UNIVERSITY OF WYOMING

MEETING OF THE TRUSTEES OF THE UNIVERSITY OF WYOMING

January 21-23, 2026

PUBLIC SESSION REPORT

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)

UNIVERSITY OF WYOMING

TRUSTEES OF THE UNIVERSITY OF WYOMING
BOARD MEETING AGENDA
Wednesday, January 21 -Friday, January 23, 2026
Marian H. Rochelle Gateway Center
Laramie, Wyoming

UNOFFICIAL MEETING SCHEDULE – COMMITTEE MEETINGS

Wednesday, January 21, 2026
Meeting Location – Marian H. Rochelle Gateway Center
Lunch will be provided to Trustees at the meeting location.

8:00 – 10:30 a.m. -- Facilities Contracting Committee
Committee Members: Carol Linton (Chairman)/Mike Greear/Brad LaCroix/Jim Mathis/John McKinley
Salon D

10:30 a.m. – 12:30 p.m. -- Fiscal and Legal Affairs Committee
Committee Members: Brad Bonner (Chairman)/David Fall/ Michelle Sullivan/Mike Greear
Salon C

11:00 a.m. – 1:00 p.m. -- Biennium Budget Committee
Committee Members: Laura Schmid-Pizzato (Chairman)/ Carol Linton/John McKinley/Paul Ulrich/Tom Walters
Salon D

1:30 – 3:00 p.m. -- Legislative Relations Committee
Committee Members: John McKinley (Chairman)/Carol Linton/Laura Schmid-Pizzato/Mike Greear/Tom Walters
First Interstate Conference Room

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

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

Special Event
Wednesday, January 21, 2026

~5:00 p.m. Trustee Reception with Vice Presidents – Blalock Family Room, Marian H. Rochelle Gateway Center

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OFFICIAL MEETING SCHEDULE

Thursday, January 22, 2026
Meeting Location: Marian H. Rochelle Gateway Center

7:00-7:45 a.m.	**Informal breakfast at the Holiday Inn**
7:45 a.m.	**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**
9:30 a.m.	***Pledge of Allegiance*** *[UW Marna M. Kuehne Foundation Veterans Services Center]*
9:45 a.m.	Update to Board: UW President Ed Seidel
10:00 a.m.	Update: University President's AI Commission – Seidel/Hamerlinck.....9/33
10:20 a.m.	Advisory Boards: Information and Best Practices – Seidel/Alexander.....11/41
10:40 a.m.	Long-term Vision for Fraternity and Sorority Life –Seidel/Kean/Courtney.....12/44
11:00 a.m.	***Public Comment***
11:30 a.m.	Annual Report: Academic Affairs, Sabbaticals/Leave for previous Academic Year (per UW Regulation 2-16) – Alexander/Bagley.....17/49 • Presentation by Whit Stewart, Associate Professor, Animal Science
12:00 p.m.	***Trustee luncheon with College Deans – Legacy Hall, Marian H. Rochelle Gateway Center***

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1:00 p.m. Research Excellence Presentation: Enhancing Primary Oil Recovery in Wyoming and Beyond (CEPS) -- Soheil Saraji, Associate Professor, Department of Energy and Petroleum Engineering Adjunct Professor, School of Energy Resources 18/59

1:30 p.m. Annual Report: Division of Research and Economic Development –Chitnis 19/72

Science Initiative Update – Chitnis.....20/97

2:15 p.m. Follow up: WCCC Administrative Rule Approving New Applied Baccalaureate (AB) Degree Programs – Alexander *[see Academic and Student Affairs Committee Packet]*

2:30 p.m. Third Party Real Property Considerations – Kean.....21/125

2:45 p.m. UW Regulation Housekeeping – Evans.....23/127

- UW Regulation 6-1 Design, Constructions, and Naming of Buildings;
- UW Regulation 6-7 Space Assignment and Management;
- UW Regulation 6-8 Acquisition, Retention or Disposal of Real Property;
- UW Regulation 6-10 University of Wyoming Public Art; and
- UW Regulation 4-3 Title IX and Sexual Misconduct

3:00 p.m. ***Break***

3:15 – 5:00 p.m. **<u>Trustee Committee Reports</u>** *[See Trustee Committee Packets]*

Academic and Student Affairs Committee; Michelle Sullivan (Chairman)

- Follow-up: Tutoring Access (Alexander/Hilaire)

Biennium Budget Committee; Laura Schmid-Pizzato (Chairman)

- Consideration and Action:
  - UW Student Fee Book Proposal for Academic Year 25-26 (per UW Regulation 7-11)
  - Financial Aid Plan AY 2026-2027/FY2027 (per UW Regulation 7-11)
- Information: Upcoming fiscal year operating budget assumptions and timeline
- Discussion: Six-month budget v. actual of annual operating budget

Facilities Contracting Committee; Carol Linton (Chairman)

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Fiscal and Legal Affairs Committee; Brad Bonner (Chairman)

Legislative Relations Committee; John McKinley (Chairman)

Research and Economic Development Committee; David Fall (Chairman)

Shared Governance Working Group – Schmid-Pizzato/Sullivan (Cochairmen)

- Final Report *[placeholder]*

Special Event
Thursday, January 22, 2026

Celebration of Excellence in Research and Innovation [by invitation]
5:30 p.m. Reception; 6:15 p.m. Dinner and Program
Marian H. Rochelle Gateway Center

Friday, January 23, 2026
Meeting Location: Marian H. Rochelle Gateway Center

8:00 – 9:30 a.m. ***Executive Session [Session II]***
Meeting Location – Marian H. Rochelle Gateway Center

9:30 a.m. ***Break***

9:45 a.m. Trustees' Annual Discrimination and Harassment, Mandatory Report, and Bystander Intervention Training – Osborn.....25/144

10:00 a.m. Business Meeting
Meeting Location – Marian H. Rochelle Gateway Center

Roll Call

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

- November 19-21, 2025, and December 10, 2025, UW Board of Trustees Meetings
- December 10, 2025, UW Board of Trustees Meeting

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Appointment of Board of Trustees Officer Nomination Committee – Sullivan

Presidential Search Update – Linton

Trustee Open Discussion on Any Topic

Reports
ASUW – President Paula Medina
Staff Senate – President Gwen Daley
Faculty Senate – Chairman Rob Godby
Wyoming Community College Commission – Executive Director Laurel Ballard

Public Testimony *[Scheduled for Thursday, January 22, 2026]*

Committee of the Whole
Regular Business
Board Committee Reports *[Scheduled for Thursday, January 22, 2026]*

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 – Paul Ulrich
- Cowboy Joe – John McKinley

Proposed Items for Action:
I. Contracts, agreements, procurements over $2 million or 10 years in length – Evans
II. Academic Personnel Report (to include Emeritus Faculty Designations) – Alexander/Bagley

Information Only Items: *[no action, discussion, or work session]*
- Board Document Management/Electronic Board Book –London/Rovani 27
- Faculty Senate, Staff Senate, and ASUW Resolutions – various 160
  - *FS 500* SER/CEPS Subsurface Energy Certificate Program
  - *FS 501 Haub School Global Environmental Futures Undergraduate Certificate*
  - *FS 502 Haub School Global Environmental Futures Graduate Certificate*

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- Contracts and Procurement Report (per UW Regulation 7-2) – Evans 31/164
- Capital Construction Report – Brown/Mai
- Foundation Monthly Giving Report – Stark

New Business

Date of Next Meeting: February 18, 2026 (video conference)

Adjourn Meeting

AGENDA ITEM TITLE: <u>President's AI Across the University Commission</u>, Seidel/Hamerlinck

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:
Recognizing the transformative impact and potential consequences of the rapid and pervasive growth of artificial intelligence (AI) in higher education and its societal connections, President Seidel has established the ***President's AI Across the University Commission*** to provide strategic guidance and coordinate the responsible integration of AI across academics, research and administration at the University of Wyoming.

Building upon existing efforts in the Office of the Provost and elsewhere, the commission will provide leadership in guiding AI policy development; supporting educators, researchers and staff in deploying AI best practices; and fostering an understanding of AI's impact across the entire university. Its mission is to ensure that AI adoption at UW aligns with the university's strategic priorities; meets the needs of faculty, researchers, staff and students; and is implemented ethically and compliantly. The commission will also assess and propose necessary AI resources investments, and guide and promote creation of best practice AI governance and use policies, following established UW processes.

The 12-member commission, chaired by Jeff Hamerlinck, associate director of the School of Computing and current President's Fellow – broadly represents the university community including the Faculty Senate, Staff Senate and Associated Students of UW. Five thematic committees within the commission will further broaden campus participation and input. This includes the AI Teaching and Learning Committee, a group already established by the Office of the Provost with more than 30 members and several active working groups. Other committees will focus on academic hiring regarding AI; AI-related research and development opportunities; AI services and tools; and external collaborations.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Informational. President Seidel established this presidential commission on November 24, 2025. Anticipating ongoing long-term needs, initial commission member appointments were made through December 31, 2026, to allow for continuity into FY2027 and a presidential leadership transition. From President Seidel's charge to the Commission, its first deliverable, scheduled for June 2026, will be to "develop and initiate implementation of ***UW and AI Today*** – a near-term

strategic framework to enable and coordinate cross-cutting AI policy, investments, and best practices over the next 30 months".

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

PRESIDENT'S RECOMMENDATION:
N/A

AGENDA ITEM TITLE: Advisory Boards: Information and Best Practices, Seidel/Alexander

SESSION TYPE:
☐ Work Session
☒ Information Session
☐ Other
☐ [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC GOALS:
☒ Yes (select below):
- ☒ Institutional Excellence
- ☐ Student Success
- ☐ Service to the State
- ☐ Financial Growth and Stability

☐ No [Regular Business]

☒ *Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:
Over the past year, individual members of the Board of Trustees independently raised questions about advisory boards at the University of Wyoming, specifically how advisory boards function across the institution, what structures are currently in place, and how roles and expectations may vary by college or unit. These inquiries reflected a broader interest in understanding how advisory boards support UW's academic mission and how practices compare across units.

In response to those individual requests, the Office of the President coordinated the compilation of campus-wide information describing existing advisory boards, including their membership, appointment processes, and governing documents. That informational report was shared with the Executive Committee for awareness in June 2025.

Building on that work and recognizing the importance of consistency and shared understanding, Academic Affairs collaborated with Deans Council to identify common principles and best practices for academic leadership in establishing and working with advisory boards. The goal was to identify effective practices that help colleges and schools steward advisory boards in ways that are clear, transparent, and aligned with institutional priorities. The draft "Academic Affairs Guidance on Advisory Boards" outlines recommended practices while allowing appropriate flexibility at the college and unit levels. The discussion with the Board aims to address initial questions about existing procedures, gather feedback, and ensure a shared understanding before the guidance is formalized in Academic Affairs.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
No prior public discussions or actions.

WHY THIS ITEM IS BEFORE THE BOARD:
Requested information on current structures and best practices.

ACTION REQUIRED AT THIS BOARD MEETING:
No action required.

PROPOSED MOTION:
No proposed motion.

PRESIDENT'S RECOMMENDATION:
No proposed recommendation.

AGENDA ITEM TITLE: Long-Term Vision for Fraternity and Sorority Life, Seidel/N. Courtney/Kean

SESSION TYPE:
☐ Work Session
☐ Information Session
☐ Other
☒ [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC GOALS:
☒ Yes (select below):
- ☒ Institutional Excellence
- ☒ Student Success
- ☒ Service to the State
- ☒ Financial Growth and Stability

☐ No [Regular Business]

☒ *Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:
Following discussions during the May, September, and November 2025 Board of Trustees meetings, the University is proposing to engage in a planning process to establish a long-term vision for Fraternity Mall (Fraternity and Sorority Row) and Fraternity and Sorority Life for discussion by the Board of Trustees.

History of Fraternity Mall and the University's preservation, housing, and campus master plans
As mentioned in the University's 2015 Historic Preservation Plan, the University first established a subdivision plan for the parcels dedicated to Fraternity and Sorority Life (FSL), now known as Fraternity Mall, in the 1930's. Fraternity Mall includes 16 lots: 12 lots with structures and 4 vacant lots. The original vision for the mall was for Greek organizations to purchase lots from the University and construct their own houses. Beginning in the late 1980's some organizations disbanded and as a result sold their properties back to the University, per the terms of the original deed agreements. That has resulted in the current mix of ownership shown in the attachment.

Additionally, the University's 2017 Housing Master Plan, which outlines plans for the ten-year period ending in 2027, includes discussion of the importance of and desire to grow and strengthen Greek life. The 2020 Campus Master Plan similarly includes UW's commitment to Greek Life, recognizing Fraternity Mall as a major asset of the campus and connector between the east side of campus and the core campus. The process to establish a long-term vision for Fraternity Mall and Fraternity and Sorority Life will be developed in conjunction with review and revision to these foundational plans.

According to the Housing Master Plan, the next step is to deconstruct the legacy residence halls and dining center (approximately $25 million) and build an upper classmen village (approximately $150-200 million). If the Housing Master Plan is the priority, then the University proposes a long-term low-cost plan as detailed below. If the desire is to enhance Greek Life (for example, by the University contributing financially to remodeling existing structures or building new structures on Fraternity Mall), priorities, timelines, and funding currently articulated in the Housing Master Plan may need revisited, possibly as part of a new Housing Master Plan as scheduled in 2027 if not sooner.

Possible long-term vision for Fraternity Mall and Fraternity and Sorority Life
Consistent with its Historic Preservation Plan, Housing Master Plan, and Campus Master Plan, the University is committed to fraternity and sorority life. It is an important part of UW's history and culture and provides opportunities for academic success, professional development, and lifelong affinity for the institution. There are currently a total of 16 fraternities and sororities chartered at UW. Of these, eight are housed on campus, one is housed off campus, and seven are not housed. Additionally, UW is aware of at least four fraternities or sororities who are interested in chartering on our campus (see attached list).

However, the University would like to note that membership in Greek organizations is trending downward at both the national and local levels (Student Affairs Today, 2023). Due to this declining membership and lack of available funding, the University proposes the following long-term vision for housing and programming that will maintain the culture of Greek Life without the need for additional scarce University resources and, importantly, will preserve the current priorities in the Housing Master Plan to focus on housing for upperclassmen.[1]

Exploring Possibilities for Future Greek Life on the UW Campus
Housing is a critical aspect of any plan for fraternity and sorority life, and UW seeks to maintain and enhance the unique sense of place Fraternity Mall provides to our campus. In researching best practices at peer institutions, we have found that many institutions have introduced competitive processes for chapters to apply for housing on campus. For example, many universities are situated like UW with a mix of privately or University-owned housing on campus. Other Universities do not allow or have any University on-campus housing, or it is all privately owned (e.g. Rutgers, University of Arizona, University of Washington).

The following are some trends regarding on-campus fraternity and sorority housing:

- Allowing leasing only to the national chapters, not local chapters
- Requiring a minimum occupancy for the chapter to continue in on-campus housing
- Running the billing through the University (even in long-term ground lease situations)
- Requiring that a University Resident Assistant or similar individual reside in the house

Many universities allow chapters to submit proposals to build on vacant lots and then enter into a long-term ground lease with the University. At the University of South Carolina, a "University Greek Letter Housing Committee" makes decisions or recommendations on who can enter its on-campus housing. Their decision is based on review of the information requested and in the order received (instead of a competitive process). The University of Idaho noted that most or all of their Greek houses are under long-term ground leases and the only time they end up owning a house is when the chapter fails and the house reverts back to the University (in which case the University demolishes it or sells the house to a new chapter with another long-term ground lease). Selection of new units is done through Student Affairs and approved by University administration.

For Greek chapters in University-owned housing and buildings, there are a number of models used by other universities. Most operate their leases or rental agreements on an annual basis. There is

[1] If the Board of Trustees would like to prioritize or explore additional funding for Greek Life, the University could establish a working group prior to 2027 to reexamine the Housing Plan and bring recommend changes to the Board for review and consideration.

not much information from schools on how the chapters are chosen, as many just go based on historical use. The following are a few different models:

- The University owns the entire building and rents individual rooms to individual Greek Life students (see https://fsl.dasa.ncsu.edu/live/agreements/)
- The University leases the common areas to the Greek chapter but leases rooms to the individual members (see https://greeks.tcu.edu/housing/
- The University leases the entire house to the Greek chapter but also requires individual housing agreements with the chapter members (see https://auxiliaryservices.lehigh.edu/fraternity-sorority-housing/frequently-asked-questions-regarding-fraternity-sorority-housing#Who%20owns%20the%20fraternity%20and%20sorority%20houses?%20, noting that this University has a good model for required inspections, etc.)
- The University leases the entire house to the Greek chapter without individual housing agreements with the chapter members (similar to how UW operates now). The University of Maryland follows this model and invites chapters to apply.

After much consideration by the working group, the University recommends engaging in a planning process with the University and Greek life communities, including exploring the following options for fraternity and sorority chapters:

1) A long-term ground lease development model on Fraternity Mall for the three University-owned vacant lots and potentially the two University-owned structures that need renovation. Under this model, chapters could apply to renovate existing properties or build new ones on vacant lots at the expense of the chapter. The University would review proposals for criteria such as the chapter's financial viability, membership recruitment and retention, intended conceptual plans for construction and how those align with the University's construction standards, and whether the chapter has had any disciplinary or probationary action taken by the national organization or the University in the past. The intent would be for UW to maintain ownership of the land and include specific provisions in the long-term ground lease for reversion of the fraternity or sorority-owned buildings to the University if the chapter does not meet the long-term lease requirements (through a right of first refusal to the University or sale to an organization that would meet the original intent). This model maximizes opportunities for chapters and minimizes use of University resources while revitalizing Greek life on campus. In this model, the University would reserve its right to assess fraternity and sorority space against University needs, including University units and other living learning communities.

2) A short-term housing lease (e.g., 1-3 years) for the two University-owned structures on Fraternity Mall that do not need renovation. The University would invite fraternities and sororities to apply for these short-term leases and could either review them in the order received or using a competitive process (based on factors such as membership numbers that would meet the occupancy of the building and disciplinary or probationary status). In this model, the University would reserve its right to assess fraternity and sorority space against University needs, including University units and other living learning communities.

