of health science. This needs to be addressed.

They want to set Wyoming students back. If we cannot be accredited, we will not have healthcare, counseling, social work, etc.. This is written into the statute that they have to follow code of ethics that are embedded within the law. This will mean people not getting reimbursed for things for insurance. Can’t work with veterans, Medicaid etc.
Faculty and Staff Feedback

It’s been brought to my attention that the Department of Zoology and Physiology is listed as having a Diversity, Equity, and Inclusion Committee. This is not correct; we do not have a DEI Committee.

We have noticed that our ACMGE DEI requirements were not noted in the appendices. I assume this was just an oversight error as I sent all of the ACGME requirement documents to [REDACTED] which I’m sure she passed on. The DEI requirements in the ACGME world are extensive—see attachment above. It would be very important to our GME programs to have the ACGME referenced in the appendices, so I hope that can be edited prior to going to the BOT if possible.

[RE: Line Item 43 in Appendix A]

The appendices includes one item that is a bit misleading in how it was written (our fault during submission) Here’s what is included now:

“Includes discussions in career services meetings with students covering microaggressions, racism, agism, ableism and some aspects of the hiring process.”

I think it would be more accurate to write it as follows:

“Career services and interview training teaches students how to respond if they are asked in appropriate or illegal questions during a job interview, such as those covering microaggressions, racism, agism, ableism throughout the hiring process.”

Is it possible to adjust this?

Comments:

1. This is pretty minor but on Appendix A (#93, page 11) can we change “Transgender Inclusion Policy” to “Transgender Inclusion/Participation Policy (in adherence to NCAA guidelines/policy)”

2. Page 25 states that in our S/A Handbook that we “promote and offer trainings on DEI.” This is a little misleading as that info in our S/A Handbook references the UW Office of DEI and EEO. In other words, we cut and pasted info regarding the UW Office of DEI and EEO into our S/A Handbook. It is their (DEI/EEO) offices that “promote and offer trainings on DEI.”

I am writing [REDACTED] to ask you to please revise the description of our services in the appendices of your report. The way it is currently described gives the impression that we only serve the groups listed but this is not the case. We are open to all students and community members. Our services are not given preferentially to any specific groups. I think it would also be helpful to remove the glossary of diversity terms given that it might give people the inaccurate perception that these are the only groups that we serve. Here is the current description with my suggested changes:

51 UW Psychology College of Arts and Sciences Provides assessment and mental health services to all UW students, Laramie community members, and individuals across the state of Wyoming including the following populations as required by professional ethics guidelines: those facing health
Thank you for your work on this and for reaching out to faculty.

I have been seeing many of my more vocal peers emailing out on list serves and similar forums their condemnation of restricting DEI functions, so would like to make sure a different perspective is represented as well. I filled out the survey, but would like the President to see my comments too on the document:

I would like the Working Group and the President to be aware that there are many of us in support of these DEI revisions. I and others find DEI functions that end up being exclusionary/preferential to people based on immutable characteristics reprehensible, and celebrate the legislature's decision to visit this issue. We need to treat people fairly based on everyone as an individual -- just like Martin Luther King, Jr. said -- and I am very pleased that this opportunity has come up to turn things in that direction. Some DEI functions actually increase, rather than mitigate, discrimination. As an example, in my own department, I have seen pushes to lower faculty candidates in rank based solely on race/sex of someone not in a favored group (comments such as "we don't want a white man" and "given the choice of two excellent candidates, we should take the 'diverse' one"), in the minds of those saying these things validated by DEI/"diversity" principles. This is entirely unethical, and is inconsistent with our University values. This DEI review has given me hope that the University can head in a less discriminatory/bigoted direction, to see people as individuals rather than on traits they cannot help. We need to get rid of the toxic mindset of seeing people based on their race/sex/etc.

Policies such as requiring diversity statements undermines fairness, objectivity, and ethical treatment of people. I strongly support discontinuation of the functions listed on page 15 of the report.

I would also like to note that I find the suggestions to change the DEI office name in order to continue funding it reprehensible to the extreme. In the report, it is acknowledged that doing so may risk "reputational harm" to the University. Yes, it absolutely would -- and not just "risk" it, but certainly cause it. I, as a faculty member, would seriously consider leaving the university as a result of this reputational harm if the University were to take that route: I do not want to have anything whatsoever to do with an institution that would promote such dishonesty at a high level to subvert the legislature's decision.
Hope you are well. I noticed that the U.S. Department of Education is not on the list of granting agencies. There are a number of DoEd grant funded programs here on campus. Most have very specific participant eligibility outlined in the legs and regs guiding the program administration. Here is the link to McNair's (we are 100% funded off a DoEd grant):  
https://www2.ed.gov/programs/triomcnair/legislation.html

As a land grant institution NA affairs should not even be a part of this DEI plan.

I think of the options on how to move forward, #3 is by far the most prudent option. #1 and #2 will only make things worse and I hope our institution and colleagues have enough common sense to recognize that. We can clearly make things worse if we’re not careful.

On the departmental level, I think we need to heed the governor’s advice and “stop the woke nonsense” as he puts it. We can (and should) keep doing what we’re doing, but I think it would be wise to proceed with caution and not do anything to make ourselves a target. Simply put, we cannot do anything for the better good if we are no longer employed

I submitted some comments at the survey. In my opinion, the survey questions are poorly worded and the space provided does not encourage thoughtful commentary. So here are more voluminous (although not necessarily more useful comments).

1. The Working Group did a terrific job. The report is thorough, fair, and enlightening. I now hope that UW will use this report in a similarly thoughtful manner.

2. As the report shows, efforts to enhance diversity and to provide equal opportunities at UW are fully embedded throughout the campus. This is not a surprise, given the length of time UW has been working to address federal law and regulations that address these issues. Additionally, for the most part, these activities are important and necessary for UW to accomplish its missions. This is important information that may help inform all stakeholders.

3. The definition of DEI provided by the Working Group is critically important. It captures the crux of the political challenges related to these terms and clearly delineates DEI from all of the important work that we do at UW to provide all students and employees the opportunities that they deserve to be successful. By the way, I have no idea when DEI became what the Working Group defined. The words themselves appear innocuous and admirable.

4. In my opinion, UW should not be conducting the DEI activities as defined by the Working Group. I fully support equality, I have developed a thermodynamic derivation that proves diversity is beneficial, and inclusion is critically important for successful societies (and every day we see tragic and violent results of exclusion). Also, based on my limited understanding of history, it is clear to me that there are systemic challenges in
U.S. society that deserve examination and improvement. But the DEI activities, now clearly defined, do not help.

5. To my knowledge, there have been few DEI activities (as defined by the Working Group) at UW, although the thorough list in the appendix indicates that there are some. That is not a surprise to me - UW is not a hotbed of progressive activism. Documenting this as the Working Group has done is incredibly useful. Now we can focus the discussion appropriately on those areas that may trouble some stakeholders.

6. The five options presented for the DEI office are thoughtful and actionable.

7. Although probably not needed at this time, here are my opinions about the options.
   a. Option 1 is not viable. It flies directly in the face of the legislature and keeps the term DEI front and center. I would expect the legislature to punish UW if we went with Option 1.
   b. Option 2 was the correct option - 2 years ago. It is no longer viable. Even though the term DEI has been removed, the legislature will (rightly or wrongly) consider this an end around and punish UW.
   c. Option 5 is what the legislature wants and what reasonable people may feel is appropriate. UW was able to accomplish its federally mandated requirements prior to the establishment of a DEI office, so why not go back to that? I personally feel that this is excessive and that we will decrease our ability to accomplish UW's missions.
   d. Option 4 is close to what the legislature wants. I personally see value in this option as an intermediate step but we lose the coordination of many important activities and that will decrease our ability to accomplish UW's missions, although not as dramatically as Option 5.
   e. Option 3 is the most reasonable and ultimately the best option. Additionally, when reorganizing the office, it should be downgraded from Vice Presidential level to no higher than Associate Vice Presidential level. To where it reports - good question that I will leave for others to consider.
   f. But we cannot get to Option 3 directly in one step. The legislature will (rightly or wrongly) consider this an end around and punish UW. I feel that we have to start with Option 4 and then work our way back to Option 3 over the next several years. I personally have no desire to see people fired from UW but from a practical standpoint, the program they work in has been defunded. Even tenured faculty can be fired when their program has been defunded. At the very least, we have to decrease the size of the DEI office immediately (how many associate vice presidents does that office need?) to show responsiveness to the legislature.

I did not have enough room in the survey to provide these points. You may use them verbatim if you think that is helpful, but please use them anonymously.
President’s DEI Working Group – Feedback from Academic Affairs units for discussion at the 4.19.2024 meeting

1. Section V - Definition of DEI.
   a. Feedback from Academic Affairs points to a need to define DEI in UW’s terms (what it is intended to address), rather than as the Wyoming legislature would define it (which we are guessing at, based on the experience of other anti-DEI states, because the Wyoming legislature did not provide a definition).
   b. The definition of DEI as outlined in section V is at odds with the inventory of activities provided in Appendix A.

2. Section VII - Working group recommendations
   a. Section VII, number 4 needs clarification - “This refocused effort could be consolidated under the Office of Academic Affairs, Student Affairs, Budget and Finance, or General Counsel, or could be a joint position between two of the units.” Does the last part of the sentence refer to the possibility of the employees’ positions being joint, or does it imply the reorganized office could report to two different vice presidents?
   b. Option 4 – Close the DEI office: There is no impact described here as there is in sections 1-3.
      i. The possible impact stemming from options 4 and 5 are rolled into the statement for option 5.
      ii. A stronger statement is needed to emphasize that any absorption of duties will have an impact on the workload of other employees, and it is likely that some services may no longer be available due to the redistribution of these duties.
      iii. As it is, one could read option 4 and conclude that the office could be closed and other units have the capacity/bandwidth to pick up these extra duties. Perhaps
   c. These options do not recognize the intersectionality of DEI activities and the importance for students of having multiple points of support, for example centralized support from ODEI and student-centered support from Multicultural Affairs. Together, the different offices engaged in supporting students of diverse backgrounds provide a complete community of care without which students may fall between the cracks.
      i. The exclusions of veterans, first-gen students, low-income students, students with disabilities, etc. hinders UW from recognizing the multiple factors that contribute to a student’s needs. The current proposal suggests to students that we will support one part of them but not the entirety of them.

3. Inventory of activities in Appendix A
   a. The feedback is that the inventory is misaligned with the working definition of DEI in section V and therefore should be given context as to what criteria the
working group used to decide what to include, or all items that do not meet the report’s definition of DEI should be expunged.

b. There are many offices, initiatives, and student organizations are missing from the report. Groups like Turning Point USA and Chi Alpha Ministries are not shown in the report and do engage in DEI initiatives as defined here. The report should include every faith-based organization and all fraternities and sororities that have language about diversity, equity and inclusion in their histories.

4. Other comments

a. Restructure the preamble to highlight key language that currently appears late in the document from the university’s founding documents, Wyoming acts, and the mission statement, and make it clear that what follows takes its lead from that history, goals and ethics.

b. Eliminate appendix F because it is not relevant to Wyoming.

c. The language about land acknowledgements on p. 15 as something that might be discontinued should be eliminated from the report. Individual UW community members should have the right to state a land acknowledgement as "constitutionally-protected speech or actions." There are legitimate academic and ethical reasons for faculty, students and departments to use land acknowledgments. Restricting these could hinder UW’s relations with indigenous communities. Furthermore, land acknowledgements relate to Native American sovereign communities, and the protected-class issues do not apply.

d. Two typos
   i. Page 2: President Seidel acknowledged that enormity of the task,
   ii. Page 13: The work of many of these committees likely align with the University’s commitment

e. Page 13, #4. Co-curricular, identity-based centers – how could the activities be better aligned through student organizations. Do we not think that students running this work could end poorly? Having staff serve as points of contact for students is a health and safety issue and also helps steer the conversation.

f. On page 15 # 12 I am concerned about the carve outs for student organizations – they are funded by student fees but events they host are also funded by different unit dollars. What will the impact be on those events?
University of Wyoming Inclusion Council

To: DEI Working Group
From: University of Wyoming Inclusion Council
Subject: Feedback on Final Report
Date: April 22, 2024

Introduction

Dear DEI Working Group,

We, the University of Wyoming Inclusion Council, have diligently reviewed the "FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices" and received comprehensive feedback and comments provided by various individuals and groups associated with the Inclusion Council. As representatives committed to fostering an inclusive and equitable environment on our campus, we value the insights shared and recognize the importance of addressing each concern thoughtfully and thoroughly. Thus, please find an overview of the Inclusion Council’s feedback and comments regarding the final report that we hope the DEI Working Group, University of Wyoming leadership, and the Board of Trustees will take into thoughtful consideration as well.

Summary

The compilation of feedback highlights several recurring themes and main concerns that warrant careful consideration:

1. **Definition of DEI**: There is a concern regarding the vagueness of the DEI definition, which has led to confusion and misinterpretation, particularly during student feedback sessions. It is imperative to clarify and articulate a comprehensive understanding of DEI to guide future initiatives effectively.
2. **Preferential Treatment:** Emphasizing the importance of avoiding preferential treatment while acknowledging the unique challenges faced by marginalized groups is crucial. Extra support for underserved populations should be provided without implying that other groups do not require support.

3. **Understanding Identity Groups:** Recognizing the diverse needs of different identity groups and providing targeted support tailored to address those needs is essential for fostering inclusivity.

4. **Handling Feedback:** Consideration must be given to how individual and group feedback are handled to ensure that all voices are heard and valued.

5. **Impact of Diversity Report:** The report's impact on university staff, faculty, and students, as well as its implications for campus leadership and protected classes, must be carefully assessed.

6. **Scope of DEI:** The scope of DEI, including its impact on various spaces and issues beyond gender, race, and sexuality, needs to be adequately addressed.

7. **Accreditation and Land Acknowledgement:** The inclusion of accreditation pieces and the importance of the land acknowledgment statement in recognizing the university’s history and fostering relationships with Indigenous communities should be prioritized.

8. **Enforcement Mechanisms and Viewpoint Diversity:** Concerns regarding enforcement mechanisms, viewpoint diversity, and freedom of expression within student organizations' events require attention.

9. **Inclusion/Exclusion of Certain Groups:** The perception of certain groups being targeted or discriminated against in the document needs to be addressed to ensure inclusivity and fairness.

**Areas of Consideration**

In reviewing the feedback provided, it is evident that there are critical areas of concern that require careful consideration and action. The DEI Working Group must address these concerns to ensure that the final report accurately reflects the diverse perspectives and needs of the University of Wyoming community.
DEI Definition and Implementation: The definition of DEI must be clearly articulated to avoid ambiguity and ensure alignment with the university's values and goals. It is essential to emphasize the importance of providing support to all marginalized groups while avoiding preferential treatment.

Understanding and Addressing Unique Challenges: Recognizing the unique challenges faced by marginalized groups and providing targeted support tailored to address those challenges is paramount. UW must prioritize understanding the needs of different identity groups and developing initiatives that address those needs effectively.

Handling Feedback and Ensuring Representation: The process for handling feedback must be transparent and inclusive, ensuring that all voices are heard and valued. It is crucial to consider the impact of these decisions on all stakeholders, including staff, faculty, students, and campus leadership.

Scope of DEI and Inclusivity: The scope of DEI should encompass a broad range of issues beyond gender, race, and sexuality, reflecting the university's commitment to inclusivity and equity. UW must ensure that all aspects of diversity are adequately addressed in the final report.

Accreditation and Land Acknowledgement: The inclusion of accreditation pieces and the land acknowledgment statement is essential in recognizing the university's history and fostering relationships with Indigenous communities. These elements should be preserved and prioritized in the final report.

Enforcement Mechanisms and Viewpoint Diversity: Concerns regarding enforcement mechanisms, viewpoint diversity, and freedom of expression within student organizations' events should be addressed to ensure inclusivity and fairness for all members of the university community.

Inclusion/Exclusion of Certain Groups: The perception of certain groups being targeted or discriminated against in the document must be addressed to uphold the principles of inclusivity and fairness.

Conclusion

In conclusion, the University of Wyoming Inclusion Council appreciates the opportunity to provide feedback on the "FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices." We urge the DEI Working Group and UW leadership to carefully
consider the concerns raised and take appropriate action to address them in implementation. It is imperative that the report accurately reflects the diverse perspectives and needs of our university community to ensure progress toward a more inclusive and equitable campus environment.

Sincerely,

University of Wyoming Inclusion Council
Multicultural Affairs:

**About:** This doc is feedback & comments from Koraline (Kora) Wolfgang (they/them) on the “FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices” provided by the DEI Working Group created by President Seidel and chaired by Tara Evans and Zebadiah Hall.

**Links to FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices:**
- FINAL Diversity, Equity, and Inclusion Review Working Group Report_4-16-24
- FINAL Diversity, Equity, and Inclusion Review Working Group Appendices_4-16-24

**Feedback (Comments/Concerns/Questions):**

**Impact for Native-focused units**
The decision to move the Native units – NAERCC, NAIS and HIPARI – seems unrelated to the legislative decision. These areas were informed they were not impacted by these budget line item or the subsequent veto. While the each of the three unit directors have discussed a model of reporting to a singular VP or Executive Director, the envision this person to have experience and qualifications to help support the development in these areas. It is believed that the current person in the Special Advisor to the President position, which the report suggests would be the new reporting line for all Native units, was transitioned out of these areas due to conflict and questions about productivity. This position should be someone with an advanced degree and demonstrated experience of leading Native-related research, education or support services programs.

Further, the inclusion of the land acknowledgement statements on the proposed list of cutting also feels out of alignment with the scope of the legislation. The land acknowledgement has been drafted in partnership with ASUW, native staff and students as well as tribal leaders. It is voluntarily used by various programs and events, and as such, it is not a “required DEI practice.”

**Division of Student Affairs DEI Activities**
There is no obvious approach for what specific items tied to DEI are shown in the Appendix. Most of the “current” programs, activities, and functions are related to women in STEM, and academic related. It is leaving many student orgs, or other programming offered by student affairs.

Are these the areas the group deems necessary for potential changes? If so, what is the rationale for these specific areas being noted. Our review includes several other programs or policies that have connection to DEI work, including:
- Living Learning Communities (identity-based communities)
- Multicultural Affairs Students of LGBTQIA+ circles
- Multicultural Affairs Speakers Series
- Multicultural Affairs Heritage/Awareness/History Month or Day programs
- Various other protected class, identity-based student organizations that are not listed
- Student Affairs strategic plan with specific focus on belonging and DEI programming, training
- Student health services support for affirming care
- Fraternity and Sorority Life, governing councils and individual chapters all have specific DEI values, programs and/or student leader positions
- Fraternity and Sorority Life is planning to launch multicultural chapters and governing organizations next year
- Student Code of Conduct & We Are UW values
- UW Alumni Association and the affinity networks
- 7220 Entertainment speakers/guests/events bring in LGBTQIA focused programs a few times a year
- University Counseling Center and Student Health Services accreditation and licensing requirements

**Update on DEI Working Group**

UW Community,

As I shared last month, I have charged a working group, composed of faculty, staff, students and administrators, to review all of UW’s DEI activities and to provide a range of suggestions on how to move forward in a way that best supports UW’s goals and is responsive to the expectations of the Legislature.

The working group has finalized its report and I invite you to share your perspectives via the report by Sunday, April 21, at 11:59 p.m. MDT. The members of the working group will also circulate the report to their constituent groups for input. Both forms of feedback will inform my recommendations to the Board of Trustees and will be included as an additional appendix to the report. Campus voices are critical to this process, and I look forward to reviewing your comments.

I will make my official recommendations to the Board of Trustees during its May meeting, but, in the meantime, I want to reiterate several points to questions I have heard:

- Academic freedom will continue to be protected and celebrated at this institution.
  We will not diminish our exceptional faculty’s ability to decide what to teach or research.
- Similarly, our freedom of expression initiative will continue to support and respect the perspectives of all and promote ways for everyone to engage productively.