3) Housing on the same floor of a UW legacy residence hall (new residence halls are dedicated to freshmen students).

Note that #2 and #3 would be an attractive option for chapters who have recently chartered or are building financial capacity to apply for housing on Fraternity Mall and would provide an additional stream of revenue for the University while enhancing the sense of community desired by fraternities and sororities.

Proposed Programming Plan
A key part of a vision for fraternity and sorority life is ensuring there is relevant programming and space, including:

1. **Event Spaces for Chapter Events -** Collaborating with chapters to co-host or share facilities for events is crucial, as it builds community and awareness for student engagement. Shared programming spaces are vital. By reviewing available spaces and coordinating with the Vice President for Campus Operations, we can identify suitable areas. We also propose implementing software to track space reservations and share this information across FSL to improve accessibility. We would work with our current FSL advisor to organize, track, and support individual chapters on space needs.
2. **Safety and Wellness –** Provide regular education on fire safety, mental health, alcohol awareness, risk management, and proper maintenance and expectations to reduce damage beyond normal wear and tear in UW-owned housing. We plan to develop a comprehensive educational series for all of FSL, in collaboration with our campus partners, including but not limited to the Fraternal Standards Boards, Green Dot, Code of Conduct dialogue, and the UWYO Cares Team.
3. **Community Integration –** Implement shared programming with Living Learning Communities and broader campus initiatives. With the new halls now open, we will collaborate with all tenants who can benefit from shared opportunities. We aim to coordinate and develop programs to foster student engagement. We would work with our on- and off-campus FSL students to ensure they had opportunities to engage with support and to understand their resources and academic journey.
   Academic Success and Career Preparation – The FSL communities exemplify academic rigor and success. We will work together to enhance our support for FSL's efforts to engage students, help them graduate, and remain on track. We plan to partner with them from a student success lens and learn from them ways to advance the entire campus.

Should the Board approve the University to engage in the planning process, administration will present the proposed long-term vision for Fraternity Mall and Fraternity and Sorority Life to the Board during its September 2026 meeting.

Background and related documents

1. 2025 Map of Fraternity Mall and Summary Table
2. September 9, 2025, Fraternity and Sorority Life Expansion List

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
This topic was last discussed during the November 2025 Board of Trustees meeting.

WHY THIS ITEM IS BEFORE THE BOARD:
The Board requested that administration present a long-term vision for fraternity and sorority life at the January 2026 Board of Trustees meeting.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval for the University to engage in a planning process for Fraternity Mall, including a renewed or refined vision for Greek life, space needs, the three housing models, and a programming plan.

PROPOSED MOTION:
Dependent on discussion.

PRESIDENT'S RECOMMENDATION:
The President recommends approval

AGENDA ITEM TITLE: Annual Report: Sabbaticals/Leave Report, Alexander/Bagley

SESSION TYPE:
☐ Work Session
☒ Information Item
☐ 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:
As required by UW Regulation 2-16, this annual report provides the Board details of the sabbatical and professional development leaves that were approved for the preceding Academic Year (AY), specifically AY 2024-2025.

The President approved sabbatical and professional development leaves for **28** faculty for AY 2024-2025. One (1) faculty member cancelled their leave prior to the start date. Another faculty member cancelled their leave because they resigned from the University. Therefore, a total of **26** sabbatical and professional development leaves were completed in AY 2024-2025.

Seventeen (17) faculty members completed semester-long or half-year projects, and nine (9) faculty members completed yearlong projects. Faculty members taking semester-long leaves or half-year leaves (for fiscal year employees) are compensated at their annual salary during the leave. Faculty members taking full year leaves are compensated at a rate equal to 60% of their annual salary. The remaining 40% of the annual salary is available for redeployment by the College deans for ensuring that instructional and other department and college needs are met while the faculty member is on leave.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The Board receives regular information about personnel matters, including but not limited to sabbatical and professional development leaves.

WHY THIS ITEM IS BEFORE THE BOARD:
Pursuant to University Regulation 2-16 (Sabbatical and Professional Development Leave), the Provost shall submit an annual report detailing the sabbatical and professional development leaves approved for the preceding academic year.

ACTION REQUIRED AT THIS BOARD MEETING:
No action required.

PROPOSED MOTION:
No motion required.

PRESIDENT'S RECOMMENDATION:
No recommendation required.

AGENDA ITEM TITLE: – <u>RESEARCH EXCELLENCE PRESENTATION: Enhancing Primary Oil Recovery in Wyoming and Beyond</u> -- Soheil Saraji

SESSION TYPE:
☐ Work Session
☒ Information Session
☐ Other
☐ [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC GOALS:
☒ Yes (select below):
- ☒ Institutional Excellence
- ☒ Student Success
- ☒ Service to the State
- ☒ Financial Growth and Stability

☐ No [Regular Business]

☒ *Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:

This presentation highlights the University of Wyoming's efforts to strengthen primary oil recovery through the Multidisciplinary Advanced Stimulation Laboratory (MASL), a flagship research facility in the Science Initiative Building supported by the Department of Energy and Petroleum Engineering and the School of Energy Resources. MASL brings together experimental work in fluid–rock interactions, geomechanics, reservoir characterization, and completion integrity to address challenges specific to Wyoming's unconventional reservoirs. By focusing on primary recovery, the most efficient and lowest-risk phase of development, this research supports Wyoming's energy competitiveness and responsible resource development. The presentation also introduces the Subsurface Energy and Digital Innovation (SEDI) Center of Excellence, which extends MASL's laboratory findings through digital and AI-enabled tools to support field-scale decision making. Together, MASL and SEDI enhance UW's research profile, strengthen industry and federal partnerships, and prepare students for careers across a broad range of energy applications.

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: **Research and Economic Development Division Annual Report**, Chitnis

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 Research and Economic Development Division (REDD) of the University of Wyoming catalyzes expansion of UW's knowledge enterprise, provides experiential learning opportunities for UW students, and facilitates innovation and engagement to support economic development across Wyoming. This report details the continued strategies implemented by the Division in support of UW's strategic objective.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Annual Item

WHY THIS ITEM IS BEFORE THE BOARD:
Annual informational topic provides an opportunity to obtain feedback.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A.

PROPOSED MOTION:
N/A

PRESIDENT'S RECOMMENDATION:
N/A

AGENDA ITEM TITLE: **Science Initiative Annual Report**, Chitnis, Tang, Lyford

SESSION TYPE:
☐ Work Session
☒ Information Session
☐ Other
☐ [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC GOALS:
☒ Yes (select below):
- ☒ Institutional Excellence
- ☒ Student Success
- ☒ Service to the State
- ☒ Financial Growth and Stability

☐ No [Regular Business]

☒ *Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:
FY 2025 marks the 10th year since the founding of the Science Initiative. This report and presentation will provide data both for the previous fiscal year and in some cases a 10-year retrospective on the most impactful programs.

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

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Annual Item

WHY THIS ITEM IS BEFORE THE BOARD:
Annual informational topic provides an opportunity to obtain feedback.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A.

PROPOSED MOTION:
N/A

PRESIDENT'S RECOMMENDATION: N/A

AGENDA ITEM TITLE: Third Party Real Property Considerations,

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 University receives a number of requests for short term use of its residence halls. Those requests are processed in accordance with existing University processes and policies. Administration recently received a request from a third party to enter into a longer-term facility use agreement for a currently vacant residence hall. With two new residence halls coming online during the 2025-2026 academic year the university has excess capacity currently available. As an example, Orr Hall has 205 rooms and is configured to house 398 residents. The university currently charges students with a housing contract in a similar legacy hall the equivalent of $804 per month. This rate includes covering the cost of all furniture, fixtures, utilities, maintenance, custodial services, security services, and residence life programming. (See Attachment A for Academic Year 2025-2026 Rates) The University does not currently have a policy regarding long-term use (such as semester or annual) by a third-party of its residence halls.

Although excess capacity may exist, Administration is seeking input from this Board as to whether the residence halls should be open to longer term uses by third parties and whether the proposed use is consistent with the University's mission. Should this Board determine that the University may consider longer term uses by third-parties of the residence halls, Administration will enter into further negotiations with the third-party who made the current request and bring any proposed agreements before this Board. An agreement could include terms and compensation rates similar to a triple-net lease where the third party is responsible for insurance, utilities, maintenance, repairs, and standard indemnity and insurance requirements. The University would also require clearly defined roles and responsibilities for security and oversight.

In order to provide consistency with how future requests are processed, Administration would also propose creating a policy and procedure for third-party long term uses of the residence halls and bring proposed rates before this Board as an addition to the Fee Book.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
None.

WHY THIS ITEM IS BEFORE THE BOARD:
UW Regulation 7-2 requires Board approval for agreements regarding matters involving the University's real property.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval for the University to consider requests for long-term uses by third parties of the University's residence halls.

PROPOSED MOTION:

Approval:
I move to approve of providing Administration the ability to consider requests from third-parties for longer term uses of the University residence halls.

Disapproval:
I move to disapprove of providing Administration the ability to consider requests from third-parties for longer term uses of the University residence halls

PRESIDENT'S RECOMMENDATION:

AGENDA ITEM TITLE: Housekeeping Modifications to UW Regulations 6-1, 6-7, 6-8, 6-10 and UW Regulation 4-3 –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 the UW Board of Trustees *Annual Schedule of Items to Approve, Discuss, or Report*, housekeeping modifications to UW regulations are scheduled for January.

Attached are proposed housekeeping modifications to the following regulations:

UW Regulations 6-1 (Design, Construction, and Naming of Buildings), 6-7 (Space Assignment and Management), 6-8 (Acquisition, Retention or Disposal of Real Property), and 6-10 (University of Wyoming Public Art)

- In July 2023, the University's Internal Audit completed an audit of the University's capital construction processes. The report noted in its findings that the Section 6 UW Regulations had not been updated to reflect an April 2023 reorganization of the Finance and Administration Division. At that time, the University placed responsibility for the capital construction processes with the newly created position of Vice President for Campus Operations and the units that report to him. The University Board of Trustees approved changes in the past year to UW Regulation 6-4 (Use of University Buildings, Grounds and Services) to address firearms on campus and UW Regulation 6-9 (Project Development Policy and Procedure for UW Capital Construction Projects), which included making the appropriate housekeeping updates regarding the role change. There are no needed housekeeping updates for UW Regulation 6-6 (Regulating Smoking) or UW Regulation 6-11 (Standard Administrative Policies and Procedures-Facilities).
- Per the University's *Policies and Procedures Vetting Process* and UW Regulation 1-4 (Shared Governance), these draft modifications were sent to the Policy Review Group (VPs, Deans, Faculty Senate, Staff Senate, ASUW, Internal Auditor) for review and feedback. Only one minor cleanup edit from the College of Arts and Sciences was received and incorporated.

UW Regulation 4-3 (Title IX and Sexual Misconduct)

- The Equal Opportunity Report and Response (EORR) unit moved from Bureau of Mines to Hill Hall this past year. The federal Title IX regulations require that we list the office location and phone number in the regulation; therefore, we have modified the regulation accordingly.
- Since this was just a correction, it was not sent through the University's *Policies and Procedures Vetting Process.*

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Annual Board of Trustees item.

WHY THIS ITEM IS BEFORE THE BOARD:
UW Regulation 1-101 requires that the Board approve modifications to UW Regulations.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval, modification, or disapproval of the recommended modifications to the Regulations.

PROPOSED MOTION:
I move to authorize modifications to UW Regulation 6-1, 6-7, 6-8, and 6-10 to comply with the July 2023 Internal Audit and to UW Regulation 4-3 to account for a correction in the location of the University's Title IX office.

PRESIDENT'S RECOMMENDATION:

AGENDA ITEM TITLE: **Discrimination and Harassment, Mandatory Reporting, and Bystander Intervention Training**, Osborn

SESSION TYPE:
☐ Work Session
☒Education Session
☐ Information Item
☐ Other:
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:
☐ Yes (select below):
☐ Driving Excellence
☐ Inspiring Students
☐ Impacting Communities
☐ High-Performing University
☒ No [Regular Business]

☐ *Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:
Per the U.S. Department of Education's 2020 Title IX Regulations on Sexual Harassment, the University of Wyoming is required to take specific steps in response to notice of alleged sexual harassment. Per UW Regulation 4-2, all UW employees are required to report harassment and discrimination to the University's Equal Opportunity Report and Response unit and the Title IX Coordinator. This training session provides a brief overview of the relevant rules and policies, freedom of expression and civil discourse, equal opportunity and institutional discrimination, sexual harassment and discrimination, mandatory reporting, accommodations for individuals with disabilities, and bystander intervention.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The Board of Trustees is annually trained on the University's harassment and discrimination regulations, rules, policies and procedures.

WHY THIS ITEM IS BEFORE THE BOARD:
Training about these topics is required for all UW employees. While Board members are not mandatory reporters, it is important for the Board to receive information about sexual harassment and discrimination, mandatory reporting, accommodations for a disability, and bystander intervention.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

PRESIDENT'S RECOMMENDATION:

PRESIDENT'S RECOMMENDATION:
N/A

AGENDA ITEM TITLE: **Board Document Management/Electronic Board Book**, London/Rovani

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 response to request from several Trustees, Board Chairman Kermit Brown directed Executive Director and Deputy Secretary RoseMarie London, and Desktop Support Team Manager Margarita Rovani to conduct an evaluation of digital platforms to modernize the preparation, distribution, and access of Board agendas and materials. The primary objectives were to enhance ease of use for Trustees and university staff, strengthen the protection of confidential materials, and ensure the solution meets the needs of a public university governing board.

Rovani investigated several popular platforms narrowing the field to three: OnBoard (formerly Govenda), Ideals Board, and Diligent BoardEffect. London and Rovani met with the platform representatives, conducted a detailed comparative analysis and are recommending OnBoard and Ideals Board, with Diligent BoardEffect ranking lower due to higher costs, security concerns, and usability limitations.

OnBoard provides a comprehensive, higher-education-focused platform with strong governance alignment through its formal partnership with the Association of Governing Boards (AGB). In addition to offering full Microsoft 365, Zoom, and Teams integration, secure messaging, surveys, e-signatures, and advanced agenda and board-book management tools—including the ability to create committee agendas and materials books—OnBoard provides more robust security safeguards than Ideals Board. These include enterprise-grade security architecture, rigorous U.S.-based data storage with redundant backups, and advanced administrative controls. Its U.S.-based operations, robust support structure, and established reputation make it a dependable choice for the University. These advantages, however, come with higher annual and per-user costs and a longer implementation timeline.

Ideals Board delivers many core governance features at a significantly lower cost and with a faster implementation timeline. It maintains a strong security record with annual penetration testing; however, its security framework is less mature and comprehensive than OnBoard's, providing fewer advanced safeguards for sensitive board materials. Additional limitations include less integration with Microsoft 365 applications, absence of secure messaging, no formal AGB affiliation, and minimal committee materials management capabilities. As a global company with a smaller public review footprint, long-term user satisfaction is also less documented.

Overall, OnBoard excels in higher-education alignment, usability, and advanced security safeguards, while Ideals Board provides a cost-effective, secure, but higher risk alternative with some gaps in functionality, integrations, governance alignment, and security robustness.

Recommendations / Next Steps

- Pilot / Free Trial (2–4 weeks)
    - Conduct a small-scale trial with OnBoard and Ideals Board during the June and August 2026 Board conference call meetings. Both companies provide free training to a small group of test users for the trial period.
    - Identify any pain points or missing features required for Board operations.
- Vendor Selection
    - Confirm preferred vendor during the September 2026 Board meeting.
- Internal Review and Approval
    - Finalize vendor selection and complete the purchase process.
- Implementation and Training (October–December 2026; 3–6 weeks)
    - Coordinate onboarding, staff training, and go-live dates.

At a Glance Comparison Matrix (advantages in **bold**)

Category	**OnBoard**	**Ideals Board**
Primary Strength	Comprehensive, higher-education-focused governance platform	Cost-effective, streamlined platform
Annual Cost (approx.)	$13,000 for 20 users + $2,000 setup; additional per-user fees[1]	**$4,500 for up to 25 users + $500 setup**
Ease of Use	Intuitive; training required	**Very simple interface;** faster learning curve; training required
Security	**Enterprise-grade security with advanced safeguards**, including **secure messaging**, granular administrative controls, U.S.-based AWS storage with redundant backups, and no known public breaches; regular penetration testing	Meets baseline security standards; regular penetration testing, but fewer advanced safeguards and less mature security framework

Category	OnBoard	Ideals Board
Higher-Education Alignment	Formal partnership with **Association of Governing Boards**	General-purpose platform
Integrations	**Full Microsoft 365, Zoom, Teams, DocuSign**	Limited Microsoft 365, Teams, Zoom
Support & Training	**24/7 U.S.-based support; dedicated implementation manager and customer support; data migration assistance**	24/7 multilingual support; dedicated customer support manager
Committee Support	Yes – robust committee materials management tools for agenda and materials[2]	No dedicated committee materials management
Implementation Timeline	Approximately 4–6 weeks	**Approximately 2–3 weeks**
Vendor Reputation	Large U.S.-based customer base; extensive favorable reviews	Smaller review footprint
Governance Features	Agenda & Board book builder; integrated meeting calendar; private notes & annotations; voting & approvals; survey tool; e-signatures; global document search; **secure messaging**	Agenda & Board book builder; integrated meeting calendar; private notes & annotations; voting & approvals; survey tool; e-signatures; global document search
Storage Limits	Unlimited	Unlimited
Data Storage Location	U.S.-based Amazon Web Services with redundant backups	Regional Amazon Web Services storage (U.S., EU)

[1] Anticipate approximately 25 total users, including Trustees, ex-officios, board support staff, and potential committee support staff, depending on the platform ultimately selected.
[2] Committee management tools are especially relevant as they directly support the creation and distribution of committee agendas and packets.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The Board has previously considered and rejected the adoption of a digital board book platform, most recently in 2018.

WHY THIS ITEM IS BEFORE THE BOARD:
During the July 2025 Board meeting Chairman Brown directed board staff to investigate digital board book platforms that might best suit the Boards preference and need.

ACTION REQUIRED AT THIS BOARD MEETING:
No formal action required.

PROPOSED MOTION:
N/A

PRESIDENT'S RECOMMENDATION:
N/A

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 October 16-December 15, 2025

2) Procurements valued at $50,000 or above (one-time or in aggregate) from October 16-Decemver 15, 2025

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: <u>President's AI Across the University Commission</u>, Seidel/Hamerlinck

UW President's *AI Across the University* Commission

Jeff Hamerlinck (Commission Chair)

Associate Director, School of Computing

2025-2026 Presidential Fellow

UW Board of Trustees Meeting | January 21-23, 2026

UNIVERSITY OF WYOMING

AI Across the University

Managed through Office of the President
- Jeff Hamerlinck, Chair in Presidential Fellow role

Established November 24, 2025
- Duration of the commission is open-ended.

Initial membership appointed by President Seidel
- Initial appointment terms through December 31, 2026.

Scope is necessarily broad
- Builds on past and ongoing work.

Commission Charge

- **Provide strategic guidance and coordination** for the use of artificial intelligence (AI) technologies in academics, university administration, and research at the University of Wyoming.
- **Support UW community in evaluating, aligning and integrating AI across the university's mission and strategic priorities** by developing, adopting and implementing appropriate AI technologies - educating students, faculty, and staff about their impact and supporting their use in a responsible, ethical, and compliant manner.
- **Assess and propose necessary AI resources investments.**
- **Guide and promote creation of best practice AI governance and use policies,** following established UW processes.

Commission Responsibilities and Initial Deliverables

Five Areas of Responsibilities

- Administration
- Compliance
- Communication
- Institutional Development
- Guidance

Immediate Deliverable (June 15, 2026)

"develop and initiate implementation of **"UW and AI Today"** – a near-term strategic framework to enable and coordinate cross-cutting AI policy, investments, and best practices over the next 30 months"

Committees

Five established in commission charge

- **AI Teaching and Learning** (Steve Barrett)
- **Academic Hiring around AI** (Beth McMillan and Ian Walker)
- **AI-Related R&D Opportunities and Directions** (Parag Chitnis)
- **AI Services & Tools: Administrative, Academic, Research and Service Applications of AI** (Amy McLaughlin)
- **External Collaborations** (Jeff Hamerlinck)

Notes

- All currently **chaired or co-chaired by a Commission member.**
- **Overlap** with some topics already being worked on.
- Committees will have their own **six-month and 12-month workplans/deliverables.**

Other Cross-Cutting Topics

- **Compliance**
  - Federal v. state
  - Data privacy and security
  - Institutional ethics policies
  - Algorithmic transparency – i.e., disclosing how AI systems make decisions

- **Institutional Development**
  - Training for faculty, staff and students
  - Use cases demonstrating breadth or AI opportunities

- **Sustainability Issues**
  - E.g., university position on resource requirements and best practices

Current Activities

- **Socializing commission's work across the institution and with our stakeholders**

- **Identifying and prioritizing needs**
  - Finalizing committee memberships and workplans (February 2, 2026)
  - Inventory of past and ongoing AI investments and activities
  - Compilation of pertinent federal and state regulations and policies

- **Academic Hiring around AI Committee** (McMillan and Walker)
  - Cluster hire: recruitment and bridge funding

- **AI Teaching and Learning Committee** (Barrett; seven subcommittees)
  - Academic Integrity subcommittee: revising UW Regulation 2-114 and SAP development
  - Faculty Development and Training subcommittee: AI Mini Conference being planned for 16 February
  - Best Teaching Practices subcommittee: tune in to Faculty Listserv!

AGENDA ITEM TITLE: **Advisory Boards: Information and Best Practices**, Seidel/Alexander

UNIVERSITY OF WYOMING | Office of Academic Affairs

Advisory Boards: Building Connections and Support for Colleges and Units

Effective August 1, 2026

Introduction

This document offers guidance for academic leaders as they consider the structure, operation, and responsibilities of advisory boards within colleges and academic units at the University of Wyoming. While not all practices may be universally applicable, the intent is to provide guidance that supports alignment with accreditation expectations and our institutional strategic plan. Advisory boards serve in an advisory and advocacy capacity, helping academic units stay connected to institutional priorities, respond to external needs, and engage meaningfully with stakeholders.

The University of Wyoming deeply values the time, expertise, and commitment our advisory board members contribute. Their voluntary service reflects a dedication to the success of our academic community, and we are grateful for the insight and leadership they provide in advancing our institutional mission.

Mission and Scope of Advisory Boards

Advisory boards serve in a non-governing, consultative capacity. Their primary purpose should be to:

- Advise academic leadership on strategic planning, innovation, and external alignment.
- Advocate for the unit within industry, government, and community settings.
- Support fundraising, student success, and curriculum development efforts.
- Foster engagement opportunities that reflect the institution's mission and values.

Roles and Responsibilities of Board Members

Board members can be expected to:

- Participate in meetings and additional activities as needed.
- Support and engage in fundraising efforts and strategic initiatives to support the academic unit.
- Promote the academic unit in public and professional forums.
- Recommend new board members and event speakers as needed.
- Advise periodically on curricular relevance, academic-industry alignment, and research and scholarship productivity.
- Provide strategic counsel on progress towards long-term goals, national trends in relevant disciplines, and, where applicable, comparative benchmarks with aspirational peer institutions.

- Provide mentorship, host capstone or experiential learning projects for students.
- Adhere to the advisory board bylaws as developed and outlined by the college/unit.

Composition and Membership

Consider the value of boards that reflect a breath of experience in sector, geography, and backgrounds. Inclusion of alumni and student voices is encouraged.

- Board Structure:
    - Include members with demonstrated experience or interest in the unit's academic discipline, representing sectors such as industry, nonprofit organizations, government, alumni, and/or academia. This may include individuals with national-level leadership or recognition in their respective fields.
    - Appoint ex officio members when applicable (e.g., relevant university officials).
    - Officer roles may include Chair, Vice-Chair, and Secretary.
    - Establish standing or ad-hoc committees for areas such as fundraising or strategic planning.
    - Emeritus status may be granted to distinguished, former board members by the dean or director.
    - Board service is voluntary; as such, no compensation is paid to members of advisory boards.
    - Membership approvals and terms are subject to review by senior administrators in the college/unit. Advisory board bylaws should include a clearly defined process for regular, periodic review and renewal of membership.
    - New members will be approved by the President of the University.

- Leadership Support
    - Meeting agendas should be co-developed by the dean/director and board chair.
    - The academic unit should handle logistics, communication, and recordkeeping.
    - Posting of advisory board membership and bylaws on the unit's website is considered best practice, recognizing that exceptions to posting of membership may be appropriate in certain contexts, including when a member wishes to protect their privacy.

Colleges and academic units with advisory boards are encouraged to periodically review their practices to ensure they remain effective and responsive. The Office of Academic Affairs is available to provide consultation and support throughout this process. Deans and directors may also invite their departmental units with advisory boards to engage in similar reviews, fostering consistency and shared benefits across the University. As new advisory board members are appointed with the approval of the President of the University, Advisory Board Bylaws should reflect this approval authority.

AGENDA ITEM TITLE: Long-Term Vision for Fraternity and Sorority Life, Seidel/N. Courtney/Kean

Organization	Year Slated	Semester Slated	At UW Now	Been at UW?	Notes
Sigma Tau Gamma	2021	Fall	No	No	Expansion officer resigned two months before start; deferred to a later open spot – no letter on file, no contact, assuming they will not be coming
Beta Theta Pi	2023	Spring			Confirmed; rescinded opportunity post COVID, WILL NOT BE COMING
Alpha Kappa Lambda	2026	Spring	No	Yes	MR met with rep; rep was questioning expansion. Waiting on confirmation of cancellation. Assuming they will not be coming next semester.
Acacia	2026	Fall	No	Yes	Confirmed; requested letter for file; MR met with rep
Delta Chi	2027	Fall	No	Yes	Confirmed; letter on file; MR met with rep
Pi Kappa Phi	2029	Fall	No	Yes	Confirmed; Letter on File; MR email with rep
Delta Tau Delta	2027	Spring	No	Yes	Tentative placeholder; no letter on file; RECOMMENDATION: no expansion for spring, NO CONFIRMED DATE, THE EXPECTATION IS THEY REACH OUT TO US, EXPECT THEM TO NOT EXPAND ANY TIME SOON
Farm House	2027	Fall	No	Yes	Tentative placeholder; no letter on file; RECOMMENDATION: move ATO into this slot of Phi Delt doesn't occur or want it; if not ATO, offer to Sigma Tau Gamma or Beta Theta Pi
Sigma Pi	2028	Fall	No	No	Originally pitched expansion during 2017 open process and was denied; confirmed fall 2023 – OBVIOUSLY IT IS PAST 2023, SO ASSUMING THEY ARE NOT COMING... ERIK ADDED FALL 2028, SO THERE IS QUESTIONS ON IF THERE WAS SOME AGREEMENT BETWEEN THEM, BUT NO CONTACT HAS BEEN MADE. ASSUME THEY WILL NOT BE EXPANDING.
Alpha Tau Omega			No	Yes	Deferred until mutually agreeable time (was F24). NO DATE DECIDED, IT IS THEIR RESPONSIBILITY TO REACH OUT TO US.

					ASSUME THEY WILL NOT BE EXPANDING ANYTIME SOON.
Chi Phi		TBD			HQ interest and needs to place into available fall semester; NO DATE DECIDED, IT IS THEIR RESPONSIBILITY TO REACH OUT TO US. ASSUME THEY WILL NOT BE EXPANDING ANYTIME SOON.

UNIVERSITY OF WYOMING

Fraternity Row
Removed Buildings
Laramie, Wyoming

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

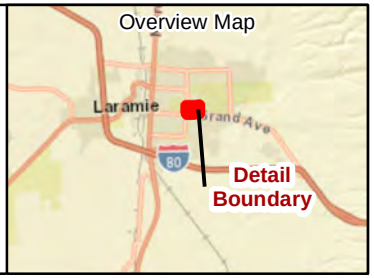
- Removed Buildings
- Construction, UW
- Non-UW Buildings
- UW Buildings
- UW Current Holdings
- UW Lots
- Fraternity/Sorority Owned

N

0 40 80 160
Feet

Date: 5/28/2024

Prepared by:
Real Estate Operations



Location	**Vacant**	Habitable	Chapter	House Ownership	Land Ownership
1501 Fraternity	**No**	Yes	Alpha Phi (Sorority)	UW	UW
1513 Fraternity	**No**	Yes	Sigma Nu (Fraternity)	Housing Corp	Housing Corp
1603 Fraternity	**No**	Yes	Pi Kappa Alpha (Fraternity)	Housing Corp	Housing Corp
1615 Fraternity	**Yes***	No	N/A	UW	UW
1621 Fraternity	**No**	Yes	Sigma Alpha Epsilon (Fraternity)	Housing Corp	Housing Corp
1629 Fraternity	**No**	Yes	Sigma Chi (Fraternity)	Housing Corp	Housing Corp
1711 Fraternity	**Yes**	No	N/A	N/A	UW
1723 Fraternity	**Yes**	No	N/A	N/A	UW
1731 Fraternity	**No**	No	N/A (Occupied by Haub School)	UW	UW
1502 Sorority	**No**	Yes	Honors (Co-ed)	UW	UW
1512 Sorority	**Yes**	No	N/A	UW	UW
1604 Sorority	**No**	Yes	Kappa Kappa Gamma (Sorority)	Housing Corp	Housing Corp
1616 Sorority	**No**	Yes	Delta Delta Delta (Sorority)	Housing Corp	Housing Corp
1624 Sorority	**Yes**	No	N/A	N/A	UW
1630 Sorority	**No**	Yes	Chi Omega (Sorority)	Housing Corp	Housing Corp
1710 Sorority	**Yes**	No	N/A	N/A	UW

*Wyoming Conservation Corps is in the process of vacating the building

AGENDA ITEM TITLE: <u>Annual Report: Sabbaticals/Leave Report,</u> Alexander/Bagley

UNIVERSITY OF WYOMING | Office of Academic Affairs

REPORT: SABBATICAL AND PROFESSIONAL DEVELOPMENT LEAVES: 2024-2025

OVERVIEW

Per UW Regulation 2-16 (Sabbatical and Professional Development Leave), tenured faculty members may apply for sabbatical leave and academic personnel on fixed term rolling contracts may apply for professional development leave. Sabbatical and professional development leaves may be used for full time study, research, creative activity, or other academic activities designed to enhance faculty members' scholarly and teaching competence and capabilities, and thereby enable them to make greater contributions to their disciplines, their students, and the University of Wyoming. University personnel holding tenured faculty rank whose duties are primarily administrative are also eligible for sabbatical leaves. A minimum of six (6) years of academic service at the University must precede each period of sabbatical leave, although no right accrues automatically through lapse of time. A faculty member who fails to return to the University for at least one academic year immediately following sabbatical or professional development leave is obligated to repay the amount of compensation received from the University during the period of their leave.

As required by UW Regulation 2-16, this annual report details the sabbatical and professional development leaves that were approved for the preceding Academic Year (AY), specifically AY 2024-2025.

The President approved sabbatical and professional development leaves for **28** faculty for AY 2024-2025. One (1) faculty member cancelled their leave prior to the start date. Another faculty member cancelled their leave because they resigned from the University. Therefore, a total of **26** sabbatical and professional development leaves were completed in AY 2024-2025.

Seventeen (17) faculty members completed semester-long or half-year projects, and nine (9) faculty members completed yearlong projects. Faculty members taking semester-long leaves or half-year leaves (for fiscal year employees) are compensated at their annual salary during the leave. Faculty members taking full year leaves are compensated at a rate equal to 60% of their annual salary. The remaining 40% of the annual salary is available for redeployment by the College deans for ensuring that instructional and other department and college needs are met while the faculty member is on leave.

The following abstracts provided by the faculty members summarize their projects and the benefits and impacts of their work.

ABSTRACTS

College of Agriculture, Life Sciences and Natural Resources

Norton, Urzula
Department of Plant Sciences
Academic Year Sabbatical Leave

Dr. Urszula Norton spent AY 2024-2025 in Poland at Warsaw University of Life Sciences (Fall '24) and Wroclaw University of Environmental and Life Sciences (Spring'25 and Summer'25). She was awarded a Fulbright scholarship to study synergy between heavy metals and microplastics in food systems. She published one peer-reviewed paper jointly with her Polish collaborators and participated in four international conferences. Dr. Norton continues to analyze results of her Fulbright-funded research with the intention of presenting at scientific conferences, publishing, and developing a teaching module for her upper level/graduate class.

Stewart, Whit
Department of Animal Science
Spring 2025 Sabbatical Leave

The sabbatical immediately advanced the University of Wyoming's global engagement by bringing Wyoming ranchers and educators to New Zealand through the inaugural Sheep Innovators Exchange, creating peer-to-peer learning networks that are already being replicated in-state. Collaborative work with Lincoln University and Beef + Lamb New Zealand has led to new international research funding, co-authored publications, and a pipeline placing UWyo students into graduate programs abroad. Lessons from New Zealand's premium lamb marketing and branded product strategies are now informing efforts to develop a Wyoming-branded lamb program and to strengthen irrigated pasture systems across the state—directly linking global insights to local producer success.

Wagner, Catherine
Department of Botany
Academic Year Sabbatical Leave
During my sabbatical, I advanced collaborative research in evolutionary genomics, leading to the completion of a major review paper and a new research manuscript. I also developed new curriculum integrating computing into evolutionary biology courses at the University of Wyoming, in partnership with the School of Computing and the INBRE Data Science Core. In parallel, I helped lead the development of the Genomics Technology Lab to strengthen shared infrastructure and collaboration on the generation of genomic data. These efforts are enhancing student training, expanding interdisciplinary connections, and strengthening UW's role in global biodiversity and genomics research, while laying the groundwork for ongoing efforts to build cohesion and capacity in this area across departments, colleges, and schools at UW.

College of Arts & Sciences

Blackler, Adam
Department of History
Academic Year Sabbatical Leave

I completed essential archival research in seven archival repositories in Germany and Namibia, and collected thirty-seven contemporary memories. These sources will enable me to start drafting my second book-length monograph, entitled *Scrambling Back to Southwest Africa: False Victimhood and Empire in Weimar Germany*. I finished a draft of a book proposal and will submit it to Harvard University Press and Princeton University Press in December 2025. I will submit my article, entitled "False Victimhood and "Union Intrusion": German Challenges to the Political Order in Southwest Africa after 1919," for a special issue in the peer-reviewed journal, *Settler Colonial Studies* in December 2025. I will submit an additional article, entitled "The 'Snake Charmer' in Odeonsplatz: Colonial 'Undesirables' and German Imperial Reclamations Efforts during the Weimar Republic," to the *Journal of German History* (Oxford University Press) in April 2026.

De Lozier, Laura
Department of Modern & Classical Languages
Fall 2024 Professional Development Leave

During my professional development leave I conducted research about the embodied cognition of spectators, formalist film theory, and social cognitive theory. This has enriched my teaching and curriculum development, facilitated networking with colleagues in media studies, and led to new professional service in the international organization Antiquity in Media Studies. It has also spurred plans for a new course about Ancient Roman drama and a new creative activity in public humanities – a verse-translation-script of Terence's Mother-in-Law for a possible filmed production that could become an open educational resource. I am also working through problems reconciling theories of neurophysiology with theories of neuroaesthetics to write up my research findings in order to send a draft article to several interested readers in my discipline.

Drummond, Kent
Department of English
Spring 2025 Sabbatical Leave

My Spring 2025 sabbatical enabled me to publish two articles and a book chapter for an anthology, as well as present a paper at a national conference. In addition, I completed and submitted a book proposal for my book, *Strawberry Fields Forever: The Beatles, Place, and Experience*. Finally, I proposed the UW Alumni Trip, *British Rock Stars 2026*, scheduled for July of 2026. You are welcome to join me on this adventure!

Fine, Peter
Department of Visual Arts
Academic Year Sabbatical Leave

I was awarded a sabbatical for the academic year of 2024-2025 to work on *The New Design Documentary* my third academic book on design. This follows the publication of my first two books in 2016 and 2021, both of which were published during my tenure at the University of Wyoming. This was my first sabbatical here at UW and the first of my career. Because of this sabbatical I was able to greatly expand my book project and spend more time writing, revising, and editing the manuscript to produce a much better text. Taking more time to consider my subject in isolation from teaching and service has significantly increased my focus and energized my teaching and contributions to my department and the university. I contracted the book with my editors at Bloomsbury Visual Arts in 2023 and will deliver the manuscript in 2028.