I appreciate the many thoughtful conversations I have had with you and comments received on the future of DEI at UW. While we must make some changes, I am confident that UW will continue to be a place that welcomes and values all. This is a critical issue for our campus, and I am grateful so many are invested in the process.

Sincerely,

Ed Seidel, President

**Feedback from Kora Wolfgang:**
My name is Koraline (Kora) Wolfgang (they/them) and I am the Gender & Sexuality Coordinator at Multicultural Affairs that oversee the management of the historic Poke Pride Center (a resource center open to all, located in the Wyoming Student Union, founded in 2000 in the wake of the murder of Matthew Shepard), oversee to the commitment of the donors and private accounts of the Poke Pride Center scholarship and Poke Pride Center discretionary fund, a Shepard Symposium on Social Justice (founded in 1997 as a “social justice” symposium at the College of Education, adopted the Shepard name in 2002) Co-Chair (from Spring 2022- to the present), and an official staff advisor for the UWYO student organization Queer Community Coalition (which won the Sara Axelson Outstanding Student Organization award in 2023, the highest award given at the UWYO Student Org Awards). In two years ½ year in my multiple roles I listed above, I have been awarded the Community Award (presented by the Division of Student Affairs), All-Star Team Staff Award (2023, presented by UWYO Staff Senate), Dolores S. Cardona Commitment to Diversity Award (2023, presented by the Division of Student Affairs), & the Shepard Symposium on Social Justice Faculty/Staff Award (2023, awarded by Shepard Symposium on Social Justice Planning Committee).

I say all of this as I feel my institutional knowledge in the work I do at the University of Wyoming in regards to UWYO 2SLGBTQIAP+ information is both appreciated, honored and respected by my colleagues and the community. However, I am deeply concerned by the DEI Working Group committee appointed by President Seidel and their released “FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices” the campus wide email on April 17th, 2024 at 10:30am, on how the report limited scope in narrowing on limited aspects (resources, areas, programs) of DEI that are protected classes, which is gender, sexual orientation & race (mainly 2SLGBTQIAP+ and BIPOC communities). This concerns me as these communities are clearly singled out and targeted in the report, by leaving out/outlining out other components of DEI (some areas are preferential and some are not, why is this?), making these areas purposely vague and changing & shaping the narrative of the names and definitions/information (when accessible definitions are available on websites) about these areas at UWYO in order to fit another narrative.

Below I have compiled specific evidence that backs up these points and how this evidence can be seen as discriminatory towards protected classes (Appendix B, Federal Executive Orders, Executive Order 11246: Equal Employment Opportunity). Not once did any of the committee members besides a few in person interactions with VP Zebadiah Hall and ASUW Executive Paula Medina) reach out to me, the Shepard Symposium on Social Justice co-chairs, and Queer Community Coalition. Even with the information we provided to VP Hall and Paula Medina about these areas, it was either not shared to the committee to be included in this report or it was purposely left out by those who wrote up the report. I also added in concerning incidents that have happened in the wake of this working group being appointed, at my work that feel specifically targeted and intentional in limiting the work I do, while not applying that directive to any other areas (example: censoring event marketing, see examples below).

- The Report
  - I. Working Group Charge (page 1, paragraph two, sentence two): “While Governor Gordon vetoed the portion of the footnote stating “or any diversity, equity and inclusion program, activity, or function,” we received
the clear message from the Legislature and the Governor’s veto message – UW needs to make changes.”

- After the March Board of Trustees meeting, with the overwhelming support of DEI and no anti DEI public comment provided, why is this being continued to move forward with? Many members of the legislature and even Governor Gordon do not unanimously agree with the idea of defunding “any diversity, equity and inclusion program, activity, or function”. The governor made a line item veto and the legislature was not unanimous on this decision.
- What is the “message” that is being referred to here? Did the working group ask President Seidel to clearly articulate the meaning/context of this “message”? This needs more context from the President, this should not be interpreted.

II. Working Group Creation, Meeting Schedule, and Constituent Feedback (page 2)

- What qualifies and/or is the reasoning for the selected members for this working group?
  - Specifically, what qualifies Tara Evans to chair this group along VP Hall
- Why is there one student representative? In a message sent via UWYO communications on a campus wide email Saturday 4/13/2024, the message said the working group was made up of the inclusion of “students”.

No Decisions on UW Black 14 Social Justice Summer Institute

April 13, 2024 – Contrary to a message posted on a University of Wyoming unit’s website Friday, no decisions have been made regarding the 2024 Black 14 Social Justice Summer Institute.

The future of the institute, along with other UW activities related to diversity, equity and inclusion, is among the issues being considered by a working group appointed by President Ed Seidel. The group was formed in response to legislative action that directed that no state funding be spent on UW’s Office of Diversity Equity and Inclusion effective July 1, 2024 – and additional legislative language, vetoed by the governor, directing that no state funding be spent on DEI activities, functions or programs.

As noted in the earlier communication, the working group that includes administrators, faculty, staff and students was charged to look closely at all of UW’s programs and activities in this area consider which can and should be continued and explore how funding sources other than state appropriations can potentially be deployed to support essential functions. The group will report to the president, who plans to present a proposed pathway forward to UW’s Board of Trustees at its May meeting.

In the meantime, UW’s administration restates its commitment to continue to value and serve students, employees and community members of all genders, ethnicities and backgrounds, and work to make everyone feel welcome. While the legislative action has created a degree of uncertainty regarding some aspects of how that commitment will be – as is the case in a number of states where legislative action has targeted DEI programs – the commitment remains, as ever. Most importantly, UW remains a safe place where all perspectives can be aired and debated.
Working Group Suggestions:
  - Bias in the Report by Keeping Language Vague
      - Page 9, Section VII, 1: “The Working Group notes that this option complies with the letter of the law but might lead to a perception that the University is not following the spirit of legislature’s direction and/or intent.”
      - Page 9, Section VII, 2: “Again, the Working Group notes that this option might lead to a perception that the University is not following the spirit of the legislature’s direction and/or intent.”
        - What is meant by the spirit of the legislature’s direction and/or intent
          - Why is this vague?
            - Please list out what the spirit is and/or the intent.
            - Keeping it vague makes it seem like this is open to interpretation or the report is not comfortable naming what it actually deems to think the legislature wants to remove with defunding DEI.
    - Page 12: “National Headlines”
      - Page 12, final paragraph, third sentence: “In addition, many of the DEI-related programs, activities, and functions across the University—not directly managed by the office—do not align with the issues making national headlines.”
        - Again, what does the report mean by “National Headlines”?
          - Please list out what the “national headlines” is and/or the intent.
          - Keeping it vague makes it seem like this is open to interpretation or the report is not comfortable naming what it actually means by using “national headlines” as a reasoning to remove DEI programs, activities and functions (which shows unfair bias).
  - Appendix A:
    - If Appendix A is a list of “Current and Planned DEI Programs, Activities, and Functions”, why is the majority of the listed programs, activities, and functions focused on gender, sexual orientation & race (mainly 2SLGBTQIA+ and BIPOC communities) and not all DEI components on campus?
      - For Example:
        - Listed under Student Affairs in Appendix A on page 10 is only four DEI programs: “Violence Prevention training, Multicultural Affairs & Pride Center (THIS IS
INCORRECT, please see context below why this matter and is of a concern,
Campus Rec – Wellness Center Sexual Health, SAFE Training/Y’all Means All Training
- This is false that these are the only DEI programs under Student Affairs. I find it especially concerning that one of the Working Group members from student affairs, Paula Medina, left off her United Multicultural Council (which she participates in), or did the working group members leave this purposely off and were selective in what they included and not included? Listed Here are areas in Student Affairs
  - 7220 Entertainment
  - DEI Speakers/Event
  - Drag Bingo
  - 2SLGBTQIA+ Comedians
  - ASUW
- By only mainly listing Multicultural Affairs programs in Student Affairs, make this report seem biased and specifically targeting only areas they wanted included. Going back to the idea of this list being a “hit list”.
- Changing Definitions, when accessible definitions have been available on the website
- Names and Definitions of Areas/Programs are incorrect
  - Many names and definitions listed are wrong when it comes to Multicultural Affairs and 2SLGBTQIA+ programe/areas. Why is it that other area that are listed have direct quotes pulled from their websites, yet when it comes to Multicultural Affairs, the service definitions and even names are wrong and listed incorrectly and made to sound like something they are not (limiting the scope and introducing a false narrative).
  - At MA
  - Correct Version: Multicultural Affairs (linked here is our website, which includes our mission.
    - Shepard Symposium on Social Justice
    - Incorrectly labeled and respectfully spelled wrong as “Matthew Shepherd Symposium” of just “Shepard Symposium” (throughout the report, not limited to the appendix)
  - The Correct name is: “Shepard Symposium on Social Justice
    - Why does this matter?
    - Misspelling the name Shepard and also adding Matthew’s name in the front is extremely disrespectful to Matthew Shepard and his parents Dennis and Judy Shepard, including the Matthew Shepard Foundation. Misspelling the name shows the lack of research or even the small commitment to properly reaching out to the Shepard Symposium on Social Justice Co-Chairs and/or visit the website (which is accessible and open to the public to search online)
    - Leaving out Social Justice from the name, erases the history of this legacy programs at the University. This report needs to address that “social Justice” programs at UWYO, including Shepard Symposium on Social Justice have existed for decades. Removing aspects of the name and/or changing the name directly impacts the program and those who volunteer their time to work on it.
I want to thank those who read my feedback and take all my concerns from the “Final Diversity, Equity, and Inclusion Review Working Group Report and Appendices” into account and that possible changes are made before President Seidel offers this report to the Board of Trustees in time for the May Board of Trustees meeting, either those changes be from this working group or President Seidel.

I have also taken the time to get comments and feedback from 2SLGBTQIA+ communities on campus, including: Shepard Symposium on Social Justice Planning Committee, Queer Community Coalition Members/2SLGBTQIAP+ UWYO Students and UWYO 2SLGBTQAIP+ Employees. Links provided below:

- Feedback from Shepard Symposium on Social Justice Planning Committee
- Feedback from Queer Community Coalition Members/2SLGBTQIAP+ UWYO Students
- Feedback from UWYO 2SLGBTQAIP+ Employees

Finally, I want to state that I am profoundly disappointed by the leadership of the University of Wyoming, including President Seidel, Tara Evans, and the DEI appointed Working Group in regards to this report and the lack of support this institution (specifically the University of Wyoming leadership) has had over the years in regards to lack of protections against harmful incidents on this campus towards the 2SLGBTQIAP+ community (settling on the Union Tabling Incident/lawsuit from Fall 2022, the anti-trans sorority case that’s still ongoing, 2SLGBTQIAP+ events being postponed in the Fall of 2022 due to safety concerns, lack of protections of staff/faculty being doxed by media outlets for their work last Spring of 2023, student & staff that hold these identities died by suicide 2021, etc). This directive and overall report is harmful and will have lasting repercussions at this University. All of this adds up and truly shows that even 25 years after Matthew Shepard’s murder, the University of Wyoming still cannot figure out ways to support and heal the 2SLGBTQIP+ community members at UWYO, leaving the wound 25 years ago more open than ever as we journey backwards in progress. I am considering all options in my future at this University and I know many of my colleagues, students, alumni and donors are doing the same.

**NAERCC, HPAIRI, and NAIS:**

Feedback to the UW DEI Review Working Group
April 17, 2024

The Native American Education, Research, and Cultural Center was established in 2017. It has experienced many growing pains since the opening. The NAERCC started off with one director for a full year and then suddenly was without and left with only one staff, the program coordinator, Sr. position until 2022, where a new Director of the NAERCC and was named, as well as approved to hire two new staff. The NAERCC was originally under the Office of the President when the doors opened, but over the years the NAERCC was moved under the umbrella of Student Affairs, due to many challenges when it came to oversight and
management under the President’s Office. The growth and success of the NAERCC has been largely due to the move to Student Affairs, where it sits with all the other student support and engagement teams and programs and has team of support for not only the students, but the staff and faculty as well. It helped tremendously to be part of a larger teams with the other centers like the Multicultural Resource Center, Pokes Pride Center, and the Veteran Center. Over the years, Student Affairs was able to provide office support staff when the NAERCC was not fully staffed and continues to provide strong support along with the Business Manager from the Dean of Students, who has provided financial management support to the NAERCC. After recently going through an audit, the accounting us and will continue to be a priority. The most support the NAERCC has received since 2017 has been from Student Affairs and with the Dean of Students, who the director of the NAERCC reports to. In 2023, the NAERCC received the NASPA-IPKC Outstanding Indigenous Student Support Program Award. This would not have been possible without the support and oversight of Student Affairs.

One of the primary goals of the NAERCC is to focus on recruitment and retention of Native American Students and to provide a sense of belonging and community for Native American Students. It is important to honor the sovereignty and self-determination of Native American tribe’s governance with relations to the Federal and State Government, especially when it comes to Native Education. This does allow relationship building and outreach with tribes where our Native Students are coming from and also representing. All UW Native programs work to develop, build and sustain relationships with our tribal governments and provide outreach to the tribal communities.

Each of the Native Programs has its own purpose and goals. HPAIRI is Research and Economic Development, Native American & Indigenous Studies is an academic area with a Minor & Major, and the NAERCC provides student support services and engagement, which aligns very well under student affairs with all the Student Affairs and Dean of Students Programs. The model that each UW Native program currently uses is tied closely to each other unit and/or area. Currently there are three (3) Directors who are very well versed in their respective area and well educated to hold the title Director of each program, Dr. Bridget Groat, Dr. Tarissa Spoonhunter, and Reinette Curry, MSW. Each of the directors report to a Dean, a VP, and the Dean of Students. It does help each director to report to an administrator, due to the uniqueness of each of the Native Director’s and administrator’s role, education, experience, and expertise to allow for success. All three Native Programs have been the most successful they have been in many years, due to bringing on the new directors for each program and being able to build a Native Director team.

Other universities especially regionally are moving towards a VP of Indigenous Affairs model, which is an administration position. If that was where we were at the University now, then having our programs under one office and/or person could possibly be sustainable, but with the current model we have now, that is impossible due to the fact that the current special advisor is not an administration position to oversee the Native Programs here at the University. The current Special Advisor position was also not an advertised position and did not go through the HR process of hiring, the Special advisor position was created and the advisor was named. The Native team and the Native American Affairs Advisory Council to the President was not able to see the current job description of the special advisor after several requests throughout the year to assist in managing the teams and help guide each director’s role in Indigenous Affairs. So
therefore, re-organizing all our Native Programs under the Special Advisor in this current time is not a move the University needs to make. All Native Programs may all be housed within the NAERCC, but each belong in their respective areas and should continue to report to their specific administrators.

The land Acknowledgement is important to all our Native programs and the work that we all continue to do with the sovereign tribal governments, tribal communities, and with our tribal students. It is important that we do recognize the tribes we work very closely with and that we acknowledge that the land the University sits on, as it is a recognized Land Grant Institution. The ASUW Senate Bill #2699 was written with ASUW alongside a collaborative group of Indigenous staff, faculty, and students and it is important for all that we continue to use the land acknowledgment on the UW Campus.

Cass Underwood
NAERCC Program Coordinator, Sr.

Reinette Curry, MSW
Director of the UW NAERCC

As a land grant institution, the University of Wyoming has benefited from the treaty lands of the tribes from Fort Laramie Treaty of 1851. UW has recently been trying to work with Indigenous nations as sovereign government to government as a responsibility of land grant institution through Memorandum of Understanding signed with the Eastern Shoshone and Northern Arapaho Tribes. UW has profited from the treaty lands granted to them based on the "POLITICAL not minority" relationship with tribes. This is one of the reasons for the Senate Select Committee bi-annual updates to discuss the relationship of how UW is working with the tribes and providing educational opportunities for tribal students.

High Plains American Indian Research Institute was dormant for many years with no reciprocal partnership/collaboration on the Wind River Indian Reservation. EPSCoR has rebuilt the trust relationship through Education Outreach and Diversity with the subaward work with Central Wyoming College and Wind River Tribal College. Since the Office of Research Economic Development has taken over and funded HPAIRI partnership, outreach and transparency to the Wind River has flourished rebuilding the trust with the tribes in Wyoming. HPAIRI has given the tribes a seat at the table in grant planning and building capacity on the Wind River Indian Reservation.

HPAIRI is not DEI at the University of Wyoming. UW has utilized the reservation to meet the underrepresented minority status in grants that has led to a misunderstanding of the land grant status and government to government relationship with tribes.

The option to be put under the Advisor to the President to save that position is detrimental to the academic and research work of HPAIRI. An advisor according to that title should provide advice not oversee academic and research programs. An advisor is not an administrator. Second, the advisor was hired for advice, their skills do not include oversight of programs such
as HPAIRI, NAERCC, or NAIS. Those positions have degrees and qualifications needed to oversee such programming in their respective areas the President advisor does not have.

Tarissa Spoonhunter

Hello, my name is Dr. Bridget Groat and I am the director of the Native American and Indigenous Studies program here at the University of Wyoming. There are many problems with this suggestion and I will try to outline them here. I have been a member of the Native American Affairs Advisory Council since I was hired here at UW in August of 2022.

One of the first problems I see is that the Special Advisor (S.A.) is not in any of our chains of command and he does not outrank us as far as experience and education. By definition, according to Merriam-Webster, a chain of command is a series of positions in order of authority. Given the fact that the S.A. has also been let go from two out of three of these positions, it does not make much sense for him to coordinate these efforts. In addition, the S.A. has poor communication skills and fails to inform the Native American Affairs Advisory Council about the events he plans or the listen when we make suggestion. The S.A. scheduled a significant scholarship event without input from the other members of the NAAAC. He would not reschedule this event even when asked by other member of the NAAAC.

One of the issues this year occurred when the S.A. scheduled an event the week after the President told the rest of us that the S.A. could not schedule any more events. This costly event was scheduled in a short time period and we were not able to attend as we all had prior commitments.

The University falls far behind in supporting Native American and Indigenous Studies program in many ways. By failing to hire an adequate number of faculty, the program is struggling to meet the needs of our students. I have already restructured the minor to be more flexible and I am in the process of revising the major. We have no choice but to be more flexible with what classes we will accept. We are limited by the number of classes we can teach in the semester and try to make up for it somewhat in the summer. These are the creative solutions that we have in place simply because we are not a well-supported program. We had a great opportunity in the 2022-2023 academic year as were asked by the Mellon Foundation to submit a proposal to improve our Native American and Indigenous studies program by adding more faculty. The President would not stand behind this proposal because he was not willing to add academic positions in NAIS or a recruiter that we asked for. Unfortunately, another school in our region received a multi-million grant to support their NAIS program.

Cutting the land acknowledgement would be one more step in erasing the history of Native Americans from this campus. Besides the NAERCC, there are no visual representation of who occupied the lands that the university sits on. These are stolen lands, given to the University under the Morril Act. I think it is time that UW as a land grant institution took steps in recognizing its own history.

The academic positions held by the Director of NAIS and the Director of HPAIRI are academic positions held in two different schools. Although both have administrative duties, the majority of our jobs focus on teaching, research, and publications. These duties belong in the academic departments and not in the office of the president as this would change our job descriptions and are not what we were hired for.
The memorandum of understanding between the tribal and the University were signed in good faith as a way for the tribes to make sure that their tribal sovereignty was being recognized and that tribal students were supported at UW. Unfortunately, the MOU is not widely circulated, and the chain of command has a very difficult time understanding what tribal sovereignty is. As the Director of NAIS, I have had a very difficult time getting those simple concepts across to a very resistant administration. We are not like any other academic unit on this campus.

The S.A. position is not mentioned in the MOU and is not one that the tribes requested. In addition, the S.A. does not work with Native American students directly, does not attend events at the NAERCC, and does not work closely with myself, the director of the HPAIRI, or the Director of the NAERCC. The three of us usually meet weekly to coordinate our efforts. We have always been up front and very open about the activities we hold at the center and we all work together and show up at as many events as we can.

The S.A. was also part of a group that complained about those housed in the NAERCC leading to several investigations. Not once did he confront the complaints face to face or try to get to the bottom of them by talking to any of the directors in the NAERCC. This demonstrates a lack of leadership skills and the inability to work well with others. It would be a great burden to be overseen by an individual displaying those characteristics. How could we trust someone like that?