Freng, Scott
Department of Psychology
Academic Year Professional Development Leave

The goals for my year of professional development leave (Fall 24-Spring 25) were to (a) integrate ChatGPT (Generative AI) into revisions of my Research Methods (PSYC 2000) and Teaching of Psychology (PSYC 5765) courses, (b) attend the Society for the Teaching of Psychology's annual conference, and (c) conduct an analysis of educators who provide teaching tips or best practice recommendations. I am happy to report that not only was I successful in accomplishing these goals, but I also made progress toward additional goals.

Helfgott, Isadora
Department of History
Fall 2024 Sabbatical Leave

In my one-semester sabbatical, I completed most of the archival research for my book manuscript, "The American Artist and Water Reclamation: Government Art Patronage and Contested Narratives of National Identity and Modernism in the American West". This included work at the Bureau of Reclamation art storage facility, where I examined the original paintings produced on the project, and at the National Archives repository near Denver. I also began planning a Spring 2027 exhibition of artwork from the project in conjunction with the Bureau of Reclamation curator and the American Heritage Center. I presented some of my work at the WIHR symposium on "water in the West" at UW in Fall, 2025. I also maintained some of my administrative duties as Vice Provost.

Henkel, Scott
Department of English
Spring 2025 Sabbatical Leave

I was on sabbatical during the spring semester, 2025. I am grateful for the support. From January to May, 2025, I conducted research at the Library of Congress, the U.S. National Archives, and the Smithsonian National Museum of African American History and Culture in Washington, DC.

From May to August, I conducted research in the archives at the University of Massachusetts, Amherst. As a result of this sabbatical, I currently have five essays, one book review, and one journal introduction at some point between peer review and publication. Additionally, I conducted considerable research for a book project, won a fellowship from the UMass Libraries to conduct that research, and applied for the National Endowment for the Humanities fellowship for further support. I intend to submit a book proposal and sample chapters to presses by January 2026.

McGee, Blake
Department of Music
Fall 2024 Sabbatical Leave

During my Fall 2024 sabbatical, I worked to develop and test multiple clarinet reed designs by altering specific variables in digital models and producing prototypes with a desktop reed-making machine. Through detailed measurements, comparative analysis of commercial reeds, and collaborations with colleagues at the Universities of Arkansas and Utah, I explored how design elements and cane properties influence playability. Although consistent results proved difficult to achieve with commercial blanks, the project yielded valuable insights and set the stage for expanded research with students in Summer 2025.

Price Schultz, Cynthia
Department of Communication & Journalism
Academic Year Sabbatical Leave

Dr. Cindy Price Schultz traveled to Kazakhstan to work with a faculty member from Kazakh National University. They interviewed owners and editors of independent digital news outlets, the first study of its kind about Central Asia. Their paper, “Moving Journalism in a New Direction? Business Models of Digital News Organizations in Kazakhstan,” was presented at the World Media Economics and Management conference in Warsaw, Poland, in May 2025 and is currently under review for a special edition of the *International Journal on Media Management.*

Rettler, Bradley
Department of Philosophy & Religious Studies
Spring 2025 Sabbatical Leave

Dr. Rettler spent his sabbatical time on service, research, administration, and outreach. With respect to service, he chaired a Search Committee, served on another Search Committee, and redesigned the Philosophy & Religious Studies website. With respect to research, he drafted two papers, began a third, and wrote two book proposals — one on bitcoin and one on freedom technology. Dr Rettler also gave talks at MIT, Boise State, the Reagan Building in DC, and in England. And he began setting the groundwork for the Bitcoin Research Institute, for which he brought in a $1.5 million donor pledge.

Tabler, Jennifer
Department of Criminal Justice & Sociology
Fall 2024 Sabbatical Leave

During my sabbatical, I visited two archives in the Mountain West, presented my research at 3 different Universities, and established two inter-university research teams (University of Wyoming – Oklahoma State – University of Alabama; University of Wyoming – University of North Texas). I also completed the first draft of my academic monograph titled *Rural Queer Joy* which is currently in-press at the University of Wyoming Press (anticipated publication 2026/2027). Finally, I generated 8 academic articles or chapters from my sabbatical research (currently published/forthcoming publication, under review, or nearing submission to peer review).

College of Education

Kambutu, John
School of Teacher Education
Fall 2024 Sabbatical Leave

My Fall 2024 sabbatical study examining the experiences of PK–12 educators of color in rural Wyoming has been successfully completed, and all intended outcomes were met. Findings revealed persistent challenges, including racial isolation, cultural taxation, and limited institutional support, while also highlighting the resilience and strong commitment of these educators to culturally grounded teaching and student success. These results are poised to inform professional development initiatives, guiding curriculum revisions in teacher education, and positioning the university as a leader in advancing fairness across Wyoming's rural schools.

College of Engineering and Physical Sciences

Alvarado, Vladimir
Department of Chemical & Biomedical Engineering
Fall 2024 Sabbatical Leave

During my Fall 2024 sabbatical leave to the University of Bologna (UniBo, Italy), I worked with Professor Pellegrini and his colleagues in the areas of decarbonization, specifically related to hydrogen and carbon geosequestration. This work led to the development of a memorandum of understanding (MOU) between UW and UniBo. Further collaboration will be sought out based on the MOU, and research dissemination efforts will be strengthened through presentations and peer-reviewed publications. This will also lead to new funding proposals to support cooperation between the two schools in engineering areas of common interest. Finally, the MOU provides UW access to the Erasmus program in Europe (a major program of the European Commission supporting learners and educators). Information sessions will be offered to CEPS students and others at UW to encourage participation.

Aryana, Saman
Department of Chemical & Biomedical Engineering
Spring 2025 Sabbatical Leave

During my Fulbright Scholarship and sabbatical leave in Spring 2025, I delivered invited talks at five major Australian universities, co-organized and co-chaired an international conference, and initiated the development of a student exchange program between UW and the University of Adelaide. Through a successful proposal, I secured beamline access at the Open-pool Australian Light-Water research reactor and collected preliminary data on the orientational order of confined thixotropic suspensions, relevant to subsurface energy storage. I also made significant progress on a book manuscript, outlined a grant proposal leveraging advanced neutron imaging, co-developed a pre-proposal, and co-authored a paper with a student and an Australian colleague.

Brotherton, Michael
Department of Physics & Astronomy
Fall 2024 Sabbatical Leave

Professor of Astronomy Michael Brotherton, an expert on quasars and active galactic nuclei (AGN) focused on three primary activities during his sabbatical during the fall 2024 semester:
(a) traveling to the Harvard-Smithsonian Center for Astrophysics to work with collaborator Dr. Jaya Maithil on a funded Hubble Space Telescope Project "A Major Overhaul of UV-Based Black Hole Mass Prescriptions" in quasars; (b) traveling to the University of North Texas to work with collaborator Professor Ohad Shemmer on the "Gemini Near-Infrared Spectrograph Distant Quasar Survey" and (c) developing an NSF grant proposal to continue to support the effort, and work on "Wyoming AGN Reverberation Mapping (WARM)" research projects and revising a previously highly ranked NSF proposal. The three-year WARM proposal was funded in 2025 for $379k.

Carr, Bradley
Department of Geology & Geophysics
Spring 2025 Professional Development Leave

During Spring 2025, Dr. Bradley Carr conducted professional leave to explore development of "A Digital Twin for Lower Carbon Energy – Geothermal and Hydrologic Contribution". Specifically, Dr. Carr examined implementing the EU-funded Digital Twin Geoscience (DT-GEO) framework at the University of Wyoming. His work in Barcelona established key collaborations and assessed how DT-GEO's digital twin and exascale computing technologies could be adapted for U.S. applications in geologic hazards, energy, mineral and hydrologic systems. Implementation at UW will begin once new computing infrastructure is operational, with full deployment anticipated by Spring 2026.

Liu, Rongsong
Mathematics & Statistics
Academic Year Sabbatical Leave

During my 2024–2025 sabbatical, I advanced interdisciplinary collaborations in epidemic modeling and ecological network analysis through research visits to Fudan University (China) and

the University of Szeged (Hungary). These activities have generated two new collaborative manuscripts, one major paper nearing submission, and the organization of a scientific session at the SIAM Conference on Applications of Dynamical Systems. The sabbatical significantly strengthened UW's international research partnerships and will continue to yield publications, student training opportunities, and new external funding proposals.

Mukai, David
Department of Civil & Architectural Engineering & Construction Management
Spring 2025 Sabbatical Leave

I spent Spring 2025 at the Institute of Science Tokyo (IST), formerly the Tokyo Institute of Technology (TIT), which merged with Tokyo Medical and Dental University on October 1, 2024. TIT/IST is ranked 19th in the world in engineering by QS World Rankings and 65th in the world in engineering by Times Higher Education (for comparison, University of Wyoming is ranked 601-800th in engineering by THE). During my one-semester sabbatical, hosted by longtime colleague Susumu Kono, I completed all my proposed goals, including publishing a journal paper with two more accepted for publication, co-authoring eight conference presentations in Japan, securing a funded project with IST, and submitting the first half of the 7th edition of *Advanced Mechanics of Materials* for review. This sabbatical concluded my second three-year appointment with the World Research Hub Initiative, though I continue to be supported through smaller IST programs.

Robinson, Timothy
Mathematics & Statistics
Academic Year Sabbatical Leave

During my 2024–2025 sabbatical, I represented the University of Wyoming through collaborative appointments at the University of Canterbury (New Zealand) and the University of Zambia School of Medicine, supported by Erskine and Fulbright fellowships, respectively. These experiences expanded UW's global partnerships, advanced curriculum modernization in data science and advanced statistical and computational methods, and enhanced our research visibility abroad. The resulting collaborations, teaching innovations, and grant-funded projects directly strengthen UW's instructional programs, research mission and international engagement.

College of Health Sciences

Mahapatra, Neely
Division of Social Work
Spring 2025 Sabbatical Leave

My proposed study to create new knowledge and develop best practices for South Asian immigrant women in UK who experience transnational marriage abandonment (TMA) which is a form of intimate partner violence (IPV) is ongoing. Results based on preliminary data and analysis were recently presented at a national social work conference (Council on Social Work Education APM) held in Denver (October 2025).

College of Law

Alexander, Klinton
Fall 2024 Sabbatical Leave

During my Fall 2024 sabbatical, I completed two major scholarly projects in the field of Law. The first project, as set forth in my sabbatical proposal, was to complete a second edition of my co-authored law textbook entitled "University Law," which was published by West Academic Publishing (West) in October 2025. *University Law* is one of the leading authorities on higher education law in the country, and its focus on legal and policy developments in American education law is consistent with Wyoming's strong tradition in this academic field. In addition to *University Law*, I wrote and published a contemporary article on international trade law during my sabbatical leave. The title of the article is "Rebuilding the Tariff Wall: The Shift to Tariff Protectionism and Bilateral Gamesmanship in U.S. Trade Policy and Its Legal Implications for the WTO System," published as the lead article in the *New York International Law Review* (Vol. 38, Spring 2025). The *New York International Law Review* is published jointly by the New York State Bar Association's International Section and St. John's University School of Law.

Haub School of Environment and Natural Resources

Bennett, Drew
Academic Year Professional Development Leave

During my professional development leave, I served as a Fulbright Scholar at the Commonwealth Scientific and Industrial Research Organisation (CSIRO), Australia's national science agency, and conducted extensive field research on innovative conservation approaches in Australia and throughout the Intermountain West. I exceeded my stated goals by publishing two research reports and submitting two manuscripts to top field journals, with an additional article in preparation, and completed initial drafts of three chapters for a planned book on entrepreneurship and innovation in environmental conservation. These outcomes position the Haub School and the University of Wyoming as leaders in scholarship on market-based conservation while providing enhanced capacity to serve Wyoming stakeholders addressing critical natural resource challenges.

School of Computing

Xu, Chen
School of Computing
Fall 2024 Sabbatical Leave

During the sabbatical, Dr. Chen Xu enhanced the University of Wyoming's leadership in data science, artificial intelligence, and applied geospatial analytics. The goals of improving data-driven research, integrating advanced modeling into teaching, and fostering interdisciplinary collaborations were fully met. The work developed new analytical frameworks for population mobility and public health, strengthened AI4WY and WORTH partnerships, and delivered lasting benefits for students, research partners, and the state's innovation ecosystem.

AGENDA ITEM TITLE: – <u>RESEARCH EXCELLENCE PRESENTATION: Enhancing Primary Oil Recovery in Wyoming and Beyond</u> -- Soheil Saraji

UNIVERSITY OF WYOMING | Multidisciplinary Advanced Stimulation Laboratory (MASL)

Enhancing Primary Oil Recovery in Wyoming and Beyond

University of Wyoming Research Excellence Highlight

Soheil Saraji, Ph.D.
Associate Professor & Department Head, Energy & Petroleum Engineering
Email: ssaraji@uwyo.edu

Prepared for UW Board of Trustees
January 2026

Why This Matters to Wyoming

Wyoming's Opportunity

- Wyoming holds **world-class unconventional energy resources**
- Primary recovery is the most **cost-effective** and **lowest-risk phase**
- Small improvements in early recovery leads to **large economic impact**

The Challenge

- Wyoming formations underperform peers in Texas & North Dakota
- Need science-based optimization, not trial-and-error

Multidisciplinary Advanced Stimulation Laboratory (MASL)

Flagship UW Facility for Primary Recovery Innovation

- **Strategic Collaboration**

  Department of Energy & Petroleum Engineering + School of Energy Resources

- **Major Investment**

  $3 million investment in cutting-edge equipment and staff support

- **Modern Research Facility**

  5,000 sq. ft. of laboratory space with adjacent offices

- **Location**

  Science Initiative Building, University of Wyoming

UNIVERSITY OF WYOMING | Multidisciplinary Advanced Stimulation Laboratory (MASL)

MASL Grand Opening

Energy Day — October 10, 2025

University of Wyoming | Multidisciplinary Advanced Stimulation Laboratory (MASL)

What Sets MASL Apart

- Integrates **rocks**, **fluids**, and **stress** in one place
- Produces **high-quality experimental data** that informs decisions
- Designed for **industry collaboration** and **workforce training**
- Direct alignment with **Wyoming operators** and **state priorities**

MASL Research Pillars

1. **Primary Recovery Optimization**

   Fluids, wettability, fractures, and early-time production

2. **Reservoir Characterization**

   Mineralogy, pore structure, heterogeneity, core-to-log integration

3. **Geomechanics**

   Rock mechanical behavior

4. **Innovative & Completion Integrity**

   Reducing damage before production even starts

These experimental pillars generate the data foundation for advanced digital analysis and decision support.

SEDI: Digital Innovation That Amplifies MASL

Subsurface Energy and Digital Innovation Center of Excellence

What is SEDI

- SER-supported digital initiative for subsurface energy systems
- AI-enabled modeling, digital twins, and blockchain for secure data
- Scales laboratory insights to field and basin levels

How SEDI Supports MASL

- Converts MASL experiments into predictive digital models
- Links lab measurements to field-scale decisions
- Reduces uncertainty in stimulation, fractures, and early production

MASL provides the physical truth; SEDI ensures that truth scales.

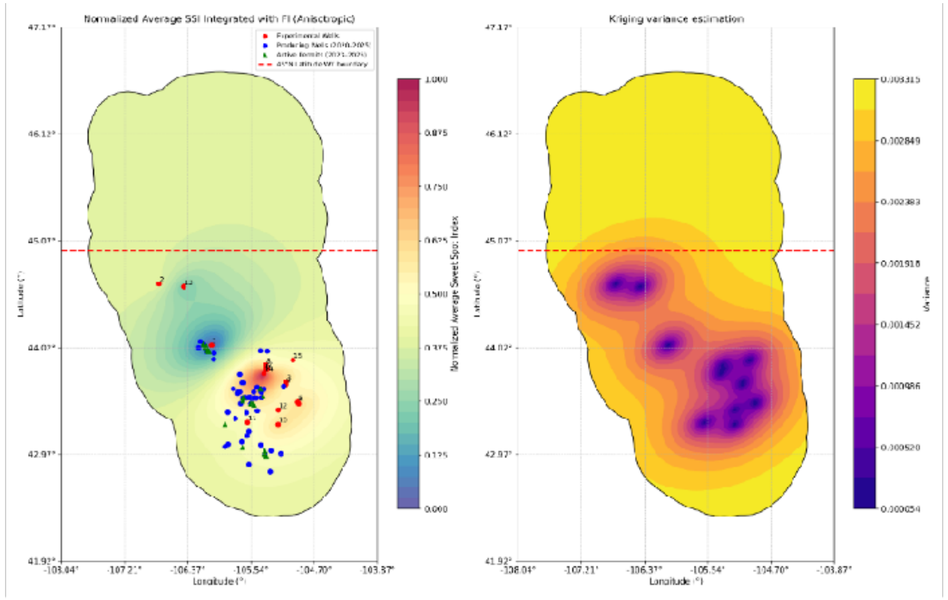
Direct Benefits to Wyoming

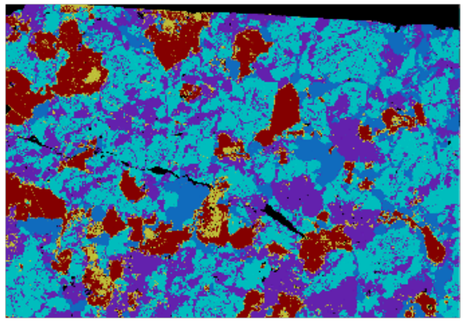
- Improved recovery → higher royalty and tax revenue
- Reduced development risk → more sustained drilling
- Wyoming-specific science (Mowry, PRB, Williston)
- Supports responsible, lower-footprint energy development

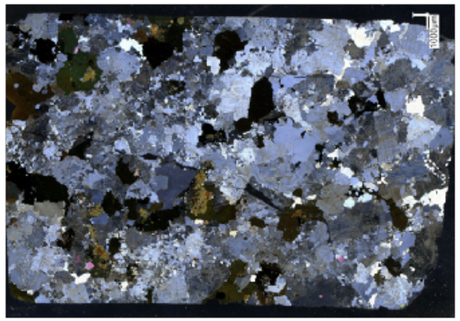
Training the Next Generation

- Graduate and undergraduate students trained on real industry problems
- Hands-on experience with advanced labs and digital tools
- Graduates prepared for:
  - ❋ Wyoming operators
  - ❋ National energy companies
  - ❋ Energy transition technologies

MASL Supports Multiple Energy Priorities







Feldspar (k)
Quartz with inclusions
Allanite
Quartz
Clinozoisite
Background

High REEs =(Host minerals)

- Oil & gas primary recovery
- Rare Earth Minerals (REE) screening and evaluation
- Geothermal energy systems
- Geological hydrogen resources
- Carbon storage and subsurface integrity

Institutional Value

- Elevates UW’s national reputation in energy research
- Strengthens industry partnerships and federal funding
- Strengthens UW’s role as a trusted technical advisor for Wyoming
- Enables coordinated growth of physical and digital research infrastructure

Closing Message

- **Wyoming's resources deserve Wyoming-led solutions**
- MASL positions UW at the center of that solution
- Focused on impact, partnerships, and people

AGENDA ITEM TITLE: **Research and Economic Development Division Annual Report**, Chitnis

UW | Research and Economic Development

2025 ANNUAL REPORT

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UW's knowledge enterprise and innovation capabilities have bright days ahead in FY2025 and beyond. The Research and Economic Development Division is catalyzing this transformation through newly established or reimagined units and strategically investing in topics relevant to Wyoming's needs and growth.