Cutting the land acknowledgement would be one more step in erasing the history of Native Americans from this campus. How can UW say that it supports tribes and tribal programs if this is eliminated. Besides the NAERCC, there are no visual representation of who occupied the lands that the university sits on. These are stolen lands, given to the University under the Morrill Act of 1862. I think it is time that UW as a land grant institution took steps in recognizing its own history.

**Inclusion Council 4.18.2024 Meeting Notes:**

- DEI definition and its vagueness.
  - There was confusion around a definition in a student feedback session.
  - Emphasizing the importance of avoiding preferential treatment.
- Concern that working group's focus on gender, sexual orientation, and race may imply underserved populations don't require additional support.
  - Providing extra support to marginalized groups is important because they face unique challenges that require tailored solutions.
  - Emphasize the importance of understanding the needs of different identity groups and providing targeted support to address those needs.
- Considering how to handle individual vs. group feedback.
  - Impact of diversity report on university staff, faculty, and students.
- Challenges of maintaining a welcoming environment in a rapidly changing landscape.
- Concerns about the impact of the ODEI report on campus, leadership, and protected classes.
• The scope of ODEI, including its impact on other spaces and issues beyond gender, race, and sexuality.
• Missing accreditation pieces.
• Land acknowledgement statement and its implications for freedom of expression and university regulations.
  o Concerns about enforcement mechanism and viewpoint diversity.
  o Concerns about freedom of expression and university control in student organizations' events.
• Inclusion/exclusion of certain groups in the document, feeling they are being "blatantly targeted" and "discriminated against."
• Concern about written feedback being lost in a sea of comments.
• Zebadiah asks for high-level feedback to be sent to him by 10am tomorrow for review before the meeting.
  o Zebadiah acknowledges the finality of the report but is open to feedback through implementation at a later time.

Additional Comments:

Hi all,

I’m afraid that I cannot attend today’s meeting, because I teach at 3:00. I do have a couple of comments on the DEI working group report that I wanted to share:

• Seems to be a misalignment between the report's working definition of DEI (pp.6-7) and the inventory of UW DEI activities. I think the inventory should either be more clearly contextualized as including many activities that fall outside of the WG's DEI definition or the inventory needs to be expunged of all items that do not fit the definition.
• P. 15 of the report includes things that the WG thought "might" be discontinued. Given the charge and larger context, I can understand why 1-4 & 6 are listed here. However, I do not understand why #5 (land acknowledgements) is on this list. Certainly, individual UW community members should have the right to state a land acknowledgement as "constitutionally-protected speech or actions." There are legitimate academic and ethical reasons for faculty, students and departments to use land acknowledgments. Restricting these could hinder UW's relations with indigenous communities. Furthermore, land acknowledgements relate to Native American sovereign communities, and the protected-class issues do not apply.

Best,

Jim
I think the overall message that would be helpful for folks to know is the intersectionality (I know – probably a dirty word in these days...) of what all of the DEI offices do. I include ISS in that. The best way I can describe this is that students demand/ask for/want a variety of sources of support and we respond accordingly. And while advertising might seem like it is tailored to one audience or only provides support and programming to one group, that simply isn’t the case. And I can give some examples. We have a post-doc – not even a student – from Hungary who attends and is welcomed to everything. He attends every Wake-Up Wednesday. He attends Welcome Black (hosted by MA). He attends student circles (hosted by MA). He attends our summer BBQs. He attends all of it. He feels supported by that. This may demonstrate some holes in our support for post-docs here (I have many concerns there but that is a different conversation) but it also shows the needs that all the different units fill. We had a student from Jordan a few years ago – very bright and very involved. He was active in our programming but also really appreciated the opportunities to attend drag shows, student circles and other programming offered by MA. He felt this was his opportunity to learn as much as he could about other experiences but knew that the support we provide and the support he would find in his own community would still be there waiting. Another example is the support needs of our Latin American international students seeking support and programming (Loteria games and Cafecito and Donuts) from MA and the non-international Latin American students seeking support and immigration guidance that we offer here. It creates a community of care for our students. And we as staff also find support with our colleagues in MA and ODEI. We can refer students and staff to resources through those channels. I think I hadn’t thought about how often we “share” students and experiences and how we NEVER turn students away. All of our students (all students, actually) are welcomed at MA and ODEI events and vice versa. The work we do to support students will be impacted if MA staff is put in different units and if ODEI goes away completely. What we do is so very similar but it takes all of us to support all of the students on this campus.

Our celebratory event, Multicultural Graduation is a prime example of an event that is open to all. Since the inception of the event, well over 15 years ago, we have included LGBTQIA students in that graduation. And also white, cis-gendered, straight folks as well. This past graduation, we had a few international students who opted to not participate because of the lavender stoles worn by some participants in previous events. That is fine. The students who chose to not participate were welcomed to do so but chose not to. This graduation ceremony is one of the best things we do here to recognize our students. If MA goes away or is divided up, there would be an impact on this event. Any celebration we would come up with in ISS would be less than what we are able to offer by partnering with our friends and colleagues in MA.

I’m also concerned about the exclusions of veterans, first-gen students, low-income students, students with disabilities, etc. I think doing so doesn’t acknowledge that a person can be more than one thing. A latino-male veteran? Or a student of a different national origin that is in a wheelchair? I don’t know how to adequately express my thoughts here but this makes it seem like we’ll support a part of you but not the entirety of you.
I’ll answer the survey questions as they are asked but wanted you to have some bigger thoughts for the discussion tomorrow.

Some specifics in the report? I have some thoughts below:

On page 13, #5 What are the divisive statements in the Inclusivity pillar? I think having the term “divisive statements” in this document is dangerous. We know that is an upcoming piece of legislation and we need to prepare to fight it rather than say that we have divisive statements in our pillar document.

On page 14, #9. I think from my above statements it is clear that I don’t believe student support services are limiting services to one group although will hold safe spaces for students that are in unsafe conditions.

On page 15 # 12 I feel concerned about the carve outs for student orgs. Student orgs are funded by student fees but events they host are also funded by different unit dollars (like WyoGlobal providing funding for Bangladesh Night, for example). How will that be impacted?

Thanks for your patience with me.

Jill

Here are all the links to the feedback docs and the response/message/statement from the Shepard Symposium on Social Justice planning committee.

- Response & Feedback from Shepard Symposium on Social Justice Planning Committee on the FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices:
  https://docs.google.com/document/d/1lLHmV7h58ody_VVgJS2dFUeXxnFOVpsFDCF44NF4yEM/edit?usp=sharing
• Feedback from 2SLGBTQIAP+ UWYO Employees on the FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices:
https://docs.google.com/document/d/1dKAptXM41mR3KBpFgkaLaFqFey_uXj8UoHfM4Isyw/edit?usp=sharing

• Feedback from 2SLGBTQIAP+ UWYO Students & Queer Community Coalition (QCC) Members on the FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices:
https://docs.google.com/document/d/1RYN3VxPYgeUoz0GNpkwUqhly9zhaja_3IcLx8p8WNR8/edit?usp=sharing
Appendix 2

Survey Responses
Diversity, Equity, and Inclusion Review Working Group
Report to President Ed Seidel

The Diversity, Equity, and Inclusion Review Working Group submitted a Final Report to the President on April 16, 2024 providing suggestions (not formal recommendations) on how essential diversity, equity, and inclusion (DEI) programs, activities, and functions could be organized and funded within the university to make them most effective.

President Seidel invited public comment on the Final Report via survey from April 16, 2024 through April 21, 2024 to help inform his feedback to the Board of Trustees. Those results are provided as part of this Appendix 2. To protect the privacy of specific individuals within our community, names have been redacted.
I find the fourth option entirely eliminating the DEI office least preferable. I also find the fifth option, having a standing committee to reorganize and lead the DEI office least preferable. The DEI Office offers programs and functions which utilize similar resources and inclusions with similar structures. The DEI functions across campus supporting faculty, staff, students and research need to continue in the present configuration with VP finalizing the affairs. The DEI Office needs to continue in its present configuration with VP finalizing the affairs. The DEI Office needs to continue in its present configuration with VP finalizing the affairs. The DEI Office needs to continue in its present configuration with VP finalizing the affairs.

I find the fifth option entirely eliminating the DEI office least preferable. I also find the third option where the functions of the DEI office is absorbed by other units least preferable. The DEI Office offers programs and functions which utilize similar resources and skills, so it would not make sense to opt out all people who collaborate on these issues into different places in the institutions.

I am extremely concerned about jeopardizing any current programming on the report's list, particularly grants, scholarships, continuous, and private mentoring groups, many of which are integral to the university, rely on private funds or take place in private spaces, and are primarily for the benefit of students (which makes me wonder why a few of these are on the list at all).

The DEI Office offers programs and functions which utilize similar resources and skills, so it would not make sense to opt out all people who collaborate on these issues into different places in the institutions.

The DEI Office offers programs and functions which utilize similar resources and skills, so it would not make sense to opt out all people who collaborate on these issues into different places in the institutions.

I am ashamed to say any of you represent me. I find it preferable to continue to maintain the functions which the DEI Office offers. The DEI Office offers programs and functions which utilize similar resources and skills, so it would not make sense to opt out all people who collaborate on these issues into different places in the institutions.

I am extremely concerned about jeopardizing any current programming on the report's list, particularly grants, scholarships, continuous, and private mentoring groups, many of which are integral to the university, rely on private funds or take place in private spaces, and are primarily for the benefit of students (which makes me wonder why a few of these are on the list at all).

The DEI Office offers programs and functions which utilize similar resources and skills, so it would not make sense to opt out all people who collaborate on these issues into different places in the institutions.

I find it preferable to continue to maintain the functions which the DEI Office offers. The DEI Office offers programs and functions which utilize similar resources and skills, so it would not make sense to opt out all people who collaborate on these issues into different places in the institutions.

I am ashamed to say any of you represent me.

I find the fourth option entirely eliminating the DEI office least preferable. I also find the fifth option, having a standing committee to reorganize and lead the DEI office least preferable. The DEI Office offers programs and functions which utilize similar resources and inclusions with similar structures. The DEI functions across campus supporting faculty, staff, students and research need to continue in the present configuration with VP finalizing the affairs. The DEI Office needs to continue in its present configuration with VP finalizing the affairs. The DEI Office needs to continue in its present configuration with VP finalizing the affairs.

I find the fourth option entirely eliminating the DEI office least preferable. I also find the fifth option, having a standing committee to reorganize and lead the DEI office least preferable. The DEI Office offers programs and functions which utilize similar resources and inclusions with similar structures. The DEI functions across campus supporting faculty, staff, students and research need to continue in the present configuration with VP finalizing the affairs.

I am extremely concerned about jeopardizing any current programming on the report's list, particularly grants, scholarships, continuous, and private mentoring groups, many of which are integral to the university, rely on private funds or take place in private spaces, and are primarily for the benefit of students (which makes me wonder why a few of these are on the list at all).

The DEI Office offers programs and functions which utilize similar resources and skills, so it would not make sense to opt out all people who collaborate on these issues into different places in the institutions.

I am ashamed to say any of you represent me.

I find the fourth option entirely eliminating the DEI office least preferable. I also find the fifth option, having a standing committee to reorganize and lead the DEI office least preferable. The DEI Office offers programs and functions which utilize similar resources and inclusions with similar structures. The DEI functions across campus supporting faculty, staff, students and research need to continue in the present configuration with VP finalizing the affairs. The DEI Office needs to continue in its present configuration with VP finalizing the affairs.

I am ashamed to say any of you represent me.
If I were to choose one of the options listed in the Diversity, Equity, and Inclusion Review report, I would choose option six. I believe it is essential to maintain most of the functions of the DEI office. I am in support of preserving the office with or without state dollars. I strongly support option one: Continue to fund the DEI office, employees, and functions through private support.

I am most concerned with the decision to eliminate DEI programming. I believe that “DEI” has become a target of the legislature because it is used as a talking point in many political arguments. The core functions of DEI at the University of Wyoming itself are not particularly contentious. However, it is important to remember that the University of Wyoming is a state institution and therefore subject to oversight from the state legislature.

We strongly object to option 4. If we lose the programs that exist at UW, it would be terrible for the University and should not be considered. We have a chance to compromise with the state to ensure that the University remains committed to diversity, equity, and inclusion, even without state funding.

In response to the need to ensure that underrepresented students are welcome and freedom of speech is protected, I strongly object to option 4. This plan is the first step in a slippery slope, and I fear that the institution will soon block any dissenting voices entirely. Freedom of thought is the cornerstone of higher education. It is important to maintain a welcoming environment for all students, including those who are marginalized.

I found the definitions of DEI to be confusing, especially the definition of “equity.” I think every program at the University of Wyoming would fall under that definition in some way. In fact, there is much research about DEI that suggests that DEI is a concept that can apply to any aspect of higher education. I strongly object to option 5.

It is disheartening to witness the University of Wyoming abandoning Diversity, Equity, and Inclusion efforts, especially considering the significant strides our society has made towards equality. After years of advocating for social justice and inclusivity, it is frustrating to see this institution backtrack on their commitment to supporting oppressed populations. This report does not only undermine the progress we've made but also perpetuates discrimination and inequality, eroding the foundations of a fair and just society.

Thank you for your thoughtfulness on this issue. Erasing DEI cannot erase diverse students and I hope that the University can see their benefit to society as clearly as my experience at the University of Wyoming.
I am glad that there are suggestions about keeping the DEI office in its current form, with different funding. That is the best option for serving students needs.

Suggestions 4 and 5, that dissolve the DEI Office, are unacceptable. Dissolving the DEI Office would be a catastrophic loss for the student body and university. Students and potential students would see it as an attack against the student body (which it is) and the university would lose many current and future students because they would, completely correctly, not feel welcome here.

President, Equity, and Inclusion is essential for the future of the university. The DEI Office, what it represents, and the services it offers makes it possible for so many students to come to UW and stay here, and getting rid of it would send the completely incorrect message that they are not welcome here. The committee should be ashamed to even consider getting rid of the DEI Office. I know the legislature doesn't want it but they can't even decide what they mean they say that. Ignore their self-contradicting statements and focus on what is best for UW’s students.

My suggestions are included. Here are options that are open to you. Why would a program to dismantle disadvantages such as such in the statement, “Function that . . . advantages or disadvantages.” It is not clear why this would be the case.

The report was bullshit. The unit is giving in to alt right ideology and creating an unsafe environment for marginalized people. TurnUpPoint is allowed to spew their hateful rhetoric but talk about diversity, inclusion, and equity?!? That is not acceptable. I'm tired of having to watch what I say in class because it might offend the alt right indoctrinators on this campus. What I want to learn and the classes I want to take are so I know how to be a better person to society and INCLUSIVE from different backgrounds. You are letting white allegiance ideologies flood the campus and it is sickening.

You MUST continue to fund this office and its activities. Scholarships for marginalized groups and identity-based services and groups are crucial to any university and to that university’s reputation. The Mathew Shepard Symposium, the Black 14 Social Justice Summer Program Institute, the Latinx Youth Conference, and other programs and research centers that serve to be particularly important in this report MUST be funded and continue on campus. DEI attracts students from all walks of life and from all over the world to our state and this university. I am extremely disturbed by the number of times this report refers to DEI in any kind of preferential or exclusive office. That language tells me that you still don’t understand the purpose of DEI, which is the ENACT opposite of exclusionary and preferential. DEI is about protecting students, faculty, and staff, and increasing diversity, creates equity, and includes all people. Anyone who feels that have been excluded as a result of DEI does not understand how it functions. The State of Wyoming used to be about small government, states’ rights, and individual liberty, but now it’s burning down before misinformed national narratives and federal politics. It is disgusting to see. As people in administrator roles for the University of Wyoming, you have a duty to the state’s citizens and to the students who come here. You must fund these programs. You will lose students and faculty if you remove the DEI and fail to continue to fund its resources. Most of all, you will lose integrity and UW’s reputation will be tarnished. No one will trust a university that does not protect students, faculty, and staff, and increases diversity, ensures equality, and includes all people. People’s livelihoods and student support and mental health is at stake. You are letting white allegiance ideologies flood the campus and it is sickening.

I find it disturbing that lawmakers are dictating the Universities policy and curriculum. This report is an attempt to save face. People’s livelihoods and student support and mental health is at stake. Be the equality state and actually mean it.

Dissolving the DEI Office (Working Group Suggestions #3). Change the name but otherwise continue operating the same (Working Group Suggestions #1). The committee is duty-bound to keep the DEI Office (Working Group Suggestions #4 and #5). You MUST continue to fund this office and its activities. Scholarships for marginalized groups and identity-based services and groups are crucial to any university and to that university’s reputation. The Mathew Shepard Symposium, the Black 14 Social Justice Summer Program Institute, the Latinx Youth Conference, and other programs and research centers that serve to be particularly important in this report MUST be funded and continue on campus. DEI attracts students from all walks of life and from all over the world to our state and this university. I am extremely disturbed by the number of times this report refers to DEI in any kind of preferential or exclusive office. That language tells me that you still don’t understand the purpose of DEI, which is the ENACT opposite of exclusionary and preferential. DEI is about protecting students, faculty, and staff, and increasing diversity, creates equity, and includes all people. Anyone who feels that have been excluded as a result of DEI does not understand how it functions. The State of Wyoming used to be about small government, states’ rights, and individual liberty, but now it’s burning down before misinformed national narratives and federal politics. It is disgusting to see. As people in administrator roles for the University of Wyoming, you have a duty to the state’s citizens and to the students who come here. You must fund these programs. You will lose students and faculty if you remove the DEI and fail to continue to fund its resources. Most of all, you will lose integrity and UW’s reputation will be tarnished. No one will trust a university that does not protect students, faculty, and staff, and increases diversity, ensures equality, and includes all people. People’s livelihoods and student support and mental health is at stake. Be the equality state and actually mean it.

Support the suggestion made by the working group in UW DEI. Legislators involvement is just to save face. People’s livelihoods and student support and mental health is at stake. Be the equality state and actually mean it.
42. Staff

Staff

The white and black. Yes, if our rhetoric didn’t hurt like they are getting enough help, they
don’t have to come to us. This makes it easier for them to go it alone and not
better if they wish, and do what they need, and better succeed on their own with the
more that support them and their views and be proud. Sorry, I believe we’re different and
we can’t mean equally together all the time and have this constant hand-holding.
administrative view pretending like we are children worshipping Barney and we lose
everyone and there’s no problems when that may not actually be true. College of Black Support.
College of White Support. College of Mixed Support WITHOUT inclusion. College of
Reduction for All. College for Undocumented or Unidentified Ethnicity. College for Men’s
Support. College for Women’s Support. College for Board Support. College for Palatine
Support. College for Both Indian and Palatine. To each their own. And if people want to
accomplish, great. There can be scholarships that can interrupt if they want, or not. If
people don’t want to, great. Many scholarships I applied for didn’t specify it was for a
White scholarship, but I wouldn’t anyway like many others do today. I found my way with the help I
could from others and went on, why are minorities getting this extra attention when
there are others who have different beliefs keeping quiet too so as to not rock the boat? We
need to live in the real world where the role of success is up to YOU and YOU must find
your path. If you stay in your lane, great. If you don’t stay in your lane, great. If you want to
stay in a lane where you want to change the minds of others, provided you complain in the
section of campus that doesn’t step on my toes, great. If my college and your college don’t
get along and we fight and argue about who gets what service, and the campus isn’t
even fairly its that life as well called war, and guess what it ends up moving on anyway?
Fight or move on? *RESPONSE HAS BEEN TRUNCATED FOR FORMATTING.
COMPLETE RESPONSE AVAILABLE ON PAGE 26*
56. Faculty

My concern lies in the cut of the STEM programs. Research has shown that traditional STEM education, advantageous or disadvantageous, or attempts to advantage or disadvantage, as an individual or group on the basis of race, color, sex, national origin, gender identity, or sexual orientation, to equate or increase outcomes, participation of students of all races is compromised. Some research also indicates that the probability of obtaining a STEM degree for a STEM-intending white male student with average academic preparation who receives grades of C or better in all introductory courses is 45%. In contrast, for an otherwise similar URM female student, the probability is merely 17%. Thus, we see that traditional STEM education simply within the definition of DEI as provided by the working group. X achievements male students. It disadvantages URM female students who have equal preparation and merit. Therefore, by the legislative intent, no legislatively appropriated funds shall be allocated to traditional STEM programs. Conversely, programs and efforts that shift themselves inclusive efforts (e.g., evidence-based teaching strategies) are opposite the definitions used in the report to the President. They offer strategies to counter current situations that advantage or disadvantage a particular group. They enhance success for all students. For example, active learning (which is an inclusive practice) increases success for all students regardless of race (Freeman, 2014). Reference: Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences, 111(23), 8410–8415. doi: 10.1073/pnas.1319030111 "active learning" is the practice of having students do something to engage their cognitive system and be actively involved. It leads to a deeper understanding of the material and improvement in learning outcomes. To end it. To rename it. The University needs to follow the law set by the Wyoming Legislature. UW is not above the law.