1. Accomplishments

The Research and Economic Development Division (REDD) of the University of Wyoming advances UW's knowledge enterprise —encompassing research, innovation, and service—while providing experiential learning opportunities for students and promoting innovation-driven economic growth for the State of Wyoming.

To meet these goals, REDD units function as

- service organizations (e.g. pre-award services, research compliance, research facilities, research computing resources, field stations, etc.)
- integrators of multidisciplinary research (university-wide centers and institutes)
- catalysts for entrepreneurship and innovation (e.g. Center for Entrepreneurship and Innovation, Technology Transfer Office, and IMPACT307)
- technical assistance providers to businesses across the state (e.g. Small Business Development Centers, Manufacturing Works.).

These units seed and enhance ***Wyoming-relevant, nationally competitive, and globally preeminent*** programs of research, innovation, and economic development. Highlights of REDD's activities and accomplishments in 2025 are described in this report.

As expected during every change in federal administration, FY2025 was a disruptive year for federally funded activities at universities. Since February 2025, many uncertainties about REDD's budget outlook have emerged because of federal policy changes. These include:

- ***Proposed reduction in the indirect cost rate to 15%:*** Different federal agencies have proposed to reduce the indirect cost rates to 15% from the current negotiated rate (44.5% for UW). This proposed decrease will reduce REDD budget by approximately $5 million (20% reduction in the total budget).
- ***Cancellation of grants that did not address new administration's priorities:*** Many grants that supported previous administration's priorities such as DEI and green energy were discontinued by the new administration. In addition, funding for international aid programs or public media was terminated. Since UW's grant portfolio primarily supports Wyoming's priorities, UW was relatively less impacted by grant cancellations than many other universities.
- ***Potential decreases in the budgets of federal funding agencies relevant to UW***: The U.S. President proposed significant reductions (up to 40%) in the budgets of major agencies that fund research and service projects at UW. The Congress committees on appropriations have restored many but not all these proposed cuts. With much of the federal budget still to be appropriated, the uncertainties continue.
- ***Pause and delays in many federal programs***: In the first six months of new administration in Washington, many federal programs, review panels and funding decisions are paused, eliminated, or delayed. It happened in the latter half of FY2025, consequently reducing the number of applications submitted and grants received during that period.
- **Increased cost of compliance:** New policies being implemented by the administration require new compliance programs at UW, including for enhanced research security measures as well as monitoring foreign influence on UW's activities.

Despite these uncertainties, UW showed remarkable upward trajectory in number of applications submitted, grants received, and research expenditures. In response to significant shifts in the national and regional funding landscape, REDD is cementing strategic reorganization aimed at enhancing operational efficiency, agility, and impact. This initiative reflects our commitment to being excellent stewards of public resources and advancing our mission.

REDD Mission Achievements FY2025

Goal 1: Increase the size, breadth, and impact of UW's knowledge enterprise.

- **In FY25, UW received R1 designation.** UW is one of 187 institutions nationwide designated as an R1 university by the American Council on Education and the Carnegie Foundation for the Advancement of Teaching. This puts UW in the top tier of U.S. research universities, as just 4.8 percent of the nation's nearly 4,000 accredited, degree-granting institutions have reached this "very high research activity" category.

- **Research Infrastructure:** REDD continued to enhance both services and facilities needed for extramurally funded research. All its service units continue to be sufficiently staffed and have increased efficiencies to increase the type of services and reduce time taken to provide services. In addition, REDD-managed facilities are making major strides to serve the campus' needs for conducting state-of-the-art research.
    - The Model Organism Research Facility in the Science Initiative Building is now fully operational and staffed. It supports state-of-the art laboratory animal housing and provides a model for responsible practices for animal experimentation. It also developed and implemented per diem charges for housing laboratory animals, thus recovering operational costs through grants that fund animal research.
    - The UW Science Institute increased its services through its Center for Advanced Scientific Instrumentation and its sophisticated greenhouses. Both use a highly effective and accountable method for user charges.
    - COIFPM makes its equipment available to the campus researchers through transparent processes and clearly articulated 'Equipment Use Policy' for the campus-wide access to its equipment.
    - REDD also assessed effectiveness and financial sustainability of Ecological Genome Technology Lab. Based on this evaluation, a position in this laboratory was redefined to reduce costs, thereby matching the revenues expected in FY26. REDD plans to continue to monitor ROI from this facility.
    - To allow coordination and cost control using a unified approach, REDD's new organizational structure involves the senior director for operation, budget and facilities to oversee all facilities under REDD. A faculty advisor (currently Dr. David Williams) works closely with the senior director to provide scientific expertise needed to evaluate effectiveness of facilities.
    - REDD has also launched a laboratory animal facility committee to evaluate ways to coordinate 4+ animal facilities on campus. The recommendations will be implemented in FY27.

- **Research Development:** To increase opportunities for grant applications, EPSCoR/IDeA and Research Development Office provided various grants development activities. Four grants development managers were hired in collaboration with four colleges (CALSNR, CEPS, Haub, CHS) with salary support divided equally between REDD and the sponsoring college. In addition, REDD supports one position each in SER and COIFPM, thus providing additional grant management in these highly research active units. This increased infrastructure for developing and managing grants is expected to result in robust increase in externally funded programs at UW. The office also developed and implemented many programs to help ideation, grant development, limited submission opportunities, and coordination of seed grants selection.

- **Seed funding:** REDD provided seed grants for over $2.925 million in FY2025-26. These programs are expected to yield additional grant applications and awards as well as increased scholarly, innovation, and entrepreneurship outcomes. In FY2026, UW plans to review the effectiveness of various seed grant programs and adjust seed grant activities as needed.

Table 1. Seed grant opportunities provided by REDD and its units

Competition	Funding Source	Number	Amount
AI applications Research Excellence	BoT Research Excellence Fund	13	$366,728
Cardiff University Collaboration	Designated	10	$100,000
Global Studies	Designated	11	$55,000
UW Research Excellence	Designated	13	$125,000
Travel Grants	Endowment	2	$2,000
Travel Grants to DARPA workshop	Designated	5	$3,750
Faculty Grant in Aid by Faculty Senate RAC	Designated	13	150,000
CAREER seed grants	Designated	6	$30,000
UW Research Institute at the AMK Ranch	Designated	10	$50,000
UW Science Institute	SI funds	7	$700,000
WIHR fellows and seed grants	Designated	16	$60,000
WORTH Seed Grants	WIP	7	$432,000
ART Seed Grants for Translational Research	NSF ART grant	6	$851,000

- **Submissions:** The Pre-Award Services Office provided training as well as focused help to faculty. As a result, UW submitted 778 proposals in FY2025, roughly the same number as in FY2024. Distribution of proposals in different colleges and schools is shown in figure 1. Maintaining the same level of submission is particularly impressive considering far less federal grant submission opportunities were available from February 2025 till June because of the change in administration, as evident from less submissions after January 2025 (Fig. 2).

Fig 1. Number of proposals submitted by various units in FY2024 and 2025

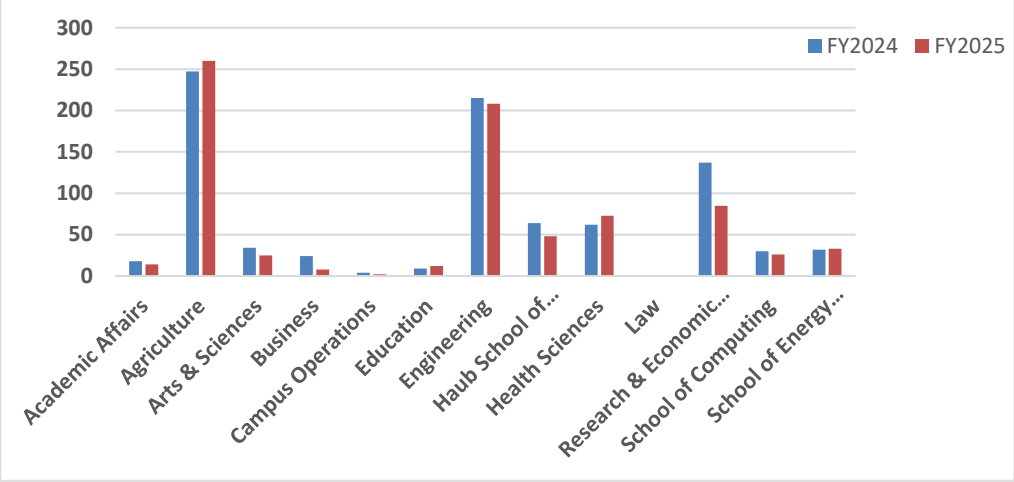
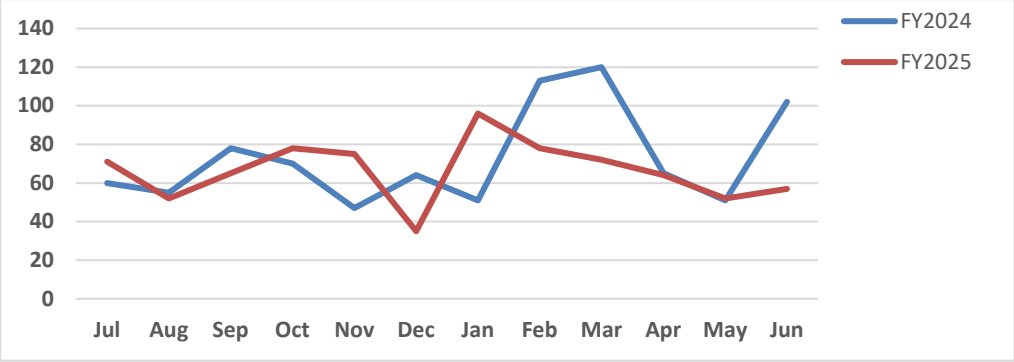


Fig 2. Number of proposals submitted in each month of FY 2024 and 2025



- **Receipt of Grants:** UW received grants for $221 million in FY2025 compared to $150 million in FY2024 and $120 million in FY2023. These include grants to fund research (82% of funds received), instruction (1 %), and public service including economic development activities (17 %). Thus, much of the growth in extramural funding was attributed to research grants and agreements. Majority of these funds (54 percent of total) were obtained from Federal grants. UW continued to demonstrate the breadth of its activities by receiving grants in all its colleges and schools (Table 1).

Table 2. New external funding obtained in FY2024 and 2025 in different units

College/Division	FY24 Funding Amount	FY25 Funding Amount
Academic Affairs	$8,392,864	$6,766,964
Agriculture	$37,912,890	$31,706,385
Arts & Sciences	$5,919,164	$1,530,013
Budget and Finance		$1,665,000
Business	$2,267,772	$720,536
Campus Operations	$4,023,255	$3,073,686
Education	$1,051,735	$1,326,261
Engineering	$20,903,147	$16,354,947
Haub School	$3,572,951	$3,631,049
Health Sciences	$9,655,646	$5,333,673
Law	$10,500	$15,000
Research & Economic Development	$40,223,787	$79,071,743
School of Computing	$1,745,611	$3,368,318
School of Energy Resources	$14,683,928	$66,480,408
Student Affairs	$133,855	
Grand Total	**$150,497,105**	**$221,043,984**

- **Research and Development Expenditures:** Every year U.S. colleges and universities report data to NSF about their expenditures-for R&D in the fiscal year. The survey collects information on R&D expenditures by field of research and source of funds and gathers information on types of research, expenses, and headcounts of R&D personnel. The information is useful in many statistical analyses as well as in classification of universities (R1, R2, AAU membership, etc.). The data from FY24 was released by NSF just before the completion of this report because of the 2025 federal government shutdown in October-November timeframe (when these data are released in a typical year). Therefore, the analysis of ranking of UW in comparison with its peer and aspirational group of universities is not included in this report.

  UW's total R&D expenditures in FY25 are not yet completed by OSP (Office of Sponsored Programs) because of staff turnover in that unit. Therefore, UW's research growth cannot be included in this report. OSP has provided partial information; UW's research expenditures from extramural sources have increased in FY25 from FY24. The report will be updated later when OSP completes its analysis.

  UW Operations prepared research space data for NSF submission. NSF collects these data every two years. In FY25, UW had similar research space as in FY23 (Table 3); the difference in the data is likely because of more accurate data collection in FY25 and changes in the use of the space. Thus, UW continues to have potential for supporting additional research per sq ft of available research space.

Table 3. Research Space

	2025	2023	2021
Agriculture	517,075	445,963	217,383
AtmosGeo	82,836	86,422	73,265
Biological Sciences	127,529	166,200	114,975
Computer Science	20,696	29,274	4,941
Engineering	126,628	200,903	172,209
Health	21,258	62,741	34,394
Mathematics	19,602	25,462	8,352
Natural Sciences	47,761	75,278	46,285
Physical Sciences	142,167	123,650	53,212
Psychology	12,228	23,368	16,367
Social	32,619	60,972	37,666
Grand Total	1,150,400	1,300,233	779,049

Goal 2. Foster economic development by building a vibrant culture of innovation and support at UW, and by providing technical assistance across Wyoming.

Overall Planning and Coordination: In November 2024, UW was officially designated as an Innovation and Economic Prosperity (IEP) institution by the Association of Public and Land Grant Universities. This prestigious designation acknowledges public research universities that work with public- and private-sector partners in their respective states and regions to support economic development. The self- assessment and planning for IEP designation charts a plan for UW's economic development progress.

Construction and completion of the innovation and economic engagement ecosystem: While completely developing the Center for Entrepreneurship and Innovation, REDD continued to explore research park potential and implementation as well as UW-specific venture capital opportunities.

- **Research parks** amplify economic impacts of research universities and provide internship opportunities for university students and growth acceleration for startups. REDD organized a visit from a consulting group from a national organization (Association of University Research Parks), who provided a report on the potential of establishing a research park in Laramie. An implementation plan will be developed in FY26.
- Plans were developed for establishing a small **venture fund** for UW startups using endowment and other philanthropic support. In collaboration with UW Foundation, CEI has now funds to invest up to $300,000 in startups using due diligence by student teams. Therefore, entrepreneurial education and startup support will be combined. The funds will be invested in spring 2026.
- **A functional and proactive technology transfer office** (TTO) is essential for any research university to increase IP portfolio and revenue generation through commercialization of its IP. In FY25, UW staffed its TTO with five positions, a size appropriate for UW's research portfolio.
- **Advancing innovation ecosystem:** UW is a key partner in the CO-WY Innovation Engine, one of the nine funded in the first round of this flagship program of NSF. Of the first two years' $15 million budget of the project, UW has received financial support through a variety of means: institutional administrative support (for ARCC and HPAIRI), software development grant to SoC, robotics training grant to UW's 4H program, two use-inspired research grants (CEPS and CALSNR) and an innovation grant to a startup founded by a UW alumnus. In addition, the engine has established a venture fund for Wyoming startups. They also included several Wyoming startups in their acceleration programs and organized events in Wyoming, including one at UW.

Enhancement of the entrepreneurship, innovation, and economic engagement culture at UW: REDD will increase effectiveness of ART programs and enhance the IMPACT307 offerings to encourage innovation activities on campus.

- **Enhanced Industry Partnerships:** The Office of Industry and Strategic Partnerships (OISP) was established as a joint unit between Research and Economic Development Division and UW Foundation to initiate, establish and enhance engagement with businesses, agencies, private donors, and foundations and is now fully staffed. The OISP-led efforts secured $6.25 million from private businesses and foundations for research projects, which then allowed for a $2.5 million match in funding from the state.
- **Increased support for translational research:** A $6 million grant from NSF's Accelerating Research Translation (ART) program provided five seed grants for translational research on topics that are important for Wyoming.
- REDD organized visit of a consulting team from **PTIE** (Promotion and Tenure – Innovation and Entrepreneurship), who met with various stakeholders on campus and provided recommendations for the recognition of innovation & entrepreneurship (I&E) impact by university faculty in promotion, tenure & advancement guidelines and practices. We plan to pilot some of the recommendations in spring 2026.

Expansion of strategic communication and training to maximize innovation and economic engagement awareness: Working closely with UW marketing staff, REDD started to communicate strategically how UW research impacts economic prosperity.

- UWYO's issue in January 2025 was dedicated to research and innovation, featuring many stories related UW research as well as innovation outcomes. Additional stories were included in the subsequent issues as well. Strategic press announcements were made to communicate innovation outcomes.
- Communicating impacts of UW activities on state's businesses to Wyoming's federal delegation remained a priority for REDD. VPRED accompanied the Wyoming Business Council leaders in their Washington outreach. SBDC and Manufacturing Works continued their legislative outreach, thereby ensuring continued federal support to these impactful programs.