57. Community Member

As a community member and UW alumni, I support the need to have funding for the UW Outreach for Private Support Clsure and Firing Everybody Thanks to Kermit Browne!!!

58. Faculty

My concern lies in the cut of the STEM programs. Research has shown that traditional STEM education, advantageous or disadvantageous, or attempts to advantage or disadvantage, as an individual or group on the basis of race, color, sex, national origin, gender identity, or sexual orientation, to equate or increase outcomes, participation of students of all races is compromised. Some research also indicates that the probability of obtaining a STEM degree for a STEM-intending white male student with average academic preparation who receives grades of C or better in all introductory courses is 45%. In contrast, for an otherwise similar URM female student, the probability is merely 17%. Thus, we see that traditional STEM education simply within the definition of DEI as provided by the working group. X achievements male students. It disadvantages URM female students who have equal preparation and merit. Therefore, by the legislative intent, no legislatively appropriated funds shall be allocated to traditional STEM programs. Conversely, programs and efforts that shift themselves inclusive efforts (e.g., evidence-based teaching strategies) are opposite the definitions used in the report to the President. They offer strategies to counter current situations that advantage or disadvantage a particular group. They enhance success for all students. For example, active learning (which is an inclusive practice) increases success for all students regardless of race (Freeman, 2014). Reference: Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences, 111(23), 8410–8415. doi: 10.1073/pnas.1319030111 "active learning" is the practice of having students do something to engage their cognitive system and be actively involved. It leads to a deeper understanding of the material and improvement in learning outcomes. To end it. To rename it. The University needs to follow the law set by the Wyoming Legislature. UW is not above the law.

59. Community Member

Reorganize under another re-named university unit closing the office and terminating employees

60. Community Member

The legislature and the Governor decision. Let the university decide what programs are needed. Do not micromanage their attempts to create environments where students feel safe, included, and valued.

61. Student

I support the need to have funding for the UW Outreach for Private Support Clsure and Firing Everybody Thanks to Kermit Browne!!!

62. Faculty

I acknowledge the trope of diversity programs when recruiting incoming students For the fact stripping certain portions of the program will make it weaker into a city where my sophomore and two daughters are both top of their class and excelling UW. At this point I am discouraging them from considering this option. One UW legislature keeps overcoming us, we will loose too many UW student body.

63. Community Member

Tell the office, terminate employees and redirect only federally required duties elsewhere. Continue to fund the office with state funds under a new name.

64. Community Member

It acknowledges the vague of diversity programs when recruiting incoming students The fact stripping certain portions of the program will make it weaker to not adopt policies or bills that terminate DEI programs and offices. These kinds of programs help Wyoming be more inclusive and diverse in its communities. It's not a bad thing to have these programs.

65. Community Member

If units are closed, provide a plan for employees to stay with UW (something akin to UW's retrenchment policy). Otherwise, UW's optics will appear that it is throwing its students and the citizens have made clear their intentions,.

66. Student

As a community member and UW alumni, I support the need to have funding for the UW Outreach for Private Support Clsure and Firing Everybody Thanks to Kermit Browne!!!

67. Community Member

We need to have a center and staff. We need to be able to attract students who represent the citizens have made clear their intentions.

68. Community Member

Student Outreach for Private Support Clsure and Firing Everybody Thanks to Kermit Browne!!!

69. Community Member

It recognizes the importance of education programs in recruiting incoming students The fact stripping certain portions of the program will make it weaker to not adopt policies or bills that terminate DEI programs and offices. These kinds of programs help Wyoming be more inclusive and diverse in its communities. It's not a bad thing to have these programs. Some people like to believe DEI programs are indoctrination programs but they simply are not! They are simply programs that help students understand the world we live in, the experiences, and ideas to the table, enriching the educational and professional experiences of everyone involved. It fosters creativity, innovation, and critical thinking, which are essential skills in today's interconnected and diverse world. Keep the center and staff. UW must be given the freedom to program services and staff to use the experts in this area.

70. Community Member

This is a set back for people of color including Native people indigenous to Wyoming before it became a state. Education is a treaty right and Wyoming needs to honor that obligation.

71. Community Member

This is sad news for the university that I used to be so proud to have graduated from. It makes me sad to think that future Hispanics that want to consider attending UW

72. Community Member

Close the office, terminate employees and redirect only federally required duties elsewhere. Continue to fund the office with state funds under a new name.

73. Community Member

It is a racist waste of money UW should not be an acronym used by an institution of higher learning (see) Stop wasting tax dollars on non-essential educational departements.
**Community Member:**

Suggest the drop the DEI office, its employees, and functions through private support. (Continue to fund the DEI office, its employees, and functions through state dollars.)

**Faculty:**

Remove DEI activities and redistribute all DEI activities to avoid legislative targeting in future, redistribute resources and reallocate the burden of DEI efforts, as students’ job is to learn. History has shown how inappropriate and unfair it is for the historically marginalized communities to be the ones responsible for this.
I support the retention of the DEI office, followed by renaming it. While I recognize that all of its functions can be done by other departments, having it centralized seems to best serve efficiently overseeing how all of its services operate.

The jil of a University is to educate and teach people how to think, not what to think. When I approach UW and its current DEI office staff to include AI, its time, I give more support to certain groups than others. I would love to see as meaningful support and funding of various groups. I see much more funds, advertising and support for a few certain groups than for others. It is good people have passions and beliefs but the University needs to remain neutral. Teach students life if that life for any group, and they, as individuals, are not any more of victims-than-their Neighbor’s. Stresses are just different and they have the power to succeed and overcome whatever life throws their way.

I am fully in support of UW’s DEI office. If we want to continue being an overwhelmingly old and white state then eliminating DEI is a great step to continue the effective management of a place of higher education.

UW Psychology Center provides a virtual mental health care service not only on campus but in our community. Community members can access the care they need here in Laramie, without so many people experiencing really difficult challenges would have nowhere to go. I believe in UW and the sense of community fostered here. This campus is wonderful in so many ways and I hope we can retain all of the things we do here that help us take care of one another. The university spirit is that we take care of the best, and we don’t leave anyone behind.

I support the retention of the DEI office, followed by renaming it. While I recognize that all of its functions can be done by other departments, having it centralized seems to best serve efficiently overseeing how all of its services operate.

Typically, DEI offices tend to focus on a small set of specific individuals, while excluding others who may be experiencing other types of ‘marginalization’ that do not fall into the categories that make the most headlines. DEI offices tend to facilitate greater diversity in the campus community by supporting and grouping us by characteristics we can not alter.

I support the retention of the DEI office, followed by renaming it. While I recognize that all of its functions can be done by other departments, having it centralized seems to best serve efficiently overseeing how all of its services operate.

I have the view of students and employees towards the implications of DEI as it has caused the cause of some concern and the state against the value of the investigation. To argue that it is small relative to other endeavors is disingenuous. Many areas of instruction that are critical to the success of the students and to the state, are not undermined due to the lack of resources. It is also obvious to insinuate that there is a danger of a DEI office because, as implied, people of the University are not welcoming and open to others, and that we need institutionalized support to accomplish these goals.

I am opposed to 4th of May. In Utah, we have the court-mandated and enforced restrictions towards the implications of DEI as it has caused the cause of some concern and the state against the value of the investigation. To argue that it is small relative to other endeavors is disingenuous. Many areas of instruction that are critical to the success of the students and to the state, are not undermined due to the lack of resources. It is also obvious to insinuate that there is a danger of a DEI office because, as implied, people of the University are not welcoming and open to others, and that we need institutionalized support to accomplish these goals.

While I understand the challenges of teaching, and,勉強，和教育等の要因により、徳島大学の学生たちが、活動し、学び、さらに成長するためには、適切な支援が必要です。これには、大学の機関、職員、そして他の関係者などが含まれます。教育の目的は、学生たちが、自分たちの能力を最大限に発揮し、社会に貢献できるようにすることです。したがって、大学は、教育の場を大切にし、学生たちが、自分たちの可能性を最大限に引き出すことができる環境を作り上げていくことが重要です。
[Staff]

Based on the report I found the most justifiable course of action lies within suggesting ways to conserve and maintain the established processes in place for the Office of Diversity, Equity, and Inclusion (DEI). The recommendation is to continue funding the DEI office, its employees, and functions through private support; closing the DEI office and/or funding it through grants or other preferrable options. As noted in this report, there is a wide array of University programs, services, and policies that rely on support from the DEI Office. To completely disband the office and remove its employees would be an error that would have grave impact on UW diversity in the future. While certain roles and functions could be complemented, it would be a loss to the UW community to terminate a central office of resources related to diversity and inclusion.

[Student]

The willingness of the university to even consider dismantle the DEI office, which tells any student, staff, faculty, or community member who benefits from the office that they are not valued, nor welcome. This is a horrendously vague survey which indicates a lack of desire for true feedback. In my time as a student at the University of Wyoming, we have experienced so many changes that even our own University says we are a top tier research institution. Why are we valuing that same standard when it comes to DEI? The UW Board of Trustees needs to support DEI initiatives, not dismantle them. We are a proudly diverse and equal institution and we must continue to uphold that tradition. If the University of Wyoming is to continue to be a leader in DEI, we must continue to support those programs and initiatives that are vital to our success.

[Staff]

I am hopeful that Appendix A is meant to be an exhaustive list with an understanding that many items listed are not “DEI” efforts/programs. I'm afraid the University administration has gotten away with vague passages that require more in-depth research and we should not be receiving them to ask them what they mean when the bill is already passed. They should have stated what they meant in the first place. I also would like to acknowledge that a land statement is incisively important and should be returned and backed by the University. It is incredibly important to acknowledge the fact that we were once home to indigenous cultures and teach us on our history as an institution.

[Staff]

The willingness of the university to even consider dismantle the DEI office, which tells any student, staff, faculty, or community member who benefits from the office that they are not valued, nor welcome. This is a horrendously vague survey which indicates a lack of desire for true feedback. In my time as a student at the University of Wyoming, we have experienced so many changes that even our own University says we are a top tier research institution. Why are we valuing that same standard when it comes to DEI? The UW Board of Trustees needs to support DEI initiatives, not dismantle them. We are a proudly diverse and equal institution and we must continue to support those programs and initiatives that are vital to our success.
Let's focus on our values, such as student access, access to knowledge, cutting edge research across all disciplines. Offices have important symbolic value, but they can't be the main focus of attention.

The thing frustrated the last week of recommendations about departments not including diversity, equity and inclusion in staff performance reviews, that was one of the requirements that the DEI office said we include (along with two others). It's not sure what would happen if we didn't include it, is to say that it's likely in many staff evaluations.

The report on the University Equity and Inclusion Review Working Group at the University of Wisconsin is comprehensive and reflects a deep consideration of the practical and political realities facing the institution. It effectively outlines a range of strategies to sustain DEI efforts within legislative and financial constraints, demonstrating a pragmatic approach to maintaining inclusivity initiatives under challenging conditions. The detailed review of DEI definitions, along with the nuanced discussion of federal and state compliance requirements, provides a robust framework for the university's ongoing commitment to these principles. However, the report could advance its focus on the qualitative impact of DEI initiatives, such as student and faculty satisfaction, recruitment and retention rates among underrepresented groups, and the broader impact on campus life, as well as how to evaluate the effectiveness of these efforts. Furthermore, while the report does an admirable job of navigating potential funding and administrative challenges, it unfortunately lacks a thorough examination of how DEI can be meaningfully integrated across all aspects of the university's operations beyond compliance. Future iterations of this work could benefit from including more case studies or examples of successful DEI programs from similar institutions, which could offer creative and effective solutions that have been proven elsewhere. Additionally, framing an environment that encourages ongoing dialogue and feedback from the university community regarding DEI could further enrich the development and implementation of these initiatives, ensuring they are responsive and adaptive to the needs of all campus stakeholders.

I am a human, and I can't be disheartened by any means. If simply bringing up differences between sex, gender, sexuality and race is 'DEI' then we may as well shut down the DMV. On the appendices, I think it absurd some of the offices that are considered DEI or DEI related. Human resources stood out as a particularly bad one, simply because their DEI office is racist. Stop being racist. Go back to TEACHING kids instead of indoctrinating them. Thank you.

These offices are not doing their job, they are doing more harm than good. DEI is an essential part of our mission. It's not just about compliance, but also about creating an inclusive environment where everyone can thrive.

The report on the University Equity and Inclusion Review Working Group at the University of Wisconsin is comprehensive and reflects a deep consideration of the practical and political realities facing the institution. It effectively outlines a range of strategies to sustain DEI efforts within legislative and financial constraints, demonstrating a pragmatic approach to maintaining inclusivity initiatives under challenging conditions. The detailed review of DEI definitions, along with the nuanced discussion of federal and state compliance requirements, provides a robust framework for the university's ongoing commitment to these principles. However, the report could advance its focus on the qualitative impact of DEI initiatives, such as student and faculty satisfaction, recruitment and retention rates among underrepresented groups, and the broader impact on campus life, as well as how to evaluate the effectiveness of these efforts. Furthermore, while the report does an admirable job of navigating potential funding and administrative challenges, it unfortunately lacks a thorough examination of how DEI can be meaningfully integrated across all aspects of the university's operations beyond compliance. Future iterations of this work could benefit from including more case studies or examples of successful DEI programs from similar institutions, which could offer creative and effective solutions that have been proven elsewhere. Additionally, framing an environment that encourages ongoing dialogue and feedback from the university community regarding DEI could further enrich the development and implementation of these initiatives, ensuring they are responsive and adaptive to the needs of all campus stakeholders.

The report on the University Equity and Inclusion Review Working Group at the University of Wisconsin is comprehensive and reflects a deep consideration of the practical and political realities facing the institution. It effectively outlines a range of strategies to sustain DEI efforts within legislative and financial constraints, demonstrating a pragmatic approach to maintaining inclusivity initiatives under challenging conditions. The detailed review of DEI definitions, along with the nuanced discussion of federal and state compliance requirements, provides a robust framework for the university's ongoing commitment to these principles. However, the report could advance its focus on the qualitative impact of DEI initiatives, such as student and faculty satisfaction, recruitment and retention rates among underrepresented groups, and the broader impact on campus life, as well as how to evaluate the effectiveness of these efforts. Furthermore, while the report does an admirable job of navigating potential funding and administrative challenges, it unfortunately lacks a thorough examination of how DEI can be meaningfully integrated across all aspects of the university's operations beyond compliance. Future iterations of this work could benefit from including more case studies or examples of successful DEI programs from similar institutions, which could offer creative and effective solutions that have been proven elsewhere. Additionally, framing an environment that encourages ongoing dialogue and feedback from the university community regarding DEI could further enrich the development and implementation of these initiatives, ensuring they are responsive and adaptive to the needs of all campus stakeholders.

Grateful for the freedom to teach my classes that deal with these issues! Grateful for the freedom to research across all disciplines. Offices have important symbolic value, but they can't be the main focus of attention.

The rejoinder I think is about some of the offices that are considered DEI or DEI related. Human resources stood out as a particularly bad one, simply because they allow people to self identity on paperwork. Violence Prevention, Title IX and the Wellness center being considered DEI are really strange too. All the offices that are considered DEI are minimal cooperation and get their funding from outside sources. DEI related offices are considered to be minimal cooperation and get their funding from outside sources. Even the libraries and AHC do not belong in any discussion, since funding restrictions, over-reliance on this source could lead to instability. Private funding can be variable and may not provide the consistent support needed for long-term planning and implementation of DEI initiatives. Modification or Reallocation of Programs: Suggestions for modifying or potentially downsizing some DEI-related programs could support services that benefit underrepresented groups. *RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE RESPONSE AVAILABLE ON PAGE 259*
Community Member

In complete elimination from our University. That our University allows ANY DEI (didn’t earn it) ... me that so much money is spent on false narratives. The University SHOULD BE CONCENTRATED ON EDUCATION, not fake garbage.

Faculty

The University of Wyoming is the only four-year university in Wyoming, the University

Community Member

Certainly not closing it altogether and terminating its employees. Please see above.

Student

I appreciate that there are several options for how to preserve the DEI office and its critical programs, and I am horrified the Wyo freedom caucus has taken control of some UW programs, and initiatives within UW, and pass these as policy. I absolutely do not consider the major collection or any of UW programs, community efforts, or initiatives within UW, and agree that these initiatives will be retained. If UW continues these programs, does Lumare or Wyoming truly have reliable, accessible, ongoing alternatives within the community? I cannot find them. What alternative support systems would be there for staff, faculty, and students who rely on these to feel like UW is somewhere worth staying, coming back to, and spending money at?

Student

Options 1-5 are all defensible. UW is a disgrace for complying with this unethical legal demand. I am concerned about trying to divine the “spirit of the legislation when the only guidance available is to “buy the vote mechanism” “What is that supposed to mean?” The process recognized that eliminating all DEI activities will jeopardize federal funding, which is certainly true for all of my grants. Given this, I urge the administration to abandon any solution that would fund a full-scale closure of the DEI office and move federally required activities to other units. The legislature wanted a political win. They got it. Don’t go so enthusiastic that the character of UW is condemned. We have never been a “woke” university. Don’t throw the baby out with the bathwater.

Community Member

Certainly not closing a flagship and terminating its employees.

Student

The University of Wyoming is the only four-year university in Wyoming, the University serves as both the land-grant and flagship university. In addition to the University’s core missions of teaching, research, outreach, and service, the Working Group would reframe the University’s principal values of being open and welcoming to all, to supporting and treating everyone fairly and respectfully; to political neutrality as an institution, to multi-based hiring and grading, to inquiry across advocacy in the classroom; to academic freedom in teaching and research; to freedom of expression and creating a space for all voices, to equitable access and equal opportunity, and to consider the needs of every student.

Student

And the options of refusing or private funding the most preferable.

Student

Funding through a mix of private and continued state funds, even if using state funds, requires changing the name. A mix of funds allows the office/UW to continue to meet federal requirements and provide necessary and important services, while creating some flexibility with revenue streams.

Community Member

The most preferable suggestion provided in the report would be to shore up the DEI Office to ensure that deeded and employees are no longer required and take the name seriously. That means that the working group would have to change the name to color, sex, national origin, gender identity, or sexual orientation.

Student

...than to such extremes that the character of UW is undermined. We have never been a “woke” university. Don’t throw the baby out with the bathwater.

Community Member

Ultimately not closing a flagship and terminating its employees.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

I don’t see anything preferable. Watering down or deflecting the purpose of DEI is tantamount to killing it.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

I don’t see anything preferable. Watering down or deflecting the purpose of DEI is tantamount to killing it.

Student

I am concerned about trying to divine the “spirit of the legislation when the only guidance available is to “buy the vote mechanism” “What is that supposed to mean?” The process recognized that eliminating all DEI activities will jeopardize federal funding, which is certainly true for all of my grants. Given this, I urge the administration to abandon any solution that would fund a full-scale closure of the DEI office and moving federally required activities to other units. The legislature wanted a political win. They got it. Don’t go so enthusiastic that the character of UW is condemned. We have never been a “woke” university. Don’t throw the baby out with the bathwater.