REDD Management Achievements for 2025

UW's research service units remained sufficiently staffed in FY25.

Management Goal 1: Continuous process improvements

REDD organized training events for the staff and unit leaders for customer needs discovery and continuous process improvements. These activities were incorporated in the performance plans of the staff, thus making them priorities for all staff. Newly improved processes include agreement review for the federal grants and subawards, a new process for industry risk management, and a new process for drone use approvals. Newly proposed reorganization plans will continue to increase efficiency and processes by removing barriers and reducing touchpoints.

Management Goal 2: Staff professional development and morale

After being sufficiently staffed, it is important to keep the staff engaged, motivated, and retained through professional development and career progress opportunities at UW. REDD organized leadership trainings for the unit leaders (directors and assistant/associate directors). Developing leaders that can develop their staff is essential for a healthy organization. In addition, REDD organization was modified to provide growth opportunities for the staff.

Mission Goals for FY2026

Mission Goal 1: Increase research expenditures and reputation in all disciplines.

Increase research productivity: Although UW has a higher level of R&D expenditure per student than the national average, the R&D per faculty is about 10 percent lower than the national average.

- In FY26, REDD will evaluate its strategic seed grant funding, will create grant development workshops for preparing research leaders and will expand grant preparation logistics help through additional college-embedded grant preparation managers.
- The data also shows that UW does not use its research space as effectively as other universities since it has only 26 percent of the national average for R and D expenditures per sq ft of research space. A thoughtful approach to modernize the research space and increase its effectiveness in supporting research expenditures is needed. In FY26, REDD will develop a coordinated management plan for laboratory animal facilities that realize high value grants from agencies like NIH and NSF.

Foster data-driven team science that addresses convergence: Future opportunities for obtaining research funding will require UW research to use data-driven approaches, particularly using AI, in addressing economic prosperity opportunities. The federal agencies emphasize these research approaches among their priorities. Consequently, UW has begun to strategically foster AI-enabled research in the Wyoming-relevant areas, such as energy, wildlife, and natural resources. UW will continue to build on its strength, which are relevant to Wyoming's economic interests in energy, mining, agriculture, and tourism. Team science projects allow UW to compete for larger center-scale grants. Additional SI centers will be funded in FY26 and the previously established centers will be evaluated.

Mission Goal 2: Foster economic development by building a vibrant innovation support and culture at UW while providing technical assistance across the state of Wyoming.

To enhance the culture of innovation and impacts to serve the state, REDD will continue to implement its Innovation and Economic Prosperity Growth and Improvement Plan goals. The specific goals for FY2026 include:

- **Construction and completion of the innovation and economic engagement ecosystem:** REDD will prepare plans for a research park and invest venture funds in at least one UW startup.
- **Enhancement of the entrepreneurship, innovation, and economic engagement culture at UW:** REDD will increase effectiveness of ART programs and enhance recognition of innovation activities on campus.
- **Expansion of strategic communication and training to maximize innovation and economic engagement awareness:** In FY26, improvements in the REDD website will be a focus for improving communications.

Management Goals for FY2026

Management Goal 1: Strengthen Organizational Continuity, Communication, and Transparency

- Foster consistent communication, alignment, and visibility across REDD units and between REDD and campus partners.
- Clarify roles, reporting structures, and decision-making responsibilities to enhance transparency and trust.
- Improve continuity by reducing staff turnover, establishing clear operational expectations, and maintaining institutional knowledge through documentation, cross-training, and leadership development

Management Goal 2. Invest in Workforce Development, and Recognition

- Support recruitment, retention, and professional growth of REDD personnel, transparent advancement pathways, and accessible leadership and technical training.
- Promote a culture of recognition, collaboration, and shared purpose that enhances morale and engagement.

Management Goal 3. Advance Operational Excellence and Service to the Research and Innovation Enterprise

- Continue to Streamline systems and processes to improve efficiency, consistency, and data-informed decision-making across REDD.
- Cultivate a solutions-oriented, service-driven culture that enhances the researcher experience through clear guidance, predictable timelines, and responsive communication.
- AI - Leverage data analytics, feedback, and collaborative platforms to identify barriers, improve workflows, and strengthen REDD's support of research, innovation, and economic development at UW and beyond.
- Build operational resilience by empowering staff with the tools, data, and flexibility needed to adapt to changing research and economic environments.

2. Highlights: Expanding Knowledge Enterprise

Over $2.9 million	**Seed Grant Funds to UW faculty** Funding from the Board of Trustees, REDD, SI, and various federal grants resulted in more than $2 million provided to UW faculty as seed grants.
Submissions are robust Stability in staffing contributed to the ability of the team to submit an average of 16+ proposals per week. Despite funding uncertainties, the number of submissions continues to be stable.	**800 applications submitted**
$221 million	**Sponsored Funds Received** Average annual funds for the research, instruction, or public service projects received during FY19-23 were $120 million (includes COVID-related projects in FY21). The amount increased to $150 million in FY24.
Total Research Expenditures In FY2024, UW's research expenditures exceeded $167 million for the first time. UW increased its research expenditures in FY2025; exact number still not determined. Total expenditures include sponsored research expenditures as well as institutional investments in research.	**> $167.3 million*** (* exact number yet to be determined)
2	**New CAREER awardees** In FY25, two UW faculty received NSF CAREER awards, which represent NSF's most prestigious recognition of early career faculty that demonstrate teacher-scholar leadership by integrating their research and educational activities.

3. Highlights: Enhancing State-wide Engagement

9,200	**PreK-12 and citizen outreach** The SI Roadshow brought active learning to 9200 PreK-12 students and senior citizens during **37** outreach and inreach events in schools and other venues, a **37%** increase from FY2024
Science Institutes Centers flourished During the 2024-25 academic year, SI research centers submitted 72 grant proposals (of which 17 have so far been funded), published 27 peer-reviewed articles, presented 30 times at professional conferences, supported research of 42 students, and created partnerships across campus, with WY community colleges, and with governmental and private industry partners.	**72**
70	**Undergraduate Impacts through Wyoming Research Scholars** Of the **70** undergraduate students conducting research as Wyoming Research Scholars, **48** are from **12** counties in Wyoming, and contributed to **17** published articles and presented at **21** conferences.
New Businesses Started **SBDC** staff served **1056 unique** clients, receiving attribution from **35** clients starting new businesses resulting in **126** new Wyoming jobs. They recorded capital infusion transactions totaling more than **$8.0** million.	**35**
163	**Manufacturing Works** Manufacturing Works strengthens economic competitiveness by helping Wyoming manufacturers, producers, and entrepreneurs succeed. MW engaged with 163 Wyoming Manufacturers resulting in $5.9M in cost savings and $50.3M in new investments.

4. REDD Highlights: Fostering Innovation

14	**Start-up training** **IMPACT 307** hosted **14** lunch and learn sessions with **UW** and **Industry experts** providing programming that connects founders to resources to help them become efficient, effective, and networked entrepreneurs. Two companies graduated to larger facilities in Laramie.
NSF ART Program for translational research Seed Translation Acceleration of Research (STAR seed grants through the NSF ART grant provides both funding and training to accelerate the translation at UW, potentially increasing commercialization efforts of UW's IP.	**$851,000**
14	**Patents Granted** UW is one of the top universities in number of patents issued per 100 faculty members. UW filed 14 patents in 2025.
Industry Research Agreements More than 770 contacts were made with industry, and many discussions are still in progress. The University executed 40 contracts with industry in FY25	**40**
14	**Entrepreneurship Fellow Program** The Center for Entrepreneurship and Innovation in collaboration with the Center for Ethics funded and trained 14 faculty members from UW and the community colleges in principles of entrepreneurship and innovation they could add to their courses.

5. Research Centers and Institutes

The VP for Research and Economic Development oversees the multidisciplinary institutes and centers as well as creation of new research teams and development of new applications. As such, seed grants for faculty-driven strategically important projects are a priority for VPRED.

UW Science Institute

Now finishing its second year, the Science Institute oversees:

- Five thematic, interdisciplinary research centers (Controlled Environment Agriculture, Energy Materials, Quantum Information Sciences and Engineering, Wildlife and Technology, and Rural Resilience) and support for PhD Fellowships within these centers,
- Three shared resource research facilities that provide a sustainable model for access to world-class research instrumentation (Center for Advanced Scientific Instrumentation, Plant Growth & Phenotyping Facility, and Model Organism Research Facility), and
- The Science Initiative and its programs (Learning Actively Mentoring Program, Wyoming Research Scholars Program, SI Roadshow, Course-based Undergraduate Research Experiences).
- The Science Institute integrates novel, interdisciplinary approaches to science research, experiential learning, and engagement to strengthen key areas of Wyoming's economy, preserve Wyoming's important natural resources, and provide UW students and students of all levels statewide with a flexible, pioneering skill set. The Institute budget includes Science Initiative funding, many federal and private grants, and support from REDD for core functions. The Science Initiative annual report is presented to the Board of Trustees in their January meeting and contains detailed descriptions of its accomplishments.

High Plains American Indian Research Institute (HPAIRI)

HPAIRI's mission is to empower Tribal Nations by facilitating and providing access to cutting-edge research opportunities with the University of Wyoming. Given this mandate, HPAIRI's work is both interdisciplinary in nature and broad in scope. Because of its interdisciplinary nature, HPAIRI continues to collaborate with other University of Wyoming units on institutional grants such as WyACT, CIRCLES Alliance, USDA Pathways, USDA NBTS, CO_WY ASCEND Engine, and collaborate with WyoTech on a DOE grant. This has enabled working with and partnerships with Wind River Tribal College, Wind River Tribal Buffalo Initiative, Wind River Energy Commission, Wind River Tribal College High School, Navajo Energy Transition Company, The Shoshone Bannock Tribe, Central Wyoming College, and many other tribal partners to further its mission. Notably, HPAIRI was host to six undergraduate interns and four graduate research assistants in FY25.

UW Institute at the AMK Ranch

The University of Wyoming Institute at the AMK Ranch is a cooperative effort between the University of Wyoming and the National Park Service. The Institute at AMK is open for research, scholarship, creative and cultural activities, and courses related to Wyoming's landscape, ecosystems, and culture. Researchers had the opportunity to study a range of topics from geology, ecology, biology, and social science which included large interdisciplinary projects in FY2025. Open from June 1 through August 15, the following are examples of key activities and accomplishments of the AMK ranch:

- The field hosted researchers, courses, and conferences, including over 1200 user-nights by the UW and non-UW scholars from around the country and world.
- The Harlow summer seminar series included 7 events. Seminars included talks by UW faculty and their collaborators on a variety of topics.
- Development of mesh sensor network edge computing system to support wildlife and tourism at

research at Grand Teton and Yellowstone national parks.

- High-spatial resolution sampling of Jackson Lake water quality using Fast Limnological Automated Measurements (FLAMe) technology
- Assessing potential of soil microbial inoculation for improved sagebrush steppe restoration in Grand Teton National Park

Center of Innovation for Flow Through Porous Media (COIFPM)

The Center of Innovation for Flow through Porous Media (COIFPM) is one of the world's largest and most advanced research facilities of its kind. COIFPM is a global leader in the research and development of novel technologies in the area of flow through porous media and its applications in, for instance, oil and gas recovery, geological carbon sequestration, hydrogen geo-storage, and aquifer remediation. COIFPM offers unparalleled, integrated experimental and computational capabilities across the atomic, nano, micro, and macro scales. These capabilities allow researchers to conduct numerous multifaceted studies concurrently, generating both fundamental insights and practical innovations. COIFPM serves as a catalyst for innovation, sustainability, and economic growth in Wyoming and across the globe. It is a core component of UW's Tier-1 Engineering Initiative and represents a transformational research hub with broad impact across science, technology, and industry. The Center's strong industrial engagement is reflected in its long-standing partnerships with national and international energy companies, resulting in nine active research partnerships over the last fiscal year (2024-2025). The Wyoming Gas Injection Initiative (WGII), a recently launched landmark public-private partnership, exemplifies COIFPM's role in shaping energy sustainability in the State. Funded equally by the State of Wyoming ($50 million) and local oil and gas operators ($50 million), WGII aims to deploy advanced gas injection technologies to boost production in the state's mature oil fields.

Jay Kemmerer WORTH Institute

In 2024–2025, the Jay Kemmerer WORTH Institute advanced its mission to expand and diversify Wyoming's visitor economy through an integrated focus on research, workforce development, and statewide engagement. This year marked a historic milestone: thanks to a transformative $5 million gift from Jay and Karen Kemmerer, matched by the state of Wyoming, the WORTH Institute became a named, endowed institute. It is the first of its kind in the nation and one of only two named institutes at the University of Wyoming. The Jay Kemmerer WORTH Institute Mission is to expand and diversify Wyoming's economy by supporting the outdoor recreation, tourism, and hospitality industries through three operational pillars: Workforce Development, Statewide Engagement, and Research. Key highlights for FY25 include:

- Statewide Reach: The Institute delivered programming in all 23 Wyoming counties, engaged over 60 communities, and hosted the 2025 Wyoming Outdoor Recreation Summit and the Wyoming Search and Rescue Conference.
- Workforce Innovation: More than 100 students benefited from WORTH's workforce programs, including hospitality training, career fairs, and funded internships.
- Student Impact: Over $40,000 in scholarships and internship support was awarded. Experiential learning included a multi-city tourism industry tour, on-site visits, and the inaugural Pulte Gateway to Hospitality Innovation Challenge.
- Research Leadership: The Institute published major economic impact studies—spanning the outdoor recreation economy, creative industries, and local events.
- National Recognition: The Institute was featured at the TTRA International Conference and joined the Outdoor Recreation Roundtable's Workforce Consortium Steering Committee.
- Strategic Growth: The launched its first-ever Strategic Plan and Marketing Plan, held its inaugural staff retreat to align goals, and introduced the Institute Partner Program to strengthen engagement with industry, government, and nonprofit stakeholders.

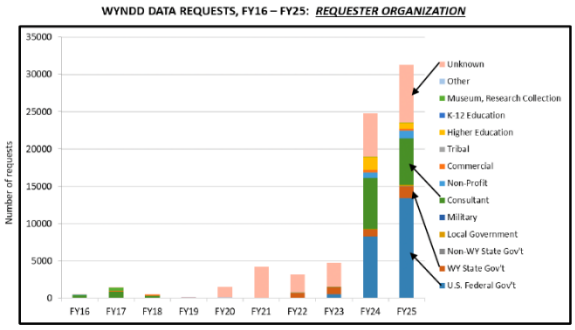
Wyoming Institute for Humanities Research (WIHR)

The Wyoming Institute for Humanities Research strives to be an engine for producing interdisciplinary research in the humanities; a community for faculty, students, and the public; and a model of democratic education fit for our land- grant university. WIHR supports high-level scholarship across the disciplines and fosters community, thought, and partnership among faculty, students, staff, and the public.

- The annual Humanities Research Group program awards fellowships to UW faculty, providing the time, funding, and intellectual community needed to make significant progress on their research projects.
- In Spring 2025, WIHR awarded 15 travel grants to support field research and archival work across the world and contributed to the publication of 4 books through its subvention fund.
- In collaboration with the humanities institutes at ASU, CSU, CU Boulder, and Utah, WIHR began a "Water in the West" project that seeks to promote interdisciplinary research about issues surrounding local/regional waterways and their relationship to human communities.

Over the course of the academic year, WIHR conducted a five-year review of its activities and accomplishments and appointed a new director, Dr. Melissa Morris, to spearhead its continued growth and to foster areas of excellence where UW can make unique contributions to humanities research.

Wyoming Natural Diversity Database (WYNDD)



The Wyoming Natural Diversity Database (WYNDD) is a service and research unit of the University of Wyoming that maintains a comprehensive database on the distribution and ecology of rare plants, rare animals, and important plant communities in Wyoming. WYNDD distributes this information upon request under the philosophy that the best decisions regarding natural resources will be made only when everyone has access to complete and current scientific data. The demand for data from WYNDD continues to increase. The 2023 launch of the WYNDD Data Explorer resulted in a huge increase in data requests from WYNDD partners. There was a 5X increase in the number of data requests from FY23 to FY24. FY25 data requests numbers were 26% higher than in FY24. In addition, alternative pathways to request data have resulted in a significant increase overall. It is therefore important to keep all the data current. In FY25 WYNDD updated and improved 1,595 species range maps and completed a full set of Field Guide accounts for all Wyoming native snakes. In FY25, for the first time in 27 years, WYNDD fielded more data requests from federal land managers (13,466) than from consultants (6,249), continuing a recent trend of increasing federal interactions. Data requests from State of Wyoming personnel almost doubled in FY25 relative to FY24 levels.

Wyoming Survey & Analysis Center (WYSAC)

WYSAC seeks to provide clear, accurate, and useful information to decision-makers through applied social research, scientific polling, information technology services, and rigorous program evaluation. As such, WYSAC conducts research for government agencies, educational institutions, and other entities in Wyoming and beyond.

- WYSAC's total operational and research expenditures for FY 2025 were approximately $4,200,000, funded entirely from sponsored projects, associated Indirect Costs, and Project Residuals, an 18% increase from FY24. This represents 45 projects completed in the fiscal year for a total of $6,141,313 in external funding and generation of $995,000 in indirect costs for the University. This growth necessitated a growth in personnel to 26 full-time staff, 2 Graduate Assistants, and 124 hourly non-benefited research aides.
- Using a regional economic multiplier range of 1.4–1.8 and considering WYSAC's adjusted local expenditures (in-state payroll and Wyoming-based non-payroll spending), WYSAC's efforts generated between $5.0M and $6.5M in total estimated economic activity for our region, reflecting both direct spending and the ripple effects of indirect and induced impacts.

Wyoming Institutional Center Grants

INBRE

The Wyoming IDeA Networks for Biomedical Excellence (INBRE) Program is funded by the National Institutes for Health. The INBRE program funds statewide networks of higher education and research institutions in each IDeA-state and Puerto Rico to build biomedical research capacity through support for faculty research and mentoring, student participation in research, and research infrastructure enhancement at network institutions. The Wyoming INBRE works collaboratively with all community colleges in Wyoming to advance opportunities for biomedical research experiences in all institutions of higher education in Wyoming. During FY2025, INBRE provided research experiences for dozens of undergraduate students at UW and WY Community Colleges and supported research activities and infrastructure at UW as well as at every community college in the state. INBRE successfully competed for a fifth 5-year IDeA award ($2.75M DC/yr), that will start May 1, 2026.

COBRE

The Wyoming Sensory Biology Center (WSBC) annual report highlights a year of exceptional achievement. The Center secured $4,133,608 in new grants from the NIH and American Heart Association, directly supporting the research of 13 faculty labs, 8 graduate students, 16 undergraduates, and 5 postdocs. Central to this success is the Integrated Microscopy and Molecular Analysis Core (IMCore), which provides the campus with cutting-edge instrumentation. The core's suite of technology includes electron microscopes, advanced confocal and multi-photon systems, an Illumina NextSeq 2000 sequencer, and specialized platforms for spatial transcriptomics. This resource trained 80 new users, supported 35 principal investigators from 14 departments and achieved a record $50,890 in user fee income.

The WSBC significantly bolstered scientific outreach, hosting seminars and skill workshops with an estimated 600 attendees and bringing 30 international experts to campus. This supportive environment fueled a robust research output of 16 peer-reviewed publications, with findings on Alzheimer's-related "sundowning," spinal cord regeneration, and a novel hypothesis for neuropsychiatric disorders. Faculty development thrived, marked by the recruitment of a new tenure-track professor, continued start-up support for Drs. Shukla, French, and Roberts, and two faculty receiving national young investigator and entrepreneurship awards. One project leader successfully secured R01-equivalent funding, achieving independence. These accomplishments collectively advance the WSBC's mission to expand translational research and enhance long-term sustainability.

Wyoming NSF EPSCoR Track 1

WyACT (Wyoming Anticipating the Climate-Water Transition) is an interdisciplinary five-year National Science Foundation-funded project led by the University of Wyoming. The NSF EPSCoR Track 1 grant and associated programs have helped move Wyoming along the path of research excellence by supporting the State's research endeavors. The current $20 million project addresses the ecological and socioeconomic consequences of changes in water resources. The project will substantially augment capabilities for refining and applying local- and regional-scale models collaboratively developed with stakeholders that address scenarios related to abrupt shifts in water availability. This co-production of knowledge is a unique component of this effort. A significant part of this research is performed at the AMK ranch and adjacent areas.

Over 100 researchers, students and staff from 16 University departments have participated in WyACT so far. WyACT partners with Wyoming communities, practitioners, and decision-makers to understand, anticipate, and prepare for significant changes in climate and water, and the impacts of those changes on interconnected human and natural systems. The work concentrates on the headwaters of important river systems in western Wyoming: Snake River, Wind River, and Green River. Our activities work towards the goal of understanding the interactions of social and ecological systems, so we can make better predictions about potential futures. We partner with

groups at the forefront of changing water resources in Wyoming, such as sovereign tribes, agencies, organizations, and communities. Their diverse knowledge and perspectives are key to understanding and responding to complex challenges and help generate more robust outcomes.

NASA Space Grant

The primary goals of the Wyoming NASA Space Grant Consortium (WSGC), based on NASA Strategic Goals and Mission Directorate priorities, using evidence-based practices, are to: 1) Provide pathways for students to pursue careers that will help build a highly trained workforce for both NASA and the STEM sector in Wyoming, 2) Provide opportunities for community college faculty and students to engage in collaborative, interdisciplinary, authentic, mission-driven research, 3) Develop and strengthen state research capacity to align with and advance NASA priorities, and 4) Provide authentic learning experiences for preK-12 educators and youth in Wyoming to enhance and foster youth engagement in NASA-aligned STEM activities, while increasing public awareness and engagement with NASA priorities.

To accomplish this mission, the WSGC places a great emphasis on NASA internships, research fellowships, and community college scholarships, in addition to projects that strengthen research infrastructure in the state and development of higher education resources. These projects are aimed at educating and employing the next generation of students in STEM. WSGC also seeks to inspire and engage younger students through preK-12 STEM outreach programs, teacher professional development opportunities, and collaborations with informal education partners. These programs are designed to reach a larger population to build the foundations of a workforce pipeline by getting students interested in and excited about STEM fields related to NASA interests.

Due to the small population in Wyoming, WSGC can allocate funding to serve a larger percentage of the residents. This enables bringing together educators, state government, non-profits, and industry to mobilize on programs, grants, and other activities quickly. WSGC includes all community colleges in the state and the University of Wyoming (UW), which is the only public, four-year university in the state. In addition to our academic affiliates, WSGC also includes the Casper Planetarium, Wyoming Stargazing, and the Science Kitchen STEM Outreach Lab, with plans to add additional industry partners. WSGC has many successful programs for K-12 students and teachers, community college students, undergraduate and graduate students at UW, and faculty members at all institutions of higher education in the state. The WSGC has reached students, families, and teachers in all regions of the state with its programs and is excited to continue to do so.

NASA EPSCoR

The current Wyoming NASA EPSCoR program is focused on two areas of research that have been identified as critical areas for increased research and economic development in the state, as well as areas of interest to NASA: 1) materials science and 2) computing and technology research innovations.

With support from previous Wyoming NASA EPSCoR awards, the Materials Science and Engineering program (MSE) at the University of Wyoming has become a recognized and cohesive research group on campus. The MSE program brings together students and faculty with research interests and expertise in materials science and engineering from physics, chemistry, chemical engineering, electrical engineering, environmental engineering, geology and geophysics, and mechanical engineering. Materials science is a multidisciplinary field involving collaborations across many traditional academic programs and the MSE program provides a rich, collaborative research environment for graduate students, research scientists, and faculty to interact across departments. While the MSE program has become a recognized program on campus, there is still a considerable need for

growth to establish the MSE program as a core center of expertise and excellence on campus. One of the goals of this EPSCoR project, therefore, is to further develop and continue to support NASA-related materials science research at the University of Wyoming and to assist in expanding the MSE program. Wyoming NASA EPSCoR continues to support the MSE program by providing funding for a MSE Speaker Series, MSE Research Symposium, and travel grants to encourage collaboration.

To further expand research infrastructure development in Wyoming in a manner that complements the MSE program and supports the needs of the Jurisdiction, the University of Wyoming, and NASA Mission Directorate research priorities, Wyoming NASA EPSCoR will focus research efforts in computing and technology research innovations, including computer science, computational science, artificial intelligence, machine learning, quantum computing, quantum materials, data science, and breakthrough technologies. Support will be provided for faculty seed grants and travel grants for faculty, postdocs, and graduate students to attend scientific conferences, travel to NASA Centers, or for research collaborations.

6. Facilities and Service Units

NCAR Wyoming Supercomputing Center (NWSC)

The NCAR Wyoming Supercomputing Center (NWSC) represents a collaboration between NCAR and UW. Through this center, 320 million core hours of the Derecho System are available for UW-led projects in the atmospheric, earth system, geological, other NSF-supported sciences, and science areas of interest to Wyoming. The Derecho Supercomputer, due to its new architecture, is 3.5 times faster (19.87 petaflops) than its predecessor, the Cheyenne Supercomputer (5.67 petaflops). The current usage of 367.80 million CPU core hours exceeds our allocation of 320 million core hours on NWSC. This usage covers the period from July 2024 through November 2025. At the end of June 2025, the total usage was 141 million CPU core hours. Prior year efforts in outreach and education have led to an Increase in the number of faculty with allocations on the NWSC-3 Derecho system. Currently 49 UW faculty have allocations on the Derecho system. In addition, 11 Derecho Professors Awards from the School of Computing are entitled to a compute time allocation of 5.0 million CPU core hours per year and 5,000 GPU node hours per year on the system.

- The Derecho Professors have been awarded a total allocation of 59.25 million CPU core hours and 66,500 GPU node hours. The current usage is 43.62 million CPU core hours and 37,886 GPU node hours.
- For the other 49 UW faculty, the total allocation is 706.48 million CPU core hours, 236,000 GPU hours, 932,500 digital visualization hours, and 4.48 PB campaign storage; the usage is 367.8 million CPU core hours, 64,000 GPU hours, 344,405 digital visualization hours, and 3.27PB campaign storage. Given UW's focus on increasing AI infrastructure, use, and research we anticipate that there would be a greater need and use of this resource in the future.

Advanced Research Computing Center (ARCC)

ARCC is the primary research computing facility for the University of Wyoming. ARCC provides centralized scientific computing resources, including HPC and research storage. ARCC Beartooth Cluster contains old hardware from previous Moran and Teton Clusters and can provide 130 million CPU Core Hours. This facility is often used by faculty for obtaining preliminary results for the projects that migrate to larger use on NWSC. AARC offers the following services:

- Computational Research Software Team (CRST):
- Fides-Blockchain
- Avizo Licensing (ThermoFisher Software for availability across the campus)
- Gitlab Training workshop
- Hosting Application Servers, Image storage, and Large Language Models
- Outreach Activities
    - ARCC provided infrastructure help with the committee and workshops for the Wyoming Computing Symposium.

Over the last year AARC has developed the following infrastructure to support University researchers:

- AI4WY Cluster
- Federated Machine Learning (FML) Cluster with the University of Utah:
- Hyper-Secure Virtualization Environment Expansion: Successfully expanded the Verge environment's HCI nodes, increasing storage and computing power to host future Virtual Machines.
- Verge.io: Developing a plan to offer 'tenancy' in a virtual environment. This will enable researchers to work with virtual machines in a sandbox environment.

- Pathfinder Upgrade: The primary upgrade tasks of the Pathfinder are complete. The architecture has transitioned from bare-metal installations to an orchestrated and containerized environment.

Research Development and EPSCoR/IDeA Office (RDO)

Over the past year, the RDO increased research development support across campus, developed relationships within the state, developed protocols and procedures for limited submissions, EPSCoR-IDeA opportunities, and REDD seed grant opportunities, and created protocols and procedures for assisting with Medicine Bow National Park research permits. The RDO office was involved in planning and developing several events on campus:

- Undergraduate Research and Inquiry Day
- GRFP graduate student workshop
- SI Center Ideation workshops
- Intro to Sponsored Projects training course
- Webinars and seminars relating to USDA AFRI NIFA, NSF Early Career Awards, Early Career Seminar series, Rick Fisher's Grant Writing.

The RDO has partnered with the Office of Industry and Strategic Partnerships and the UW Foundation to provide information on other funding opportunities through private foundations and in partnership with industry. The RDO has worked closely with the Office of Industry and Strategic Partnerships to pilot a funding opportunity request system as well as a letter of support form, to assist faculty in identifying funding and preparing proposals. Other areas of support to faculty include assistance with research proposals, consultations to faculty, facilitated consultations with TIG and Deb Hamernik (formerly with USDA), and identifying international funding opportunities with the assistance of Cormack group. These efforts resulted in the submission of 194 proposals by UW faculty and three institutional proposals where the RDO played a significant role.

Office of Industry and Strategic Partnerships (OISP)

Established about two years ago, The Office of Industry and Strategic Partnerships, a joint effort between REDD and the UW Foundation, connects industry to UW to create meaningful partnerships. These partnerships are opportunities for industry and strategic partners to create mutually beneficial relationships through research, education, and outreach. OISP offers multiple ways to connect industry to the University whether through philanthropy, collaboration, or other mechanisms. In FY25, OISP logged an impressive 1,444 activities (appointments, emails, letters, and phone calls) for the year. OISP engages across the campus will all units, and its activities resulted in 710 engagements with companies, resulting in 23 research contracts, 83 non-research and non-gift contributions, 604 gifts for a total of $17.7 million dollars to the University.

Office of Research Integrity and Compliance

The Research Integrity and Compliance Office advanced its mission through strategic improvements in research oversight, training, and compliance. In the Animal Care and Use Program, significant gains in efficiency and researcher support were realized, alongside a major increase in occupational health program participation. The Human Subjects Research Program saw expanded submissions and broader campus engagement following the successful implementation of the ROAMWyo Human Ethics module. The Responsible Conduct of Research Program continued to grow, introducing new seminar topics and increasing overall participation. In the area of Research Security and Conflict of Interest and Commitment, proactive advising safeguarded faculty research from undue influence and served to protect the institution from harm and reputational risk. Conflict of Interest and Commitment reporting was managed through the ROAMWyo platform with management plans implemented to mitigate risk. Collectively, these accomplishments reflect our continued focus on protecting research integrity, strengthening compliance infrastructure, and fostering a culture of ethical, responsible research across the University. Key achievements include:

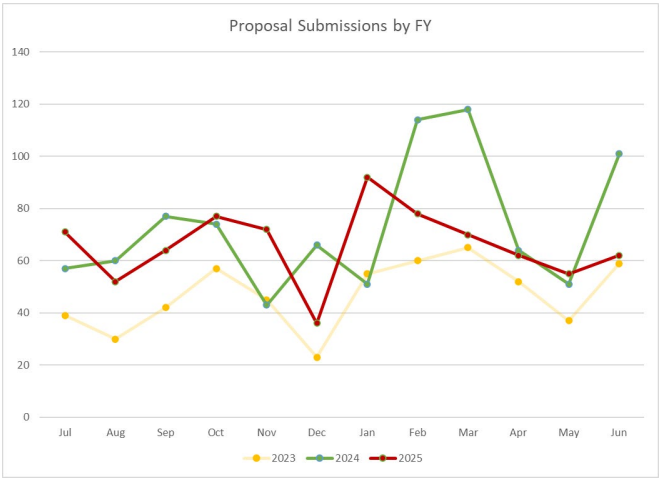
- Reduced IACUC turnaround time year-over-year (vs. FY 2024): new protocols ↓25.5%, amendments ↓40.2%,

continuing review ↓33.7%; de novo times remained stable.

- Fully implemented the ROAMWyo Human Ethics module; Human Subjects Research submissions increased 27.6% year-over-year.
- Conducted 6 seminars/webinars over the year with 181 registrants (a 15% increase over FY24).

Pre-Award Services Office

The Office of Pre-Award Services had a highly successful year, marked by a record number of proposal submissions, a period of full staffing, and significant process improvement efforts across most workflow areas. Compared to the same time last year, the department is stronger, more efficient, and better positioned to support campus needs. With the right tools, personnel, and refined processes in place, the team is well-prepared to continue its growth and success. In FY 2025, the Pre-Award Services team submitted 792 proposals for external funding. On average, nearly 16 proposals were submitted every week that the University was open for business in FY2025. The combined total of funding requested from these proposals was $499 million.



In addition, the Pre-Award Services office also focused on process improvements in the areas of communication, transparency, responsiveness, and capacity and education.

Core Facilities

REDD oversees several multiuser core facilities that provide specialized analytical services and training to researchers at UW, other academic institutions, local, state, and federal agencies, and private companies. Shared research infrastructure offering advanced analytical capabilities is essential for maintaining and enhancing the nationally competitive edge of UW's research enterprise and building a technically capable workforce. REDD core facilities are expected to recover most of their costs from user fees and research contracts or from dedicated state support (if established as part of an appropriation as in case of SI supported facilities). To enhance the effectiveness and efficiency of core facilities across the campus, a committee of the faculty and facility directors convened to make strategic recommendations, which are being implemented starting in FY26. The most important goals for FY26 are to elevate awareness and use of shared research infrastructure across UW, improve operational efficiency, and where appropriate integrate and optimize similar services among shared resource facilities.

Technology Transfer Office

The TTO completed its' restructuring about three-quarters of the way through FY25. This involved hiring two licensing managers and a Director in April 2025, bringing the total staff of the TTO to five. Notable achievements of the TTO include significant process improvements:

- Data audit and cleanup which involved the review of 776 Patent Records and 1893 Agreement records.
- Launch of the Inventor Portal enabling inventors to submit invention disclosures online and track the status of their inventions.
- Implementation of internal processes to manage inventions, patents, and agreements.

In FY25, the TTO filed 41 US patent applications and received 14 US patents. The University of Wyoming was listed in the top 100 US Universities Receiving Patents in 2024 and 2022. To date, UW has received $4.98million in licensing income which included $245.3K in dividends.

Small Business Development Center Network (SBDC and related services)

As a key part of UW's economic development mission, the Wyoming Small Business Development Center (SBDC) Network empowers the state's entrepreneurs through confidential, no-cost advising and educational programs. The Wyoming SBDC Network provides trusted expertise to help businesses start, grow, and prosper. This includes specialized support from teams like the Wyoming SBIR/STTR Initiative (WSSI), which connects innovators with federal funding, and the Wyoming APEX Accelerator, which guides businesses in securing government contracts. Recognizing modern challenges, the SBDC also delivers critical insights through its Market Research and Cybersecurity for Small Businesses programs. In the last year, the Wyoming SBDC Network served 1,297 unique clients and helped businesses access over $8,544,669 in capital. Other highlights of activities for the past year include:

- 1,056 total unique clients served with 4,655.26 advising hours in the year beginning.
- Held 44 verified training events totaling 77 classroom hours with 593 attendees.
- Participated in an additional 119 outreach events across the state.

APEX Accelerator

- APEX assisted 488 unique clients. APEX clients were awarded $37,477,413.24 in State contracts
- Market Research
- Worked on 268 projects for 246 unique clients and logged 1,880.77 client research hours

Wyoming SBIR/STTR Initiative and FAST Program

- Met with 81 unique technology clients with 445.18 counseling and preparation hours.
- Held 10 training events for 169 attendees.
- Awarded $125,000 in Phase 0/00 funding to 25 businesses of which 24 businesses submitted phase I/II proposals, resulting in 4 awards.