Student

I am concerned about trying to divine the “spirit of the legislation when the only guidance available is to “buy the vote mechanism” “What is that supposed to mean?” The process recognized that eliminating all DEI activities will jeopardize federal funding, which is certainly true for all of my grants. Given this, I urge the administration to abandon any solution that would fund a full-scale closure of the DEI office and moving federally required activities to other units. The legislature wanted a political win. They got it. Don’t go so enthusiastic that the character of UW is condemned. We have never been a “woke” university. Don’t throw the baby out with the bathwater.

Student

Incomplete elimination from our University. That our University allows ANY DEI (didn’t earn it) ... me that so much money is spent on false narratives. The University SHOULD BE CONCENTRATED ON EDUCATION, not fake garbage.

Student

...than to such extremes that the character of UW is undermined. We have never been a “woke” university. Don’t throw the baby out with the bathwater.

Student

Defunding and complete annihilation of the office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

Defunding and complete annihilation of the office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.

Student

Defunding and complete annihilation of this office while only maintaining the bare minimum required federally. The bare minimum is not a precedent we should set.
The report's suggestions to continue funding the DEI office through private support or the reallocation of current funds could divide the focus and impact of DEI initiatives. Central examples include the effective implementation and coordination of DEI activities, and in removal might lead to the office's influence being reduced or even eliminated. Such action risks diluting the concentrated effort that a dedicated office provides, especially in terms of managing some DEI responsibilities with existing units while still maintaining a central focus or oversight, perhaps through a smaller dedicated office or as a designated coordinator within a larger department. This could enhance collaboration and ensure that DEI is a shared responsibility, integrated into all facets of university operations. Emphasizing the need for clear documentation and transparent reporting aligns with good governance practices. This would help in maintaining trust and accountability, particularly in how funds are allocated and used within the university.

At the heart of UW's mission lies our commitment to fostering a supportive and inclusive environment for all. While we must be responsive to changes in legislation and departmental concerns, it is crucial that we maintain a strong and proactive approach to diversity, equity, and inclusion (DEI). By ensuring that our DEI initiatives are not only sustained but also adaptable and deeply woven into the fabric of our university's core values, we can create the most positive and meaningful impact for every member of our UW community.

The suggestion to close the DEI office entirely and redistribute all its functions among other offices was not received well. Keeping DEI under any capacity, even on a proactive basis or within an existing department, would compromise the university's ability to address existing and emerging DEI issues. Adhering too closely to fluctuating political climates can create instability in DEI programming, which might affect long-term planning and inclusivity efforts.

Laramie is the place where we try to make sure that everyone feels like they belong. We have a diverse population here, and it's important that we continue to work towards creating a welcoming and inclusive community. Firing the staff, getting rid of the inclusion pillar, these steps will represent a severe setback for our community. Laramie and UW is a beacon of acceptance, thought, education, and support for this state. We constantly share that Wyoming is the Equality State and that citizens enjoy a sense of rugged independence. State Lawmakers argue that government is too large and should stay out of people's lives. How can this limited government, how is this rugged independence and freedom, how does this support open dialogue, conversation, and learning from one another. Money seems to be the answer to everything. The reason for this legislation. Since Money is the reason, let's talk about money. This state already has a recruitment problem. The biggest expert is our children. How do we keep folks from leaving this state and keep innovation and exports here? By creating a law that highlights that representation does not harm people who differ aren't valued and support doesn't matter? Students that feel supported are more successful. More success means more graduates. More graduates means more UW alumni. More Alumni means more Alumni and Donor Dollars. Are we really telling our Black Athletes that things are awful and that they should have a place for community and family? What about our LGBTQ folks? Do they matter? You love taking that money, tuition dollars and more. We can't even retain Wyoming students and need out-of-state and international students to fill our offices. What happens when they decide that they aren't welcome here? Challenge Governor Gordon to define what he means by "woke nonsense." This is just a made up calling our name, the substance. What is woke nonsense? What do you not agree with? A silly flag, a speaker who is talking about their experiences, events honoring the death of a UW student? What is it? Bringing students and money to UW also benefits the community. Businesses less business, our relationship with the City of Laramie is mutually beneficial. Will businesses lose money due to this? Many times this report has noted that private funding can take the place of public funding, but private funding is built on a foundation of trust. How can donors trust the university to keep its commitment to any of these programs moving forward?

Without coordination, Native American Affairs, the University continues to provide strong support for Native American students through the Native American Studies program in many ways. The inability to hire an Academic Director of Native American Studies in order of authority. Given that the S.A. has also been let go from two out of three of these positions, this does not make much sense for him to coordinate these efforts. In addition, the S.A. has communication skills and tools to inform the Native American Advisory Council (NAAC) about events on the campus or to support when we make suggestions. One of the issues this year occurred when the S.A. scheduled an event the week after the President told the College of Arts and Sciences that the S.A. could not schedule any more events. This costly event was scheduled in a short time period, and we were unable to attend as we all had prior commitments. He would not schedule this event even when asked by other members of the NAAC. The event went as scheduled and the coordination was even more important. We were able to support the event behind in supporting Native American and Indigenous Studies program by adding more faculty. The President would not stand behind this proposal because he was not willing to add academic positions in NAIS as a receiver that our university had to our goals. Unfortunately, another school in our region received a multi-million grant to support their program and we received nothing on this multi-million dollar opportunity. The academic positions held by the Director of NAIS and the Director of HPRB are academic positions and two different subjects of study. The majority of our jobs focus on teaching, research, and publications. These jobs do belong in the academic departments and not in the office of the president as we would change our job descriptions and not what we were hired for. The memorandum of understanding between the tribal and the University were signed in good faith as a way for the tribes to make sure that our tribal sovereignty was being recognized and that tribal students were supported at UW. "RESPONSE HAS BEEN RETAINED FOR TRANSMISSION. COMPLETE RESPONSE AVAILABLE ON PAGE 26"
The issue of DEI is being addressed. With Wyoming being one of the top states for suicide and college being an isolating experience for some, knowing that there are programs in place where I can go to feel safe and heard is a key reason I joined UW. Keep DEI. Change the name if you have to. Fund it properly. But keep it.

The report in many areas, there are many aspects of the University that are not discussed in the report. Officers that handle DEI related issues/executives are not mentioned. There are glaring holes in regards to the following items: As someone who has worked with veteran students (or any students whose services have been excluded from funding entirely) I see a glaring lack of concern for their needs as they are all very diverse individuals and those who receive the services of the DEI on campus. A veteran who has been a veteran, may receive nasty comments based on their identity with no actual support because veterans really don’t focus on that. I have heard veterans in the veteran services center focus on a woman worthy by discussing their W and her only quality being able to ask for the checks of her male counterparts. These comments are common in many veteran services across the U.S. and the University only supporting veterans and not recognizing that women stove shows exactly where our priorities lie. Let’s continue to only support men’s culture and the frataonian culture while attempting to push back on the legislature’s but shut other crazies down. We, like the working group, believe that DEI isn’t a bad thing. Letting a witch hunt for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The report is nice, but just the beginning, there are many aspects of the University that are not discussed in the report. Officers that handle DEI related issues/executives are not mentioned. There are glaring holes in regards to the following items: As someone who has worked with veteran students (or any students whose services have been excluded from funding entirely) I see a glaring lack of concern for their needs as they are all very diverse individuals and those who receive the services of the DEI on campus. A veteran who has been a veteran, may receive nasty comments based on their identity with no actual support because veterans really don’t focus on that. I have heard veterans in the veteran services center focus on a woman worthy by discussing their W and her only quality being able to ask for the checks of her male counterparts. These comments are common in many veteran services across the U.S. and the University only supporting veterans and not recognizing that women stove shows exactly where our priorities lie. Let’s continue to only support men’s culture and the frataonian culture while attempting to push back on the legislature’s but shut other crazies down. We, like the working group, believe that DEI isn’t a bad thing. Letting a witch hunt for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

Supporting DEI programs is an economic issue as much as it is about academics. Wyoming WILL BE left behind if we do not support students and our community. Supporting DEI programs is an economic issue as much as it is about academics. Wyoming WILL BE left behind if we do not support students and our community. Supporting DEI programs is an economic issue as much as it is about academics. Wyoming WILL BE left behind if we do not support students and our community.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.

The witchunting for exclusionary hiring practices narrowly understood as requiring DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.
Faculty
I appreciate that the working group put a good quality effort into this task and imagine that
Close the office, terminate employees, and redirect only those duties required by federal law
Student Option 5. To follow both the spirit and the letter of the legislature's intent. The option (2) to rename the...a current student, and a Wyoming taxpayer, I am glad to see the university shift away from its hyper-focus on DEI.

Student Option 1 is the best option for the future of DEI at UW.

I agree with suggestion 5. “Close the DEI office, including termination of its employees, and redirect only federally required duties elsewhere.”

I suspect that re-naming strategies will fail. We must find a way to continue the mission of DEI.

Community Member
I would urge the university is the strongest possible terms to, yes, follow the letter of the law. But please do not bend to interpretations of intent or spirit and make a real, meaningful, and critical work and if that must be private dollars for now, we will need to work together to find donors to keep things moving.

Community Member
I am appalled that individual departments are able to include practices identified by the Working Group on page 15: These include: 1. Mandates for search committees to interview candidates who do not meet the institution’s diversity metrics. 2. Mandates for advance candidate pools that include candidates based on their protected class. 3. Option for direct hiring of employees that require diversity and has tremendous issues with campus climate. I was proud of UW for taking steps forward and working toward becoming a more inclusive place. I worry for the future of UW. I worry for the hardworking people who may lose their jobs. I worry for the students who are attending 7W who will lose their community and their safe spaces, their opportunity to engage with speakers, services, and events that celebrate and affirm them. I worry for the supression of open-forum of DEI from the campus. What message does this send to students? How will this impact retention? How will it impact students considering UW? Regardless of what happens, I hope that there is a continued effort to restore DEI to UW.

Community Member
I am not sure why this is included- are we to see our employer or our community members? The term used in Florida has widely been considered a failure of many fronts. Texas universities are struggling to retain faculty members. This is a Wyoming law and I suggest we find Wyoming solutions rather than copying lesser problems that do not fit for our circumstances.

Community Member
The report notes that some recommendations might be outside the “spirit” of the law. I am not sure why the university would accept the spirit of the law on the face of a broad community disagreement with the report. Regardless we are not held to the “spirit.” If the university values equity and diversity, it is willing to accept a reasonable list of trigger terms, and having any kind of specific list puts a target on faculty, staff, and students. The report on who engages in DEI-related activities sent out earlier this month included a ridiculous list of trigger terms, and having any kind of specific list puts a target on faculty, staff, and students. I would urge the university to review all recommendations and ascertain what they are.I am appalled that individual departments are able to include practices identified by the Working Group on page 15: These include: 1. Mandates for search committees to interview candidates who do not meet the institution’s diversity metrics. 2. Mandates for advance candidate pools that include candidates based on their protected class. 3. Option for direct hiring of employees that require diversity and has tremendous issues with campus climate. I was proud of UW for taking steps forward and working toward becoming a more inclusive place. I worry for the future of UW. I worry for the hardworking people who may lose their jobs. I worry for the students who are attending 7W who will lose their community and their safe spaces, their opportunity to engage with speakers, services, and events that celebrate and affirm them. I worry for the suppression of open-forum of DEI from the campus. What message does this send to students? How will this impact retention? How will it impact students considering UW? Regardless of what happens, I hope that there is a continued effort to restore DEI to UW.

Community Member
I am appalled that individual departments are able to include practices identified by the Working Group on page 15: These include: 1. Mandates for search committees to interview candidates who do not meet the institution’s diversity metrics. 2. Mandates for advance candidate pools that include candidates based on their protected class. 3. Option for direct hiring of employees that require diversity and has tremendous issues with campus climate. I was proud of UW for taking steps forward and working toward becoming a more inclusive place. I worry for the future of UW. I worry for the hardworking people who may lose their jobs. I worry for the students who are attending 7W who will lose their community and their safe spaces, their opportunity to engage with speakers, services, and events that celebrate and affirm them. I worry for the suppression of open-forum of DEI from the campus. What message does this send to students? How will this impact retention? How will it impact students considering UW? Regardless of what happens, I hope that there is a continued effort to restore DEI to UW.

Community Member
The report notes that some recommendations might be outside the “spirit” of the law. I am not sure why the university would accept the spirit of the law on the face of a broad community disagreement with the report. Regardless we are not held to the “spirit.” If the university values equity and diversity, it is willing to accept a reasonable list of trigger terms, and having any kind of specific list puts a target on faculty, staff, and students. The report on who engages in DEI-related activities sent out earlier this month included a ridiculous list of trigger terms, and having any kind of specific list puts a target on faculty, staff, and students. I would urge the university to review all recommendations and ascertain what they are.I am appalled that individual departments are able to include practices identified by the Working Group on page 15: These include: 1. Mandates for search committees to interview candidates who do not meet the institution’s diversity metrics. 2. Mandates for advance candidate pools that include candidates based on their protected class. 3. Option for direct hiring of employees that require diversity and has tremendous issues with campus climate. I was proud of UW for taking steps forward and working toward becoming a more inclusive place. I worry for the future of UW. I worry for the hardworking people who may lose their jobs. I worry for the students who are attending 7W who will lose their community and their safe spaces, their opportunity to engage with speakers, services, and events that celebrate and affirm them. I worry for the suppression of open-forum of DEI from the campus. What message does this send to students? How will this impact retention? How will it impact students considering UW? Regardless of what happens, I hope that there is a continued effort to restore DEI to UW.
The definition of DEI provided by the working group is crucial. It allows UW to clearly define DEI initiatives and maintain a cohesive approach. The options outlined in the report provide a clear path forward for equality activities to continue.

The University should push back against these un-American lawmakers that want everyone to look and act like they do. The job of higher education is to educate and prepare students for the diverse world they will face.

I support all DEI programs and funds. The University should not make any cuts to DEI programs that support first generation, limited income students and the training of faculty and staff. The University should push back against these un-American lawmakers that want everyone to look and act like they do.

The employees have the historical knowledge to continue important work that is being done. Discontinuation of the functions listed on page 15 is imprudent and dangerous and should be removed from consideration.

The options that align most closely with the legislature's guidance to remove DEI emphasis are the most useful part of the report. Continuing DEI activities and programs after the legislature was clear that this was not supported seems foolish and imprudent. If the DEI emphasis continues against this guidance, they may well penalize the university in the future.

I find the suggestion to change the DEI office name in order to continue funding it to be unethical and I do not want to be associated with an institution that pushes this type of discrimination. So requiring diversity statements, as one example, actually burdens other than facilitates searches for qualified (and ideally) faculty candidates. I am grateful to all those who have worked to get these shameful practices dropped by the University of Wyoming.

The University will not be a successful institution if we take actions to lessen or remove our DEI programs. The University will not be a successful institution if we take actions to lessen or remove our DEI programs. The University will not be a successful institution if we take actions to lessen or remove our DEI programs.

The University should push back against these un-American lawmakers that want everyone to look and act like they do. The job of higher education is to educate and prepare students for the diverse world they will face.
Support either option 4 or option 5. Options 3, 4, and 5 are unacceptable.

The University of Wyoming and the Wyoming legislature make decisions as well as the dominant hegemonic society in the state are inherently racist and the system of these institutions create inequality and racial ideology. Doing anything to acknowledge this inherent racism, including dismantling racism, is absolutely necessary. The administration and board of trustees, including those in the Wyoming legislature, might as well put on their white hate and brown cross in front of the students of color in public spaces and homes; this is the equivalent to the destruction of DEI. What would pose the powerful group of students to demand that is there is no higher learning “step with this看重”? Without suppression, the answer is clear, the state and the university want to put on ministry in one way or another to remove any risk for increased opportunity for themselves in this world. We are not allowed a foothold anywhere that might subvert their grasp on power. This bill and subsequent actions by the University should prove to any student, staff, and donor to this institution that it is inherently racist and we should realize this while dealing with it. Many minorities and myself and we staff recognize this and continue to work and receive here. There are steps we have approached by over twenty prospective students who would end up spending thousands of dollars to attend this school and we strongly urge them not to come to this inherently racist and toxic environment.

Student

Option 5: The UW’s DEI office and programs are integral to educating our students to succeed and exist in a diverse world. They should be celebrated, not threatened. Option 4: Option 5—especially 5.

Community Member

The DEI is critical to a campus that claims to want to support every one. If the university were to lose it, we would lose both potential student interest and also cause harm to the students who already attend the University of Wyoming. Every single thing that the university funds and does through the DEI is incredibly important, and the campus would suffer dramatically without it.

Student

Option 3, 4, and 5 listed in the report.

Community Member

We should protect the DEI office and function here at the university through private support. The legislature very obviously does not care about what the DEI is trying to do on our campus and if we want a campus that is diverse and supportive for all types of people then we simply cannot comply with what the legislature wants.

Student

Support either option 4 or option 5. Options 3, 4, and 5 are unacceptable.

Community Member

None—has this been communicated to the student body both current and future?

Student

Looking outwardly to other institutions may spark additional options and doors. DEI efforts are not something that a higher education institution in a leadership position to move its community forward should hide from the health and welfare of its community and its people who make up the community by wanting resources to move them where they are instead of making single-person comes from a different starting point and these efforts can help fill in these gaps to help a person succeed. These efforts can be really used to fulfill goals that these gaps to help a person succeed. These efforts can be really used to fulfill goals that are not included in the report.

Community Member

We should protect the DEI office and function here at the university through private support. The legislature very obviously does not care about what the DEI is trying to do on our campus and if we want a campus that is diverse and supportive for all types of people then we simply cannot comply with what the legislature wants.

Student

Support either option 4 or option 5. Options 3, 4, and 5 are unacceptable.

Community Member

None—has this been communicated to the student body both current and future?

Student

Option 5: The UW’s DEI office and programs are integral to educating our students to succeed and exist in a diverse world. They should be celebrated, not threatened.

Community Member

None—has this been communicated to the student body both current and future?

Student

Option 5: The UW’s DEI office and programs are integral to educating our students to succeed and exist in a diverse world. They should be celebrated, not threatened.
I am seriously shocked that one of the options would be to continue to proceed using another name and state funds. Seriously, one of the options is to just continue to do the same thing, but call it instead of Blue. I have no problem with the University support equal treatment for all, frankly that is how it should be without question, but putting forth the option to just rename the office demonstrates to me how misguided DEI really is.

I am a mental health provider and the spam that are funded by doe programs are endlessly valuable for the wellbeing of students especially students with marginalized identities.

I think it is egregious that the working group found “several practices voluntarily adopted by individual departments, which, while not required by central direction, raise potential concern.” Who’s minding the store? How did that happen and frankly what else is going on in a similar vein. Not acceptable on any level.

I believe the University aims to be less diverse. That is also very okay, yet I do prefer the message to be more apparent from the BOT.

Please keep Dr. Zebadiah Hall around. He’s really great.

What is going on Wyoming? We used to care about each other.

In a time where American citizens are naturally the most accepting of differences that we’ve ever been, why do we need to go backward and discriminate against individuals for qualities that don’t really matter? The University of Wyoming can be a welcoming place without spending half a million dollars on staff that try to force diversity and make things worse. If you do try to raise extra money, please don’t waste it on a DEI program that everyone I know will never use; instead, please help us all out by lowering tuition and fees and buying better quality food for thecafeteria.

I have no problem with the University support equal treatment for all. I would like to see the University of Wyoming follow option 4 from the Working Group’s Suggestions. The Federal requirements of laws such as the Civil Rights Act must be upheld, but the spirit of Wyoming’s laws should be honored.

I prefer anonymous response, I prefer transparency of funding uses for this organization. This should not be subsumed under some other entity, which based on the reports definition of DEI activities, was deeply opaque. It is WAY beyond what may be considered “DEI activities” even very broad. I doubt that many of the activities in the report’s appendix meet the board’s definition of DEI activity.

In a state where American citizens are naturally the most accepting of differences that we’ve ever been, why do we need to go backward and discriminate against individuals for qualities that don’t really matter? The University of Wyoming can be a welcoming place without spending half a million dollars on staff that try to force diversity and make things worse. If you do try to raise extra money, please don’t waste it on a DEI program that everyone I know will never use; instead, please help us all out by lowering tuition and fees and buying better quality food for thecafeteria.

I have no problem with the University support equal treatment for all. I would like to see the University of Wyoming follow option 4 from the Working Group’s Suggestions. The Federal requirements of laws such as the Civil Rights Act must be upheld, but the spirit of Wyoming’s laws should be honored.

I have no problem with the University support equal treatment for all. I would like to see the University of Wyoming follow option 4 from the Working Group’s Suggestions. The Federal requirements of laws such as the Civil Rights Act must be upheld, but the spirit of Wyoming’s laws should be honored.

I have no problem with the University support equal treatment for all. I would like to see the University of Wyoming follow option 4 from the Working Group’s Suggestions. The Federal requirements of laws such as the Civil Rights Act must be upheld, but the spirit of Wyoming’s laws should be honored.
H Rzewski
approaches the DEI (to give feedback and help it be heard). I strongly support option 1 and 2 of creating the DEI office in some capacity and providing funding through either avenue. I appreciate the exclusion of Student Orgs from the definition of DEI so students can still find a sense of community and support.

D selfies 
paritally wanted that if the proposed options to get out of the DEI office and those services move forward this could reach a huge loss of current students, future prospective students and faculty/staff. A huge portion of our student enrollment this year came from out of state (for example such as Califormia) and those type of efforts by the legislature to get rid of DEI could decrease enrollment forms some of our key states. Also these out of state students gross significantly higher income for the University than in-state students. This could provide negative consequences to students success and their ability to succeed and find a sense of community while a learner. Also Matthew Shaunpot along with many other situations are a reminder that taking those resources could ultimate lead to student deaths through suicide or suicide. The statement “Faculty and staff with approval authority for expenditure transactions are expected to exercise judgment and make a good faith attempt to follow both the letter and the spirit of the SAM.” On page 4 makes me nervous for some situations being placed on faculty and staff who are trying to use their best judgement. I wish for the goal to be politically neutral as a university was possible. Moreover, from my experience being the voice of the UW because of the nature of the political climate anything can be polarizing and therefore is not possible to be politically neutral because every topic is somewhat political. Capacity on employees seems to already be an issue at the University so it very that transferring these serious duties to someone else is not going to be feasible. Although the aims of these identity-based programs is to improve recruitment and retention initiatives and foster a welcoming environment, some may suggest that they introduce additional treatment, potentially excluding certain individuals and providing advantages based on protected classes.” This statement is inaccurate as many of these programs are open for any students to join and participate.

D selfies 
I strongly support the DEI through private support OR Rename the DEI office to reflect its role in promoting diversity, equity, and inclusion, as well as its commitment to creating an inclusive and welcoming environment for all students. Using DEI staff and disbunding the department

D selfies 
I respectfully offer to work with our stakeholders in the state legislature to respond to their concerns. Occasionally, the report goes too far for my tastes in accepting that UW has been bad or that we go too far in concising principles that we probably believe in.

The university should not over-interpret the political stunt of the legislature. Laws should be interpreted as written, not trying to divine some vague “spirit” behind the law.

Not referencing race, religion, protected class status or other immutable characteristics

D selfies 
The reduction of us vs them mentality for those involved in DEI seems to be the apex of hubris. As I tell my kids, you can choose your actions, but you do not choose your consequences. Do you really think UW can do such a thing without consequences in the future?

D selfies 
To me, the whole point of inviting speakers to campus is that they would be content rich. Imagine our new marketing: “Come to UW where content-neutral speakers will attract your commuter education!” If we are unaware that further review on this issue, please have someone do it who understands the lofty and non-viability of terms like “content-neutral” within an academic context. p. 13 of 16, suggestion 5: “Some concepts might be considered divisive and ideological.” I submit that any concept that has over made a difference in the world might have struck someone as divisive or ideological. And sometimes the most toxic ideological programs have not been divisive, sadly. If we are committing to never being divisive we might as well close up shop. The challenge should be how do we present ideas that might be considered divisive in healthy, respectful ways where many voices will be heard and persuasion and evidence can be brought to hear on debatably as “divisive” subjects.

D selfies 
The university should not over-interpret the political stunt of the legislature. Laws should be interpreted as written, not trying to divine some vague “spirit” behind the law.

D selfies 
I appreciate the ability to give feedback and hope it is heard. I strongly support option 1 and 2 of creating the DEI office in some capacity and providing funding through either avenue. I appreciate the exclusion of Student Orgs from the definition of DEI so students can still find a sense of community and support.

D selfies
I strongly support the DEI through private support OR Rename the DEI office to reflect its role in promoting diversity, equity, and inclusion, as well as its commitment to creating an inclusive and welcoming environment for all students. Using DEI staff and disbunding the department

D selfies 
I respectfully offer to work with our stakeholders in the state legislature to respond to their concerns. Occasionally, the report goes too far for my tastes in accepting that UW has been bad or that we go too far in concising principles that we probably believe in.

The university should not over-interpret the political stunt of the legislature. Laws should be interpreted as written, not trying to divine some vague “spirit” behind the law.

Not referencing race, religion, protected class status or other immutable characteristics

D selfies 
The reduction of us vs them mentality for those involved in DEI seems to be the apex of hubris. As I tell my kids, you can choose your actions, but you do not choose your consequences. Do you really think UW can do such a thing without consequences in the future?

D selfies 
To me, the whole point of inviting speakers to campus is that they would be content rich. Imagine our new marketing: “Come to UW where content-neutral speakers will attract your commuter education!” If we are unaware that further review on this issue, please have someone do it who understands the lofty and non-viability of terms like “content-neutral” within an academic context. p. 13 of 16, suggestion 5: “Some concepts might be considered divisive and ideological.” I submit that any concept that has over made a difference in the world might have struck someone as divisive or ideological. And sometimes the most toxic ideological programs have not been divisive, sadly. If we are committing to never being divisive we might as well close up shop. The challenge should be how do we present ideas that might be considered divisive in healthy, respectful ways where many voices will be heard and persuasion and evidence can be brought to hear on debatably as “divisive” subjects.

D selfies 
The university should not over-interpret the political stunt of the legislature. Laws should be interpreted as written, not trying to divine some vague “spirit” behind the law.

I strongly support the DEI through private support OR Rename the DEI office to reflect its role in promoting diversity, equity, and inclusion, as well as its commitment to creating an inclusive and welcoming environment for all students. Using DEI staff and disbunding the department

I respectfully offer to work with our stakeholders in the state legislature to respond to their concerns. Occasionally, the report goes too far for my tastes in accepting that UW has been bad or that we go too far in concising principles that we probably believe in.

The university should not over-interpret the political stunt of the legislature. Laws should be interpreted as written, not trying to divine some vague “spirit” behind the law.

Not referencing race, religion, protected class status or other immutable characteristics

The reduction of us vs them mentality for those involved in DEI seems to be the apex of hubris. As I tell my kids, you can choose your actions, but you do not choose your consequences. Do you really think UW can do such a thing without consequences in the future?

To me, the whole point of inviting speakers to campus is that they would be content rich. Imagine our new marketing: “Come to UW where content-neutral speakers will attract your commuter education!” If we are unaware that further review on this issue, please have someone do it who understands the lofty and non-viability of terms like “content-neutral” within an academic context. p. 13 of 16, suggestion 5: “Some concepts might be considered divisive and ideological.” I submit that any concept that has over made a difference in the world might have struck someone as divisive or ideological. And sometimes the most toxic ideological programs have not been divisive, sadly. If we are committing to never being divisive we might as well close up shop. The challenge should be how do we present ideas that might be considered divisive in healthy, respectful ways where many voices will be heard and persuasion and evidence can be brought to hear on debatably as “divisive” subjects.

The university should not over-interpret the political stunt of the legislature. Laws should be interpreted as written, not trying to divine some vague “spirit” behind the law.
The staff

The legislature and Board of Trustees needs to know that DEI covers many things and it makes the state look like a racist, exclusive place if they attack diversity. This is because diversity is essentially a fancy word for group quotas. It is one of a number of wholly subjective criteria — such as “leadership” — used to admit students to colleges and universities.

The group came up with different options, but for the most part it seems that they are trying to work around the directions given to the University by the Legislature. Full removal of the DEI office is the worst case scenario for the university. Students should be visible and advertised as such rather than embedded into separate offices as a secondary or tertiary consideration. Thank you for your efforts in protecting DEI in UW in a pivotal and disturbing situation like this!

My largest piece of feedback is that the university is too focused on the letter of the law. The legislature has a lot of influence over the university, and it is abundantly clear that the administration is willing to sacrifice DEI work so they can keep the money flowing for things related to STEM and computer science etc. This perception is supported by the fact of how unprepared they were for the topic before the session and their statement silence throughout the season as compared to past administrations. Staff have your message loud and clear, and the remaining good ones that have weathered all of our recently-passed storms are now headed for the door.

The DEI program doesn't have to be an issue unless everyone was one of the many who thought that they needed to admit or fire us and that's what it's all about. If you read the same data that I read there are only a few remaining good ones that have weathered all of our recently-passed storms are now headed for the door.
Ed, you are wasting time, effort, and money on things that the vast and overwhelming majority of the population could not care less about. You are pandering to the masses, yet vocal, minority and are not a good fit for this university. You are politically charged and hiring your way onto the tax of thousands associated with this university that outright disagrees with you. There are benefits to a diverse community, but to go out of your way to hire faculty and staff or admit students based on their sexual or gender dysphoria, their race, or any other thing other than their merit and capabilities, you are failing to uphold any degree of fairness. You are putting yourself on an echo chamber. You have turned vision and I dare you to open your eyes and realize how ridiculous and wrong these kinds of practices and regulations are. You role, being in the minority, is putting your views onto an entire institution that disagree with you at large. That is too dangerous for us, the entire majority, to speak out. The preachers at this institution in many of the colleges have fallen into the same trap as you have and shut up and silence and degrade those that disagree with them. This great state and university deserves better than you are offering. You are not fit for this position and many agree with me when you try to keep us down. Thank you.

Adhere to the Letter and the Spirit of the Law.

Intermixed with other groups - this should be the standard for all to follow. There is no

Closing the DEI Office and only maintaining the functions required to maintain federal

Thank you for putting together such a comprehensive review.

The objective of DEI is to promote a sense of belonging for all individuals regardless of identity. To be effective, DEI

The task is simple. Separate the classical liberal ideals of the University’s principal values like being welcoming to all, equal opportunity, fairness, and “a space for all voices” from the multi-billion dollar grievance peddling industry, and from the disguised/branded Marxist revolution tactics.

DEI is counter to the opportunities students have to grow in a University setting, and the DEI program should be abolished to spread the word to other opportunities and enlightenment.

That the working group is even considering the option of doing nothing other than changing

Removing the DEI office and terminating employees

Thank you for putting together such a comprehensive review.

I find it most preferable to restructure DEI at the University into already existing business programs so that the DEI office can be trimmed of employees and functions with the university and remain under Title VI. The DEI office is currentlyإ"

Remove the DEI programs at the University of Wyoming is irresponsible. We will only encourage negative behavioral and injury, and removes the support for already high value and underrepresented groups on campus (students and staff). I fear that the Equality State is falling behind and putting people to danger.

Other states and institutions that prohibit DEI efforts must somehow still be accredited and functioning.

Thank you for putting together such a comprehensive review.

The most preferable outcome is one that keeps the most DEI initiative alive at the school

Other states and institutions that prohibit DEI efforts must somehow still be accredited and functioning.

Thank you for putting together such a comprehensive review.

The task is simple. Separate the classical liberal ideals of the University’s principal values like being welcoming to all, equal opportunity, fairness, and “a space for all voices” from the multi-billion dollar grievance peddling industry, and from the disguised/branded Marxist revolution tactics.

DEI is counter to the opportunities students have to grow in a University setting, and the DEI program should be abolished to spread the word to other opportunities and enlightenment.

I find it most preferable to restructure DEI at the University into already existing business programs so that the DEI office can be trimmed of employees and functions with the university and remain under Title VI. The DEI office is currentlyإ"

Remove the DEI programs at the University of Wyoming is irresponsible. We will only encourage negative behavioral and injury, and removes the support for already high value and underrepresented groups on campus (students and staff). I fear that the Equality State is falling behind and putting people to danger.

The most preferable outcome is one that keeps the most DEI initiative alive at the school

Other states and institutions that prohibit DEI efforts must somehow still be accredited and functioning.

Thank you for putting together such a comprehensive review.

The task is simple. Separate the classical liberal ideals of the University’s principal values like being welcoming to all, equal opportunity, fairness, and “a space for all voices” from the multi-billion dollar grievance peddling industry, and from the disguised/branded Marxist revolution tactics.

DEI is counter to the opportunities students have to grow in a University setting, and the DEI program should be abolished to spread the word to other opportunities and enlightenment.

I find it most preferable to restructure DEI at the University into already existing business programs so that the DEI office can be trimmed of employees and functions with the university and remain under Title VI. The DEI office is currentlyإ"

Remove the DEI programs at the University of Wyoming is irresponsible. We will only encourage negative behavioral and injury, and removes the support for already high value and underrepresented groups on campus (students and staff). I fear that the Equality State is falling behind and putting people to danger.

The most preferable outcome is one that keeps the most DEI initiative alive at the school

Other states and institutions that prohibit DEI efforts must somehow still be accredited and functioning.

Thank you for putting together such a comprehensive review.
Thank you for taking up these questions and for the work of the task force on this important issue for our students.

President, Dean of Arts and Sciences
May 8, 2024
Page 187

Dear Student

The fact that ODEI is not going to change, so many students including myself need those resources.

It is a disservice if some of the programs will have to rely on funding from individual scholarships, but it’s better than losing them altogether.

Dear Staff

I do appreciate the breadth of the report.

We need to put up lights on the road and not. Fail to do so will just encourage more drunk driving in the next quarter.

Dear Student

Preserving the office of ODEI and its functions

Anything that includes DEI at UW. Any minimum in programming for diverse students

I can’t believe the Wyoming legislature has no idea what it is doing.

Dear President, Dean of Arts and Sciences

May 8, 2024
Page 187

Thank you for taking up these questions and for the work of the task force on this important issue for our students.

President, Dean of Arts and Sciences
May 8, 2024
Page 187

Dear Student

The fact that ODEI isn’t going to change, so many students including myself need those resources.

It is a disservice if some of the programs will have to rely on funding from individual scholarships, but it’s better than losing them altogether.

Dear Staff

I do appreciate the breadth of the report.

We need to put up lights on the road and not. Fail to do so will just encourage more drunk driving in the next quarter.

Dear Student

Preserving the office of ODEI and its functions

Anything that includes DEI at UW. Any minimum in programming for diverse students

I can’t believe the Wyoming legislature has no idea what it is doing.

Dear President, Dean of Arts and Sciences

May 8, 2024
Page 187

Thank you for taking up these questions and for the work of the task force on this important issue for our students.

President, Dean of Arts and Sciences
May 8, 2024
Page 187

Dear Student

The fact that ODEI isn’t going to change, so many students including myself need those resources.

It is a disservice if some of the programs will have to rely on funding from individual scholarships, but it’s better than losing them altogether.

Dear Staff

I do appreciate the breadth of the report.

We need to put up lights on the road and not. Fail to do so will just encourage more drunk driving in the next quarter.

Dear Student

Preserving the office of ODEI and its functions

Anything that includes DEI at UW. Any minimum in programming for diverse students

I can’t believe the Wyoming legislature has no idea what it is doing.
Student

Continuing the DEI office with support from private funding, there will be a surprising amount of support for this initiative. Publishing the office and not continuing any of these initiatives, these all are very helpful and in my mind would validate this.

This ruling clearly violates Title IX, it would be interesting to see if there would be a case for this in court.

Staff

The only preferable option is to use funds outside of state funds to keep GEDIE open and DEI programs continued. Which is also concerning that many states will then be going to GEDIE for funding support or to help build their own campaigns for funds for the DEI programs which is extra work on employees who are already stretched thin. A reconfiguration/consolidation is an okay option. That feels like is the University just buying time before they have to close GEDIE.

Do not close GEDIE. That sends a huge signal to staff, faculty, students, and perspectives of all these. How is a student/faculty of a "predominantly white" school supposed to feel welcome or supported when no one is doing that work? With the option to absorb work into other departments, there will be no work? Will there be additional funds to those departments? How are you compensating staff that will have to take on extra work? There are you ensuring the staff that are taking on the work are qualified and knowledgeable? You are proposing to eliminate the experts in this area and pass it along to others who will have to learn to become an expert in that. What will happen in the interim while those staff are learning how to do the work that GEDIE has been doing?

I have major concerns about DEI programming. Many times these programs (speakers, classes, performances, etc.) create community for students. It's an opportunity for them to meet new friends from different backgrounds. Staff are more likely to talk to students they don't have a parent or family member who have been through this before to tell them of these opportunities. Often times these students may be coming to campus for the first time and may not have the financial means to attend these programs. The need to market these services to those students is more important as there are less resources available. Many times these programs (speakers, classes, performances, etc.) create community for students. I do not support this strategy of hiring experts who are qualified and knowledgeable to do the work.

Student

Continuing the DEI office with support from private funding, there will be a surprising amount of support for this initiative. Publishing the office and not continuing any of these initiatives, these all are very helpful and in my mind would validate this.

This ruling clearly violates Title IX, it would be interesting to see if there would be a case for this in court.

Staff

The only preferable option is to use funds outside of state funds to keep GEDIE open and DEI programs continued. Which is also concerning that many states will then be going to GEDIE for funding support or to help build their own campaigns for funds for the DEI programs which is extra work on employees who are already stretched thin. A reconfiguration/consolidation is an okay option. That feels like is the University just buying time before they have to close GEDIE.

Do not close GEDIE. That sends a huge signal to staff, faculty, students, and perspectives of all these. How is a student/faculty of a "predominantly white" school supposed to feel welcome or supported when no one is doing that work? With the option to absorb work into other departments, there will be no work? Will there be additional funds to those departments? How are you compensating staff that will have to take on extra work? There are you ensuring the staff that are taking on the work are qualified and knowledgeable? You are proposing to eliminate the experts in this area and pass it along to others who will have to learn to become an expert in that. What will happen in the interim while those staff are learning how to do the work that GEDIE has been doing?

I have major concerns about DEI programming. Many times these programs (speakers, classes, performances, etc.) create community for students. It's an opportunity for them to meet new friends from different backgrounds. Staff are more likely to talk to students they don't have a parent or family member who have been through this before to tell them of these opportunities. Often times these students may be coming to campus for the first time and may not have the financial means to attend these programs. The need to market these services to those students is more important as there are less resources available. Many times these programs (speakers, classes, performances, etc.) create community for students. I do not support this strategy of hiring experts who are qualified and knowledgeable to do the work.

Student

Continuing the DEI office with support from private funding, there will be a surprising amount of support for this initiative. Publishing the office and not continuing any of these initiatives, these all are very helpful and in my mind would validate this.

This ruling clearly violates Title IX, it would be interesting to see if there would be a case for this in court.
I prefer to rename the office and restructure the funding so that UW can continue to operate.

I get that we're trying to comply with the legislature, but it's clear from the gleaned definition that they have no clue what they're even talking about and are only doing so to gloss over the potential for distinguishing true state funds from other funding sources that are treated as state funds. This will allow more flexibility in spending non-state dollars.

Thank you for reconciling difficult legislation with necessary action.

This is a hard question, as while I don't personally see this as a preferable option it is an important aspect of our response. The report's suggestion to explore private funding and endowments to sustain DEI initiatives, while necessary, is a limited and reactive approach. But in a constrained environment, it may serve as a minimal safeguard against the complete erosion of DEI principles.

REFORMATION OF DEI TASKS: The potential integration of DEI tasks into broader university functions could, in the short-term scenario, lead to a more widespread institutional responsibility for these values. However, this risks diluting the focus on DEI unless it is done with a robust framework that ensures these values are explicitly preserved and prioritized in all university initiatives.

RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE RESPONSE AVAILABLE ON PAGE 20.

This is a hard question, as while I don't personally see this as a preferable option it is an important aspect of our response. The report's suggestion to explore private funding and endowments to sustain DEI initiatives, while necessary, is a limited and reactive approach. But in a constrained environment, it may serve as a minimal safeguard against the complete erosion of DEI principles. A more robust approach, while far from ideal due to potential instability and reliance on external funding, reflects a pragmatic attempt to maintain DEI efforts under financial and political constraints. It's a double-edged sword; it could lead to innovative funding strategies but also reflects a troubling shift away from state funding, which serves as a critical source of stability and predictability. The potential for distinguishing true state funds from other funding sources that are treated as state funds will allow more flexibility in spending non-state dollars.

Maintaining critical UW-owned synergies/Shepard Symposium, Black 14 SIDS, clear avenues for retaining high-quality employees from ODEI departments is critical for sustaining DEI efforts. The vulnerability of student self-identified support structures for elimination, the potential for political influence, and the associated financial consequences can be significant. The report's suggestion to remove land acknowledgements that are not set forth by the institution (ASUW's land acknowledgement is accurate and useful) suggests a retreat from more ambitious efforts to focus primarily on avoiding preferential treatment based on identity. This narrow focus could lead to a reduction in innovative measures designed to address systemic inequity and support underrepresented groups. This approach risks reducing DEI to a box-checking exercise rather than an ongoing effort to transform institutional culture and promote true inclusivity.

Co-Curricular programing should not be moved to just student organizations. Students are the experts on their own experiences. The report's suggestion to rename the office and restructure the funding so that UW can continue to operate reflects a pragmatic attempt to maintain DEI efforts under financial and political constraints. It's a double-edged sword; it could lead to innovative funding strategies but also reflects a troubling shift away from state funding, which serves as a critical source of stability and predictability. The potential for distinguishing true state funds from other funding sources that are treated as state funds will allow more flexibility in spending non-state dollars.

If I were writing to the legislature, I would urge that the university take a stand and fund/support DEI efforts. Use private funds if need be, but do not cut programs or support for DEI. UW and the Board of Regents has consistently not supported people of different identities. This is the only public 4 year institution in the state and the fact that you are even considering cutting DEI efforts is ridiculous and embarrassing for the institution. UW is going to lose future student enrollment, current students, and great academic and research talent because of this lack of supporting basic human rights. If we are supposed to be the change we want to see in the world, then we need to be the change in our own university.

This is a hard question, as while I don't personally see this as a preferable option it is an important aspect of our response. The report's suggestion to explore private funding and endowments to sustain DEI initiatives, while necessary, is a limited and reactive approach. But in a constrained environment, it may serve as a minimal safeguard against the complete erosion of DEI principles. A more robust approach, while far from ideal due to potential instability and reliance on external funding, reflects a pragmatic attempt to maintain DEI efforts under financial and political constraints. It's a double-edged sword; it could lead to innovative funding strategies but also reflects a troubling shift away from state funding, which serves as a critical source of stability and predictability. The potential for distinguishing true state funds from other funding sources that are treated as state funds will allow more flexibility in spending non-state dollars.

Anyways, that's not really relevant. I don't even know if I'm allowed to make a joke about this. I just know that the text is truncated here.

I don't think we need to worry about this at the moment, but it's something to keep in mind for the future. If we do need to address this issue, we can work with the university to come up with a solution that is both effective and respectful of student preferences.
Faculty

I think it is important to find a way to retain VP Hall and rename his role so that he can continue guiding the needed changes he identified prior to the legislative session. It makes no sense to lose a talented leader and then replace him with someone who could potentially lead in a different direction. I believe it would be more beneficial to keep the current leadership and make necessary changes to support the goals of the institution.

There should be no future for DEI at the University. The Governor said it best: “Stop the harassment of students.” I support this statement and believe it is time to move forward with a more focused approach to student success.

Suggestions 4 and 5 are abhorrent in a state that is pro-business. Why would we get rid of a service that helps students and is beneficial to our state? Removing DEI entirely. That won’t last. Political climates are just that—ever-changing. I believe that the legislature wants to make this a dangerous and unsafe environment for anyone who isn’t an able-bodied, white, straight, cis-male (oh, and no veterans). Basically buying dangerous and unfair rhetoric for the whole state. This is what we are trying to confront? That is NOT what UW stands for. (If it is, then we should all question our principles.)

Faculty

I support the working group suggestion 1 and 2. I am strongly opposed to working group suggestion 3, 4, and 5. These were helping anyway. Meeting the letter of the law is not enough; we must also meet the spirit of the law. DEI is important and it must be preserved. The legislature can’t even define DEI but they want to prohibit it? Their priorities aren’t even from our state.

Staff

I prefer option 2, and then option 1. We should stand our ground and take the state to court. We have evidence to prove that DEI is not aligned with the law, but we must continue to fight for what is right.

Student

The most preferable solution is to continue the DEI office under a different name or with revised focus. As a member of the disabled and LGBTQIA+ community, DEI has allowed me to feel welcome and safe at UW. DEI has given a platform to process hate and fear and come out with a sense of hope and connection. It’s about including EVERYONE and striving to make sure we all have the same opportunities. As a member of the disabled and LGBTQIA+ community, DEI has allowed me to feel welcome and safe at UW. DEI has given a platform to process hate and fear and come out with a sense of hope and connection.

I am so angry that the legislature is suggesting we are giving ‘preferential’ treatment to DEI. We are simply following federal guidelines and ensuring that everyone feels safe and included. The report is convoluted and unsupported. I believe that DEI should continue to be a part of the University and that the name should be changed to accurately reflect the work of the office and continue to serve all students.

Student

The most preferable solution is to continue the DEI office under a different name or with revised focus. As a member of the disabled and LGBTQIA+ community, DEI has allowed me to feel welcome and safe at UW. DEI has given a platform to process hate and fear and come out with a sense of hope and connection.

I am so angry that the legislature is suggesting we are giving ‘preferential’ treatment to DEI. We are simply following federal guidelines and ensuring that everyone feels safe and included. The report is convoluted and unsupported. I believe that DEI should continue to be a part of the University and that the name should be changed to accurately reflect the work of the office and continue to serve all students.

Staff

I support the working group suggestions 1 and 2. I am strongly opposed to working group suggestion 3, 4, and 5. These were helping anyway. Meeting the letter of the law is not enough; we must also meet the spirit of the law. DEI is important and it must be preserved. The legislature can’t even define DEI but they want to prohibit it? Their priorities aren’t even from our state.

Staff

I support the working group suggestions 1 and 2. I am strongly opposed to working group suggestion 3, 4, and 5. These were helping anyway. Meeting the letter of the law is not enough; we must also meet the spirit of the law. DEI is important and it must be preserved. The legislature can’t even define DEI but they want to prohibit it? Their priorities aren’t even from our state.

Staff

I support the working group suggestions 1 and 2. I am strongly opposed to working group suggestion 3, 4, and 5. These were helping anyway. Meeting the letter of the law is not enough; we must also meet the spirit of the law. DEI is important and it must be preserved. The legislature can’t even define DEI but they want to prohibit it? Their priorities aren’t even from our state.
Staff

Staff

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Student

Student

Staff

Staff

Staff

Staff

Student

Student

Student

Argument A: LEADERSHIP:

Argument B: INCREASE:

Argument C: DESCRIPTION:

Argument D: TOTAL:

Argument E: PROBLEM:

Argument F: GOAL:

Argument G: STRATEGIC:

Argument H: FREE:

Argument I: MEAN:

Argument J: OBJECTIVE:

Argument K: ESTABLISH:

Argument L: VAST:

Argument M: FOCUS:

Argument N: FUND:

Argument O: PRIVATE:

Argument P: CREATE:

Argument Q: CULTURAL:

Argument R: ACTION:

Argument S: GROUP:

Argument T: ACTION:

Argument U: ACTUALLY:

Argument V: COLLECTIVE:

Argument W: EFFECTS:

Argument X: INCREASE:

Argument Y: FEES:

Argument Z: RATIONAL:

Argument AA: MODEL:

Argument BB: QUALITY:

Argument CC: Design:

Argument DD: APPROACH:

Argument EE: FUND:

Argument FF: JAVA:

Argument GG: STANDARDS:

Argument HH: SUPERVISION:

Argument II: RESEARCH:

Argument JJ: CLASS:

Argument KK: RESEARCH:

Argument LL: COLLEGE:

Argument MM: SCIENTIFIC:

Argument NN: RESULTS:

Argument OO: STUDENT:

Argument PP: COLLEGE:

Argument QQ: INSTITUTION:

Argument RR: COLLEGE:

Argument SS: COLLEGE:

Argument TT: COLLEGE:

Argument UU: COLLEGE:

Argument VV: COLLEGE:

Argument WW: COLLEGE:

Argument XX: COLLEGE:

Argument YY: COLLEGE:

Argument ZZ: COLLEGE:
It is preferable to adopt option 1 or 2 for the future of DEI at UW. There are many programs that may lose or have difficulty with accreditation if diversity or multicultural efforts are not permitted. Further, recruitment, and retention of students and academics may be negatively impacted by the removal of efforts to support an inclusive, diverse campus culture.

It is least preferable to balance DEI and associated staff. The message this may convey is that Wyoming has regressed from its position of the Equality State. Wyoming has demonstrated its attitude of “Let er Buck” by allowing others to express their choices, freedoms, and opinions in a way we see fit within the confines of our square state. We have not typically in national politics and extreme views impact our way of doing. To adopt the dismantling of DEI would be to lash out at natural rhetoric. It seems antithetical to the mission of who we are as the University in the state and by all means, who we are as citizens. Regardless of personal opinions, DEI is necessary for UW’s survival.

Any action taken by the university will be viewed as catering to those against DEI. Compared to many other universities in the US, UW already lacks diversity. Actions that roll back DEI will most certainly have a chilling effect on non-white, Hispanic, and non-Christian enrollment. I do not believe that many people in Wyoming will approve of that. However, it’s the long run these actions will most certainly be self-limiting and negatively affect the workforce population and thus, economic growth of the state.

I would prefer that the ODEI continues to exist. The burden should not fall onto RSOs or other departments.

The most preferable aspect was the part stating that no more money should be wasted on DEI and the provision referring to it as “woke nonsense”, which is exactly what it is. I found it absolutely disheartening that so much money was being poured into these programs. UW was left with no other option than to start making cuts, and this move demonstrated that the leadership of the university is also letting the leaders of the state know that they need to let it go, wake up, and move on.

It is least preferable that so much time and energy is still being spent trying to keep these programs going. The leaders of the state clearly understand that DEI is unnecessary, the leaders of the university need to also let it go, wake up, and move on.

I find it least preferable that so much money is being poured into these programs. It is preferable to grow the Multicultural affairs programs with Multicultural affairs (etc. QCC) and DEI provides a list of amazing things. I think if the ODEI was able to be rebranded or remarketed in a way that is in line with Wyoming’s values, but could continue doing the same things, that would be great.

In my experience, programs that reflect DEI sometimes do the opposite of what they are intended to do. Creating events specifically for the LGBTQ community actually drives separation. A better way to drive inclusion and diversity would be creating events and programs that everyone can attend and enjoy together regardless of race or sexual orientation. The other issue I have is those funds could be directed towards showing appreciation towards university professors that are currently underpaid.

There is a distinction between merely desiring equality and actively addressing the systemic inequities that prevent it. Wanting equality is a noble aspiration, but it requires concrete actions to dismantle the barriers that perpetuate injustices. In the context of the UW and the broader Wyoming community, promoting diversity and inclusion is essential for fostering stronger and more vibrant communities. By encouraging the participation of diverse populations at UW and within Wyoming, we ensure the value that different perspectives, backgrounds, and experiences bring to the table. This diversity enriches the academic environment, fosters innovation, and promotes a more comprehensive understanding of various issues. The analogy drawn between diversity efforts and plant populations underscores the importance of proactive measures. Just as preparing the soil and planting seeds are crucial steps in cultivating a thriving ecosystem, creating an environment conducive to diversity and inclusion requires deliberate planning and investment. Without adequate preparation and effort, the ecosystem—whether it’s a natural ecosystem or a societal one—faces stagnation and failure.

Actions that roll back DEI will most certainly having a chilling effect on non-white, Hispanic, and non-Christian enrollment. I’m sure that many people in Wyoming will approve of that. However, it’s the long run these actions will most certainly be self-limiting and negatively affect the workforce population and thus, economic growth of the state.

It is preferable to adopt option 1 or 2 for the future of DEI at UW. There are many programs that may lose or have difficulty with accreditation if diversity or multicultural efforts are not permitted. Further, recruitment, and retention of students and academics may be negatively impacted by the removal of efforts to support an inclusive, diverse campus culture.

It is least preferable to balance DEI and associated staff. The message this may convey is that Wyoming has regressed from its position of the Equality State. Wyoming has demonstrated its attitude of “Let er Buck” by allowing others to express their choices, freedoms, and opinions in a way we see fit within the confines of our square state. We have not typically in national politics and extreme views impact our way of doing. To adopt the dismantling of DEI would be to lash out at natural rhetoric. It seems antithetical to the mission of who we are as the University in the state and by all means, who we are as citizens. Regardless of personal opinions, DEI is necessary for UW’s survival.

Any action taken by the university will be viewed as catering to those against DEI. Compared to many other universities in the US, UW already lacks diversity. Actions that roll back DEI will most certainly have a chilling effect on non-white, Hispanic, and non-Christian enrollment. I do not believe that many people in Wyoming will approve of that. However, it’s the long run these actions will most certainly be self-limiting and negatively affect the workforce population and thus, economic growth of the state.

I would prefer that the ODEI continues to exist. The burden should not fall onto RSOs or other departments.

The most preferable aspect was the part stating that no more money should be wasted on DEI and the provision referring to it as “woke nonsense”, which is exactly what it is. I found it absolutely disheartening that so much money was being poured into these programs. UW was left with no other option than to start making cuts, and this move demonstrated that the leadership of the state clearly understand that DEI is unnecessary, the leaders of the university need to also let it go, wake up, and move on.

It is least preferable that so much time and energy is still being spent trying to keep these programs going. The leaders of the state clearly understand that DEI is unnecessary, the leaders of the university need to also let it go, wake up, and move on.

I find it least preferable that so much money is being poured into these programs. It is preferable to grow the Multicultural affairs programs with Multicultural affairs (etc. QCC) and DEI provides a list of amazing things. I think if the ODEI was able to be rebranded or remarketed in a way that is in line with Wyoming’s values, but could continue doing the same things, that would be great.

In my experience, programs that reflect DEI sometimes do the opposite of what they are intended to do. Creating events specifically for the LGBTQ community actually drives separation. A better way to drive inclusion and diversity would be creating events and programs that everyone can attend and enjoy together regardless of race or sexual orientation. The other issue I have is those funds could be directed towards showing appreciation towards university professors that are currently underpaid.

There is a distinction between merely desiring equality and actively addressing the systemic inequities that prevent it. Wanting equality is a noble aspiration, but it requires concrete actions to dismantle the barriers that perpetuate injustices. In the context of the UW and the broader Wyoming community, promoting diversity and inclusion is essential for fostering stronger and more vibrant communities. By encouraging the participation of diverse populations at UW and within Wyoming, we ensure the value that different perspectives, backgrounds, and experiences bring to the table. This diversity enriches the academic environment, fosters innovation, and promotes a more comprehensive understanding of various issues. The analogy drawn between diversity efforts and plant populations underscores the importance of proactive measures. Just as preparing the soil and planting seeds are crucial steps in cultivating a thriving ecosystem, creating an environment conducive to diversity and inclusion requires deliberate planning and investment. Without adequate preparation and effort, the ecosystem—whether it’s a natural ecosystem or a societal one—faces stagnation and failure.

Actions that roll back DEI will most certainly having a chilling effect on non-white, Hispanic, and non-Christian enrollment. I’m sure that many people in Wyoming will approve of that. However, it’s the long run these actions will most certainly be self-limiting and negatively affect the workforce population and thus, economic growth of the state.
What is your primary UW affiliation?

What aspects of the report do you find most preferable for the future of Diversity, Equity, and Inclusion at UW?

What aspects of the report do you find least preferable for the future of Diversity, Equity, and Inclusion at UW? Please use the space below to provide any additional feedback on the report.

45 Staff  But it would be nice on campus to have segregated bathrooms in addition to just open ones for all. If I'm a person from another race or the LGBT community, I would like more private spaces to use. I understand that some people might think this is weird, but I've been in some situations where I didn't know if I was going to be able to use the bathroom in a public place without being gawked at. It's not just about the comfort of being able to use the bathroom, but also about the respect for others that are different from you. I think it would be beneficial for the university to have these facilities, especially in areas where there is a high concentration of students from diverse backgrounds.

50 Staff  It would be nice for the university to consider providing more resources for mental health support. Many of the students I've encountered have faced challenges related to mental health, and having access to resources can make a significant difference in their ability to succeed. It's important for the university to prioritize the well-being of its students and create an environment where they feel supported.

113 Community Member  Review and Adaptation of DEI Advisory Councils and Committees: The suggestion to review DEI advisory councils, task forces, and committees to ensure their alignment with the university’s mission and current strategic goals is crucial. This approach will help ensure that the university’s DEI efforts are effectively aligned with its broader strategic objectives. By evaluating the effectiveness and relevance of these councils, task forces, and committees, the university can ensure that they are contributing to the achievement of its DEI goals and fostering an inclusive academic and social environment while adhering to legal requirements and guidelines.

128 Community Member  Service-Led Academic/Advisory Advisory Committee: The suggestion to create a service-led academic advisory advisory committee is innovative. This committee could play a crucial role in enhancing diversity and inclusion across the university’s academic programs and initiatives. By involving students, faculty, and staff in the decision-making process, the university can ensure that its DEI efforts are sustainable and effective.

149 Faculty  Unfortunately, the MOU is not widely circulated, and the chain of command has a very difficult time overseeing its implementation. Given the importance of the MOU, it is essential that the university ensures clear communication and effective oversight to prevent any potential misinterpretations or challenges. The university should prioritize disseminating the MOU widely and ensuring that all stakeholders are aware of its contents and implications.

158 Student  As the state’s engineers and essential employees retire, who will replace them? It certainly won’t be young people from Wyoming. As the University of Wyoming does not effectively recruit and retain diverse students, it is unlikely that the university will see a significant increase in diversity among its engineering and technical fields. This lack of diversity can lead to a lack of representation and understanding of the diverse needs and perspectives of the student body.

231 Student  As the state’s engineers and essential employees retire, who will replace them? It certainly won’t be young people from Wyoming. As the University of Wyoming does not effectively recruit and retain diverse students, it is unlikely that the university will see a significant increase in diversity among its engineering and technical fields. This lack of diversity can lead to a lack of representation and understanding of the diverse needs and perspectives of the student body.

260 Staff  Continuation of Certain DEI Activities: The report notes that some DEI efforts might be continued. Although these efforts are important, it is essential for the university to regularly review and assess their effectiveness. By doing so, the university can ensure that its DEI efforts are continuously improving and effectively addressing the needs of its diverse student body.

528 Student  As the state’s engineers and essential employees retire, who will replace them? It certainly won’t be young people from Wyoming. As the University of Wyoming does not effectively recruit and retain diverse students, it is unlikely that the university will see a significant increase in diversity among its engineering and technical fields. This lack of diversity can lead to a lack of representation and understanding of the diverse needs and perspectives of the student body.

UW Board of Trustees Report -- Public Session
May 8-10, 2024
Page 193
AGENDA ITEM TITLE: Research Excellence Presentation: Wind Energy Research Center - Jonathan Naughton
Wind Energy Research Center

Jonathan Naughton
Michael Stoellinger
Directors
Center History

- 2008 Center Founded
- 2008 Center Joined SER
- 2009 DOE Fellowships for Graduate Students $200k
- 2009 DOE Unsteady Blade Aero and Control $550k
- 2012 WY Infrastructure Authority Wind Diversity
- 2014 DOE Infrastructure Award $4250k
- 2018 DOE Infrastructure Award Renewal $1800k
- 2021 DOE Wind Toolkit
- 2022 Stranded Wind For H₂
- 2023 Rotor Wake Validation and Verification $600k
- 2024
Core Research Competencies

- Modeling Winds
  - Complex Terrain
- Modeling Wind Plants
  - Individual Turbines and Wind Plants
  - Onshore and Offshore
- High Performance Computing
  - Massive Simulations
- Validation and Verification
  - Approach to assess strengths and weaknesses of models
- Experimental Measurements
  - Experiments in support of Model Validation
Notable Research – Wind Plant Simulation Framework
Notable Research – 2 m Diameter Turbine Test

• Measured Wind Turbine Performance under Controlled Conditions
  • Inflow, Blade, Wake
Current Work – RAAW Field Campaign

• Collaboration
  • University of Wyoming (PI)
  • National Renewable Energy Laboratory
  • Sandia National Laboratory
  • General Electric

• Campaign Location
  • Lubbock, Texas

• Campaign Timing
  • September 2022 – October 2023

• Campaign Turbine
  • GE 2.8MW
    • 120-m hub height
    • 127-m rotor diameter
Current Work – RAAW Field Campaign

• Heavily Instrumented Field Campaign
  • Inflow
  • Turbine
  • Wake

• Primary Use of Data
  • Validation of Computational Codes
  • Discovery
Current Work - WIND Toolkit Long-Term Ensemble Dataset

WIND TKE-LED

• Expansion on the previous WIND Toolkit released in 2014
• National dataset developed by researchers at National Renewable Energy Laboratory (NREL), Argonne National Laboratory (ANL), and the University of Wyoming
• Covers entire contiguous US, Alaska, Hawaii, and offshore US
• Modeled 20 years from 2001-2020
• Will be publicly available soon
Current Work – Stranded Wind for H₂ Production

- Wyoming features areas with large potential stranded wind resource
  - A large portion of the wind resource is more accessible by highway and rail than electric transmission
Undergraduate Student Involvement

- Collegiate Wind Competition
  - Turbine Design
  - Wind Plant Layout
  - Outreach and Industry Awareness
Collaborators

**Government**
- National Renewable Energy Laboratory
- Sandia National Laboratories
- Pacific Northwest Laboratory
- Argonne National Laboratory

**Industry**
- Siemens - Gamesa
- Envision
- GE Vernova
- Power Company of Wyoming
- Rocky Mountain Power
Pending and Upcoming Opportunities

DoE: Building EPSCoR State/National Laboratory Partnerships

- High-Fidelity Computational Tools for Arrays of Large Modern Aeroelastic Wind Turbines
- UW Participants: Stoellinger, Fertig, Heinz, Kirby Naughton
- Collaborators: Sandia National Laboratories, GE Vernova

DoE: Research to Improve Aerodynamic Performance of Offshore Wind Turbines

- Steady and Unsteady High Reynolds Number Blade Aerodynamics
- UW Participants: Stoellinger, Kirby, Naughton
- Collaborators: Sandia National Laboratories, GE Vernova

NSF EPSCoR Track 2

- UW Participants: Nguyen, Muknahallipatna, Naughton
- Partners: University of North Dakota, Kansas State University

Collaboration with Other UW Entities

- SER Hydrogen Energy Research Center (Eugene Holubnyak, Sarah Buckhold) - Stranded Wind for Hydrogen Production
- School of Computing (Andrew Kirby) – High Fidelity Simulations of Wind Turbines and Wind Plants
Wind and Wyoming

- **Current**
  - ~1500 turbines
  - ~3200 MW rated capacity

- **Planned Projects (>5000 MW)**
  - Chokecherry – Sierra Madre
    - ~ 3000 MW
  - Rail Tie
    - ~500 MW
  - Boswell Springs
    - ~ 330 MW
  - Rock Creek
    - ~ 590 MW
  - Uinta Wind Project
    - ~160 MW
  - Two Rivers
    - ~280 MW
  - Lucky Star
    - ~500 MW

https://eerscmap.usgs.gov/uswtdb/
Summary

• Long Duration Center
  • Exciting Past

• Continued Relevance of Wind Energy Research
  • Ongoing Developments in Wind Energy
    • Offshore Wind
    • Complex Terrain
    • Large Wind Turbines
  • Interfaces with Other Technologies
    • Transmission
    • Storage
    • Other Generation Technology
  • Impacts on Wyoming
AGENDA ITEM TITLE: Service Contract and Procurement Reports, Evans
<table>
<thead>
<tr>
<th>Contract Number</th>
<th>Contract Name</th>
<th>Contract Type</th>
<th>Department</th>
<th>Supplier</th>
<th>Signed Date</th>
<th>Agreed Amount</th>
<th>Signer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024-0209</td>
<td>Recenic Equipment Design</td>
<td>Services Contract</td>
<td>College of Engineering &amp; Applied Science</td>
<td>Recenic Industries Inc</td>
<td>2024-03-20</td>
<td>1,947,955.00</td>
<td>William Mai, Vice President</td>
</tr>
<tr>
<td>2024-02092</td>
<td>Analytical Resources CORC Agreement</td>
<td>Services Contract</td>
<td>College of Engineering &amp; Applied Science</td>
<td>Colorado State University</td>
<td>2024-03-20</td>
<td>75,250.00</td>
<td>Cameron Wright, Dean/Professor</td>
</tr>
<tr>
<td>2024-0210</td>
<td>Honorlock Jul-2023</td>
<td>Services Contract</td>
<td>Information Technology</td>
<td>Honorlock Inc</td>
<td>2024-03-20</td>
<td>312,000.00</td>
<td>Robert Ashwood, Vice President</td>
</tr>
<tr>
<td>2024-0211</td>
<td>AWS System Integrations, February 2024</td>
<td>System Integrations</td>
<td>Information Technology</td>
<td>AWS-SPL, LLC</td>
<td>2024-03-21</td>
<td>999,999.00</td>
<td>Robert Aylward, Vice President</td>
</tr>
<tr>
<td>2024-0212</td>
<td>Enrollment Flex, January 2024</td>
<td>Enrollment Services</td>
<td>Information Technology</td>
<td>Enrollment Flex, LLC</td>
<td>2024-03-05</td>
<td>153,883.00</td>
<td>Robert Aylward, Vice President</td>
</tr>
<tr>
<td>2024-0213</td>
<td>Salesforce, February 2024</td>
<td>Services Contract</td>
<td>Information Technology</td>
<td>Salesforce.org</td>
<td>2024-03-21</td>
<td>71,244.05</td>
<td>Robert Aylward, Vice President</td>
</tr>
<tr>
<td>2024-0214</td>
<td>Rite Plan, IEC</td>
<td>Services Contract</td>
<td>Information Technology</td>
<td>SymantecLink Communication LLC</td>
<td>2024-03-10</td>
<td>74,390.00</td>
<td>Robert Aylward, Vice President</td>
</tr>
<tr>
<td>2024-0215</td>
<td>Athletic Control Technologies Part 2024</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>Athletic Control Technologies LLC</td>
<td>2024-04-13</td>
<td>130,912.00</td>
<td>Matthew Wissman, Deputy Director</td>
</tr>
<tr>
<td>2024-0216</td>
<td>31001TellerMainUniversity3112024</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>Ballerina University Inc</td>
<td>2024-04-10</td>
<td>83,500.00</td>
<td>Matthew Wissman, Deputy Director</td>
</tr>
<tr>
<td>2024-0217</td>
<td>Allegiant Air - March 2024</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>Allegiant Travel Company dba Allegiant Air, LLC</td>
<td>2024-03-12</td>
<td>533,591.00</td>
<td>Thomas Byrman, Athletic Director</td>
</tr>
<tr>
<td>2024-0218</td>
<td>San Jose Marriott - April 2024</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>San Jose Marriott</td>
<td>2024-04-08</td>
<td>50,116.00</td>
<td>Matthew Wissman, Deputy Director</td>
</tr>
<tr>
<td>2024-0219</td>
<td>Cal Poly State Sept 2021</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>California Polytechnic State University, San Luis Obispo</td>
<td>2024-03-20</td>
<td>425,000.00</td>
<td>Matthew Wissman, Deputy Director</td>
</tr>
<tr>
<td>2024-0220</td>
<td>Catapult Mar-2024</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>Wialap Sport Inc (PRA KOS Technologies Inc)</td>
<td>2024-03-29</td>
<td>40,000.00</td>
<td>Thomas Byrman, Athletic Director</td>
</tr>
<tr>
<td>2024-0221</td>
<td>Marriott Phoenix Airport-Feb2024</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>Marriott LLC</td>
<td>2024-02-29</td>
<td>87,796.09</td>
<td>Matthew Wissman, Deputy Director</td>
</tr>
<tr>
<td>2024-0222</td>
<td>Enroll ML Reasi Er Service Agreement</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>University of Northern Iowa</td>
<td>2024-03-05</td>
<td>400,000.00</td>
<td>Matthew Wissman, Deputy Director</td>
</tr>
<tr>
<td>2024-0223</td>
<td>Enroll ML MARCH24</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>Enroll ML</td>
<td>2024-02-27</td>
<td>220,000.00</td>
<td>Ed Seidel, President</td>
</tr>
<tr>
<td>2024-0224</td>
<td>- Cal Poly - Sept 2020</td>
<td>Services Contract</td>
<td>Research &amp; Economic Development</td>
<td>Computer Packages Inc</td>
<td>2024-04-06</td>
<td>280,921.15</td>
<td>Parag Chitnis, Vice President/Professor, Research &amp; Economic Development</td>
</tr>
<tr>
<td>2024-0225</td>
<td>UPS Battery Replacement + Installation</td>
<td>Services Contract</td>
<td>Research &amp; Economic Development</td>
<td>UPS</td>
<td>2024-05-13</td>
<td>211,130.34</td>
<td>Parag Chitnis, Vice President/Professor, Research &amp; Economic Development</td>
</tr>
<tr>
<td>2024-0226</td>
<td>Computer Packages Inc-May 2024</td>
<td>Services Contract</td>
<td>Research &amp; Economic Development</td>
<td>Computer Packages Inc</td>
<td>2024-05-16</td>
<td>288,580.00</td>
<td>Parrot Kopp, Director, Research Services</td>
</tr>
<tr>
<td>2024-0227</td>
<td>Greenhouse Maintenance Service Agreement</td>
<td>Services Contract</td>
<td>Research &amp; Economic Development</td>
<td>Prosp Int</td>
<td>2024-05-19</td>
<td>60,000.00</td>
<td>Parag Chitnis, Vice President/Professor, Research &amp; Economic Development</td>
</tr>
<tr>
<td>2024-0228</td>
<td>StudentMarch2024</td>
<td>Services Contract</td>
<td>Research &amp; Economic Development</td>
<td>Evidence Scientific</td>
<td>2024-04-09</td>
<td>51,751.45</td>
<td>Parag Chitnis, Vice President/Professor, Research &amp; Economic Development</td>
</tr>
<tr>
<td>2024-0229</td>
<td>NanoporeMarch2024</td>
<td>Services Contract</td>
<td>Research &amp; Economic Development</td>
<td>Nanopore Corporation</td>
<td>2024-05-01</td>
<td>65,670.60</td>
<td>Parag Chitnis, Vice President/Professor, Research &amp; Economic Development</td>
</tr>
<tr>
<td>2024-0230</td>
<td>Lorenz Kendall Service Contract</td>
<td>Services Contract</td>
<td>Research &amp; Economic Development</td>
<td>Lorenz Kendall</td>
<td>2024-05-02</td>
<td>189,000.00</td>
<td>Parag Chitnis, Vice President/Professor, Research &amp; Economic Development</td>
</tr>
<tr>
<td>2024-0231</td>
<td>Cushnahan-Feb252024</td>
<td>Services Contract</td>
<td>School of Energy Resources</td>
<td>Cushman &amp; Wakefield</td>
<td>2024-03-29</td>
<td>75,000.00</td>
<td>Holly Knudt, Executive Director</td>
</tr>
<tr>
<td>2024-0232</td>
<td>uncommon-currents-July2023</td>
<td>Services Contract</td>
<td>School of Energy Resources</td>
<td>uncommon currents</td>
<td>2024-03-26</td>
<td>85,000.00</td>
<td>Holly Knudt, Executive Director</td>
</tr>
<tr>
<td>2024-0233</td>
<td>Wood Group USA Pyrolysis Engine-2022</td>
<td>Services Contract</td>
<td>School of Energy Resources</td>
<td>Wood Group USA</td>
<td>2024-03-21</td>
<td>5,257,370.79</td>
<td>Ed Seidel, President</td>
</tr>
<tr>
<td>2024-0234</td>
<td>ResultEngineering LLC Nov-2023</td>
<td>Agreement for Services -von UW &amp; Resolve Energizing, LLC</td>
<td>School of Energy Resources</td>
<td>Resolve Engineering, LLC</td>
<td>2024-02-20</td>
<td>453,018.50</td>
<td>Holly Knudt, Executive Director</td>
</tr>
<tr>
<td>2024-0235</td>
<td>JohnsonYnergyFeb2024GBWEPPhaelzi</td>
<td>Change Order No. 8</td>
<td>University Operations</td>
<td>GE Johnson Construction Co</td>
<td>2024-03-06</td>
<td>1,082,370.00</td>
<td>William Mas, Vice President, Campus Operations **</td>
</tr>
<tr>
<td>2024-0236</td>
<td>JohnsonYnergyMar2024RCD101WestStadiumRenovation</td>
<td>Change Order No. 1</td>
<td>University Operations</td>
<td>GE Johnson Construction Co</td>
<td>2024-03-06</td>
<td>150,180.00</td>
<td>William Mas, Vice President, Campus Operations</td>
</tr>
<tr>
<td>2024-0237</td>
<td>July2024AgreementsForServicesP22</td>
<td>Agreement for Services</td>
<td>University Operations</td>
<td>KORE Inc</td>
<td>2024-04-04</td>
<td>923,000.00</td>
<td>William Mas, Vice President, Campus Operations</td>
</tr>
<tr>
<td>2024-0238</td>
<td>Feb19EquipmentMar2024Agreement2024CampingEquipment-Upgrades</td>
<td>Agreement Between Owner and Contractor</td>
<td>University Operations</td>
<td>Prairie Equipment LLC</td>
<td>2024-03-15</td>
<td>355,325.00</td>
<td>William Mas, Vice President, Campus Operations</td>
</tr>
<tr>
<td>2024-0239</td>
<td>September19ConstructionMar2024RCD101UnknownMorten maingefacility</td>
<td>Change Order No. 1</td>
<td>University Operations</td>
<td>Sheffield Construction Inc</td>
<td>2024-04-05</td>
<td>87,805.00</td>
<td>William Mas, Vice President, Campus Operations</td>
</tr>
<tr>
<td>2024-0240</td>
<td>Feb19Agreement2024VerrMemorialSafari- Sports Lighting Upgrades</td>
<td>Agreement Between Owner and Contractor</td>
<td>University Operations</td>
<td>Sheffield Group Contracting, Inc.</td>
<td>2024-03-30</td>
<td>1,947,955.00</td>
<td>William Mas, Vice President, Campus Operations ** **</td>
</tr>
<tr>
<td>PO Date</td>
<td>Supplier Name</td>
<td>Line #</td>
<td>Description</td>
<td>Quantity</td>
<td>Line Unit Price</td>
<td>Total Line Price</td>
<td>Total PO Amount</td>
</tr>
<tr>
<td>---------</td>
<td>---------------</td>
<td>-------</td>
<td>-------------</td>
<td>----------</td>
<td>----------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>4</td>
<td>Ultimate 3000 VWD-3400RS Unty Essential Plan Chrom LC DNX</td>
<td>1</td>
<td>1,205.00</td>
<td>1,205.00</td>
<td>1,205.00</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>2</td>
<td>WorldStrides 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>2</td>
<td>WorldStrides 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>3</td>
<td>WorldStrides 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>2</td>
<td>WorldStrides 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>4</td>
<td>WorldStrides 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>2</td>
<td>WorldStrides 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>3</td>
<td>WorldStrides 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>2</td>
<td>WorldStrides 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/20/2024</td>
<td>Thermo Electron North America LLC</td>
<td>4</td>
<td>WorldStrides 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.08</td>
<td>52,904.00</td>
<td>4,232.32</td>
<td>4,232.32</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.36</td>
<td>52,904.00</td>
<td>18,915.60</td>
<td>18,915.60</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.35</td>
<td>52,904.00</td>
<td>18,516.40</td>
<td>18,516.40</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.19</td>
<td>52,904.00</td>
<td>10,050.76</td>
<td>10,050.76</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.08</td>
<td>52,904.00</td>
<td>4,232.32</td>
<td>4,232.32</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.07</td>
<td>52,904.00</td>
<td>3,703.28</td>
<td>3,703.28</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.06</td>
<td>52,904.00</td>
<td>3,174.24</td>
<td>3,174.24</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.05</td>
<td>52,904.00</td>
<td>2,645.20</td>
<td>2,645.20</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.04</td>
<td>52,904.00</td>
<td>2,116.16</td>
<td>2,116.16</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.03</td>
<td>52,904.00</td>
<td>1,587.12</td>
<td>1,587.12</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.03</td>
<td>52,904.00</td>
<td>1,587.12</td>
<td>1,587.12</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.02</td>
<td>52,904.00</td>
<td>1,058.08</td>
<td>1,058.08</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.02</td>
<td>52,904.00</td>
<td>1,058.08</td>
<td>1,058.08</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.02</td>
<td>52,904.00</td>
<td>1,058.08</td>
<td>1,058.08</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.02</td>
<td>52,904.00</td>
<td>1,058.08</td>
<td>1,058.08</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.02</td>
<td>52,904.00</td>
<td>1,058.08</td>
<td>1,058.08</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.02</td>
<td>52,904.00</td>
<td>1,058.08</td>
<td>1,058.08</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.02</td>
<td>52,904.00</td>
<td>1,058.08</td>
<td>1,058.08</td>
</tr>
<tr>
<td>02/20/2024</td>
<td>MathWorks Inc</td>
<td>1</td>
<td>Mathworks Master License</td>
<td>0.02</td>
<td>52,904.00</td>
<td>1,058.08</td>
<td>1,058.08</td>
</tr>
</tbody>
</table>

**Notes:**
- The table includes various purchases and payments, with details such as supplier names, item descriptions, quantities, unit prices, total line prices, and approval dates.
- Some entries note special events like the UW Symphony's trip to Europe and football tickets.
- Payments range from $66,650.00 to $44,537.90, with total PO amounts up to $141,500.00.
- Approval dates span from February 14, 2024, to March 3, 2024.

---

**UW Regulation 7-2 (Signature Authority) Procurement Board Report - February 16, 2024 - April 15, 2024**
<table>
<thead>
<tr>
<th>Date</th>
<th>Vendor/Supplier</th>
<th>Item Description</th>
<th>Amount</th>
<th>Status/Account</th>
<th>Responsible Party</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/09/2024</td>
<td>Live Cell Solutions LLC</td>
<td>2-Line Laser Yinge Module for Bode Lasers</td>
<td>1</td>
<td>51,622.00</td>
<td>Boyles, Victoria</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>Live Cell Solutions LLC</td>
<td>3-Line Lasar Yinge Module for Bode Lasers</td>
<td>1</td>
<td>51,622.00</td>
<td>Boyles, Victoria</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>Live Cell Solutions LLC</td>
<td>2-Line Laser Yinge Module for Bode Lasers</td>
<td>1</td>
<td>51,622.00</td>
<td>Boyles, Victoria</td>
<td></td>
</tr>
<tr>
<td>04/01/2024</td>
<td>Roxies on Grand</td>
<td>Catering and Events</td>
<td></td>
<td></td>
<td>Freeman, Samantha</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere StarFire 6000 Receiver - PCS161B293458 0.5</td>
<td>133,450.00</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2021 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2021 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
<tr>
<td>04/09/2024</td>
<td>21st Century Equipment LLC</td>
<td>2020 John Deere 6145R Tractor - 1L06145RVMK103809 used</td>
<td>50,487.40</td>
<td></td>
<td>Interim Dean/Director/Ext Educator, Sr ETT</td>
<td></td>
</tr>
</tbody>
</table>