Manufacturing Works

Manufacturing Works, Wyoming's Manufacturing Extension Partnership (MEP) center housed at the University of Wyoming, provides technical assistance, consulting, and workforce training to strengthen and advance the state's manufacturing sector. Through on-site assessments and customized solutions, Manufacturing Works helps manufacturers of all sizes enhance operational efficiency, adopt advanced technologies associated with Industry 4.0, and improve overall competitiveness. The program's expertise spans process improvement, supply chain optimization, cybersecurity, quality management, technology implementation, and workforce development—empowering Wyoming manufacturers to evolve from Industry 2.0 and 3.0 to the digital, data-driven landscape of Industry 4.0. Throughout the year, Manufacturing Works delivers workforce training and professional development opportunities across Wyoming in collaboration with community colleges, the University of Wyoming College of Business, local chambers of commerce, and economic development partners. The trainings performed across the state and covered a range of topics, such as SolidWorks, Lean 101, Lean Yellow Belt, Lean Green Belt, asset management, and Cybersecurity and were conducted in partnership with community colleges, UW College of Business, various chambers of commerce. These programs equip participants with practical tools and strategies to improve productivity, drive innovation, and sustain long-term business growth within Wyoming's manufacturing community. Highlights for the last fiscal year include:

- 165 unique clients engaged
- 68 manufacturing projects facilitated
- $73.6M in new and retained sales
- $5.9M in cost savings realized by Wyoming businesses
- $50.3M in new investments in Wyoming businesses

Impact307

IMPACT 307 is UW's startup incubator, where startup companies affiliated with the University can locate, and take advantage of educational and training programs, networking with other entrepreneurs, gaining access to a broader network of services providers and investors. In FY24, IMPACT 307 was home to 23 startup companies (16 in Laramie and 7 in Casper). IMPACT 307 is currently staffed by an Assistant Director, Administrative Associate, and two interns. The Assistant Director provides expertise and mentorship to startups and is responsible for organizing educational and training programs and networking events. Highlights forFY2024 include:

- 14 lunch and learn and networking events with 356 participants
- 44 client check-ins

Center for Entrepreneurship and Innovation (CEI)

CEI is now co-located with IMPACT 307 in the Wyoming Technology Business Center, UW's incubator. In addition to the activities at IMPACT 307, CEI brings in speakers on specialized topics and training such as AI for startups and entrepreneurs, how to turn a hobby into a business, and how students can get jobs in the entertainment industry. CEI is also partnering with other units within the University and organizations in the state such as the Visual Arts, the Business School, SBDC, and the Wyoming Business Council on programs such as the Master Craftsman Program, the Venture MBA Program, and Innovation Consulting Course. CEI also created the Engineering Senior Design Fund (to provide funds for prototype development), established a chapter of the Collegiate Entrepreneurship Organization (CEO) that resulted in the Student Entrepreneurship Club, managed the EDA University Center Grant and the NSF I-Corps program, and lastly established the University Venture Capital Fund. Two other programs that were developed and implemented in FY25 were the Entrepreneurship Fellow Program in collaboration with the Center for Ethics and the Entrepreneurial and Innovation Advising.

REDD Marketing and Communications

During the first half of FY2025 the REDD Marketing and Communications team supported a variety of areas including web and marketing materials in support of all units within the Division via a newly implemented Marketing Request form. The office worked with Ali Grossman in Institutional Marketing on a video that was premiered at the January 2025 Celebration of Research Excellence that highlights student research experiences. The office also focused on building the Division's digital presence via increased social media use and website enhancements, building Facebook followers from 2 at the beginning of FY25 to 200 at the end. Additional turnover resulted in the loss of one member of the team; as part of the Division-wide focus on efficiency, that position was not rehired

In the second half of FY2025 the entire University of Wyoming website was reconfigured to use standardized templates, and that process took considerable time from the remaining member of the Unit. To finish in time REDD contracted with the UW FAST Team and with an Institutional Marketing approved vendor to aid in the transition. The Vendor has been retained in FY2026 to help reorganize the existing website to better reflect the Division Organizational structure, as well as to incorporate various units with non-UW website hosts into the official UW System.

AGENDA ITEM TITLE: Science Initiative Annual Report, Chitnis, Tang, Lyford

A DECADE OF SCIENCE FOR WYOMING

THE UW SCIENCE INSTITUTE & SCIENCE INITIATIVE

2015 - 2025

10

REVOLUTIONIZING SCIENTIFIC EDUCATION AND DISCOVERY IN WYOMING

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

Our reports usually only include data for the previous academic year, but because we are celebrating 10 years since the Science Initiative's founding, for some programs, we are providing an overview of the last 10 years of our impact, and taking a deep dive into data that shows a larger picture of our impact on students, UW researchers, and the state.

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Brenna Anderson, Administrative Associate, UW Science Institute

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Michael Baldwin, Assistant Research Scientist, Plant Growth & Phenotyping Facility; Controlled Environment Agriculture Specialist

Jennie Cook, Animal Care and Facility Manager, Model Organism Research Facility

Chameera Keerthirathne, Senior Laboratory Assistant, Model Organism Research Facility

Bryce Dutcher, Facility Manager, Science Initiave Building

GIVE TO SCIENCE INITIATIVE PROGRAMS

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

www.uwyo.edu/giveonline

LETTER FROM THE DIRECTORS

Dear Friends of the Science Initiative,

This past year, we celebrated the 10th anniversary of the establishment of the Science Initiative. It has truly been a remarkable decade, and we thank our friends and all stakeholders for their incredible support! We invite you to explore this annual report to discover the exciting developments that took place at the Science Institute and Initiative over the past year.

The Science Initiative Programs continue to provide Wyoming students and community members with transformational opportunities in STEM engagement. The WRSP welcomed 70 new undergraduate students into apprenticeships with UW's top researchers. 243 students have benefitted from this experience over the past decade, with graduates attributing much of their success to their experiences as a Wyoming Research Scholar. Spring 2025 welcomed our next class of incredible LAMP Fellows, as we continue to transform how students learn at UW and across the Wyoming Community College system. At UW alone, nearly 40,000 students have engaged in learning in the nearly 1,000 active learning classes led by LAMP Fellows, with notable increases in student success across all courses. The SI Roadshow continues to excite and engage citizens across Wyoming, reaching 9,200 individuals this past year spanning Pre-K to citizens at senior centers. While the Roadshow continues to focus on outreach across the state, it has also been a leader in showcasing UW's STEM programs on campus, notably through the annual UW STEM Carnival and with new programs that engage community members in immersive STEM experiences in our STEM Sandbox. Finally, as we look to the future, we are expanding the ability for undergraduates to be transformed by research opportunities within STEM classrooms by hiring a new Coordinator of Course-based Undergraduate Research Experiences.

The Science Institute currently supports five innovative research centers and three service centers. These research centers bring together interdisciplinary teams of experts from across campus to address some of Wyoming's most pressing needs and emerging opportunities — from controlled environment agriculture, rural resilience, and wildlife to energy materials and quantum information science and technology. Several of these centers have already secured major external grants and demonstrated sustained growth. The service centers — including the Plant Growth & Phenotyping Facility, the Center for Advanced Scientific Instrumentation, and the Model Organism Research Facility — provide state-of-the-art equipment and facilities that enable cutting-edge research across Wyoming. The newest of these service centers became operational last year. Today, the Science Initiative Building serves as a hub where faculty and students from diverse disciplines collaborate and conduct groundbreaking interdisciplinary research. Last year, we supported 11 PhD fellowships to help build a pipeline of top scientific talent for Wyoming's future. Looking ahead, the Science Institute will continue to advance the goals of the Science Initiative and catalyze new scientific discoveries that strengthen Wyoming's economy. For example, we are currently conducting a new round of ideation events aimed at identifying Wyoming's emerging challenges and forming collaborative teams and centers to address them.

These achievements are made possible by an extraordinary team whose passion for science and STEM education shines through in everything they do. The dedicated efforts of program directors, center directors, faculty, scientists, and staff — who have poured their hearts into creating transformative experiences for students at UW and in communities across the state — are fundamentally reshaping how science is conducted, taught, and communicated throughout Wyoming. We remain deeply committed to excellence, innovation, and service as we continue to elevate STEM education and research at UW and across our great state.

Best Regards,

Jinke Tang
Director

Mark Lyford
Associate Director of Engagement

UW SI 2024-2025 YEAR IN REVIEW

GOAL 1: SUPPORT STUDENT SUCCESS

WRSP included 70 scholars from 12 US states and 1 other country

48
WY WRSP scholars from
13
WY counties

WRSP scholars did
15,255
hours of research

WRSP scholars contributed to
17
articles published in peer-reviewed journals and contributed to
21
presentations at professional conferences

11
UW graduate students are enrolled in the PhD Fellows program, which gives awards to support 3 years of graduate studies. These fellows support research within the Science Institute's centers as well as take part in Science Initiative educational programs.

The Center for Controlled Environment Agriculture (C-CEA) offered its second year of an interdisciplinary CEA course.
10
students from UW, CWC, and Sheridan College were enrolled and gained hands-on experience in CEA from UW professors and local industry partners.

LAMP-trained professors taught
5,114
students in UW active learning courses

Interviewed LAMP-trained educators across UW's campus and across the state say that, with active learning, they see improvement in students' understanding of course material, can meet the needs of many types of learners, and see community-building among students and educators that strengthens educational outcomes.

On average, classrooms with LAMP-trained instructors saw a
6.1%
HIGHER
pass rate than classrooms with instructors not trained in active learning, marking an increase in student understanding and providing them skills that help them persist in their STEM degrees

GOAL 2: INCREASE RESEARCH PRODUCTIVITY & CONNECTIVITY

"Being housed in the Science Initiative Building has been transformative for both my research and my students' success. The collaborative and energized environment... has enhanced productivity and creativity across the board....My students have especially benefited from the collaborative spirit fostered here. We've developed partnerships and research collaborations that likely wouldn't have happened elsewhere." -Research faculty member housed in the SIB

"The proximity of our lab to [other faculty labs], as well as MORF and CASI, have greatly strengthened collaborative ties, elevated cross-disciplinary training opportunities for SIB students from different departments, and ensured easy access to world-class core facilities." -Research faculty member housed in the SIB

During the 2024-25 academic year, SI research centers have submitted **72** grant proposals (of which **17** have so far been funded), published **27** peer-reviewed journal articles, presented **30** times at professional research conferences, supported training and research of **42** students, and created partnerships across campus, with WY community colleges, and with governmental and private industry partners across the nation and the world.

Between 2019-2020 and 2023-2024, research connectivity among core science faculty members (as measured by journal publications in collaboration with other faculty members at UW) has increased
16%

GOAL 3: EXPAND STATEWIDE OUTREACH & ENGAGEMENT

The SI Roadshow brought active learning to
9,200
PreK-12 students, community members, and senior citizens during
93
outreach and inreach events in schools and other venues, increasing our reach by over a third compared to last year

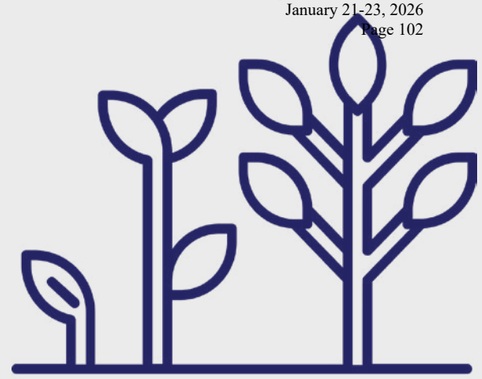
Livingston Elementary in Cody has partnered with the SI Roadshow to enhance their RIDE (Reimagining and Innovating the Delivery of Education) Initiative goals because they want their "K-5 students to get real-life experiences... so that they can apply what they learn at school and what they are learning... outside of school to their futures. [This approach to education] opens kids' minds to things that are available here. That's the goal - we want to grow them, [help them] come back to our community, and raise their families right here in Wyoming."

- Allison Lewis, Principal, Livinston Elementary, Cody, WY

Thanks to a grant from the Wyoming Department of Health's Aging Division, the SI Roadshow brought hands-on STEM activities to
222
older adults at
17
senior centers in
9
WY counties during the 2024-2025 academic year

SI TIMELINE

Since its ideation in 2014 and its inception in 2015, the UW's Science Initiative and Science Institute have innovated programming to enhance student success in STEM statewide and create infrastructure and capacity for research that strengthens the state's economy.



2014

TASK FORCE ESTABLISHED

- Wyoming Legislature adopts budget section directing Governor to appoint task force to develop plan for SI
- Governor Mead issues Charge Letter creating SI Task Force

2015

SCIENCE INITIATIVE ESTABLISHED & WRSP BEGINS

- Task Force (in collaboration with UW Campus Leadership Team) submits report to the governor
- Wyoming Legislature appropriates one-time funds for programs and SIB
- WRSP program inception with inaugural group of scholars

2016

SIB PLANNING, FIRST ROUND OF ONGOING FUNDING & LAMP BEGINS

- Level I Planning report completed for SIB
- Wyoming Legislature appropriates first round of ongoing programmatic funding and a portion of costs for the SIB
- LAMP program inception with inaugural class of Fellows

2017

MORE SIB PLANNING & ROADSHOW BEGINS

- Wyoming Legislature appropriates second round of costs for SIB construction
- Roadshow begins bringing active learning to Wyoming schools and communities

2018

SIB GROUNDBREAKING & CONTINUED PROGRAM GROWTH

- Wyoming Legislature appropriates final round of costs for SIB construction
- SIB groundbreaking
- PhD Fellowships pilot program launched

2019

PILOT OF SEED GRANTS, LAMP ELCs, & CURE

- A pilot of the SI seed grant program funds 13 interdisciplinary projects for $1M total
- LAMP's ELC begins at UW
- CURE begins enrolling students

2020

SI SUPPORTS ONLINE LEARNING ENVIRONMENTS & SIB CONSTRUCTION BEGINS

- LAMP supports educators with online learning necessitated by COVID-19
- SI Roadshow introduces Youtube learning videos
- SIB construction begins

2021

LAMP ELCs BEGIN AT COMMUNITY COLLEGES

- LAMP expands ELCs to community colleges across the state

2022

SIB OPENING & INAUGURAL STEM CARNIVAL

- SIB ribbon-cutting ceremony and opening for use
- SI Roadshow puts on inaugural UW STEM Carnival in cooperation with the Office of the President

2023

SI PROGRAMS FULLY FUNDED & SCIENCE INSTITUTE INAUGURAL IDEATION EVENT

- Wyoming Legislature fully funds all SI programs
- Science Institute hosts inaugural ideation event to create research centers

2024

PHASE I OF SI COMPLETED & SCIENCE INSTITUTE CREATES FIRST CENTERS

- Phase I of SI completed
- First Science Institute Director hired
- First round of Science Institute research centers created
- All SIB construction finished
- PGPF & CASI begin serving users

2025

STEM SANDBOX OPENS FOR INREACH IN SIB & SEEDING OF MORE RESEARCH CENTERS

- SI Roadshow begins offering STEM Sandbox community inreach activities in SIB
- MORF begins serving users
- Science Institute hosts second ideation event to seed more research centers

GOAL 1:
SUPPORT STUDENT SUCCESS

- Provide opportunities for undergraduate students to take part in high-quality, productive research experiences
- Improve the quality of UW undergraduate education through active learning faculty development and implementation
- Increase undergraduate graduation rates in core science departments
- Increase the number of doctoral students graduated in core science departments

KEY HIGHLIGHTS

Science Initiative programming and Science Institute support have given undergraduate and graduate students more opportunities to do high-quality and productive research while also supporting student success in hundreds of classrooms across the university.

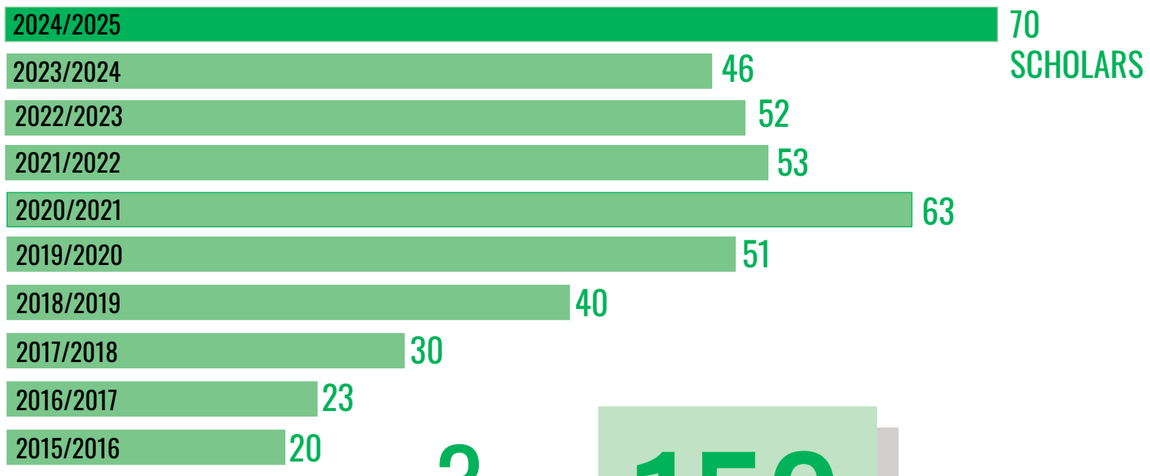
- The Wyoming Research Scholars Program (WRSP) has provided research experiences for UW undergraduates since 2015, serving 243 scholars, of which 150 were from Wyoming. Over time, scholars have given the program an overall rating of 9.2 out of 10 and have felt they have made considerable gains in scientific research and communication skills. Scholars have also been highly productive in research, contributing to 89 articles in peer-reviewed journals, and contributing to 135 research presentations. Alumni of the program feel invovlement gave them the skills they needed to get into graduate school and/or attain employment.
- The Learning Actively Mentoring Program (LAMP) has trained 164 college educators from across the state in active learning techniques. Since 2015, nearly 40,000 UW students have been enrolled in courses taught by these active learning faculty, and nearly 200 UW students have gained experience in teaching through assisting these educators in the Learning Assistant (LA) program. Pass rates in gateway science courses at UW increased by 6% due to active learning implementation, helping thousands of students persist and move forward in their STEM degrees.
- Over the last 10 years, the ratio of degrees awarded to enrollment has increased for all UW undergraduate majors, including those in STEM and the core sciences.
- Over the last 6 years, the number of PhDs awarded in STEM programs at UW has decreased slightly, but PhD Fellowships awarded will help stabilize this number. A concerted effort across campus will be needed to increase the number of PhDs awarded in STEM degrees.

WYOMING RESEARCH SCHOLARS PROGRAM (WRSP)

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

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

WRSP SCHOLARS THROUGH TIME (2015-2025)



243 total scholars FROM **3** countries AND **34** US states and territories

150 scholars from **20** Wyoming counties

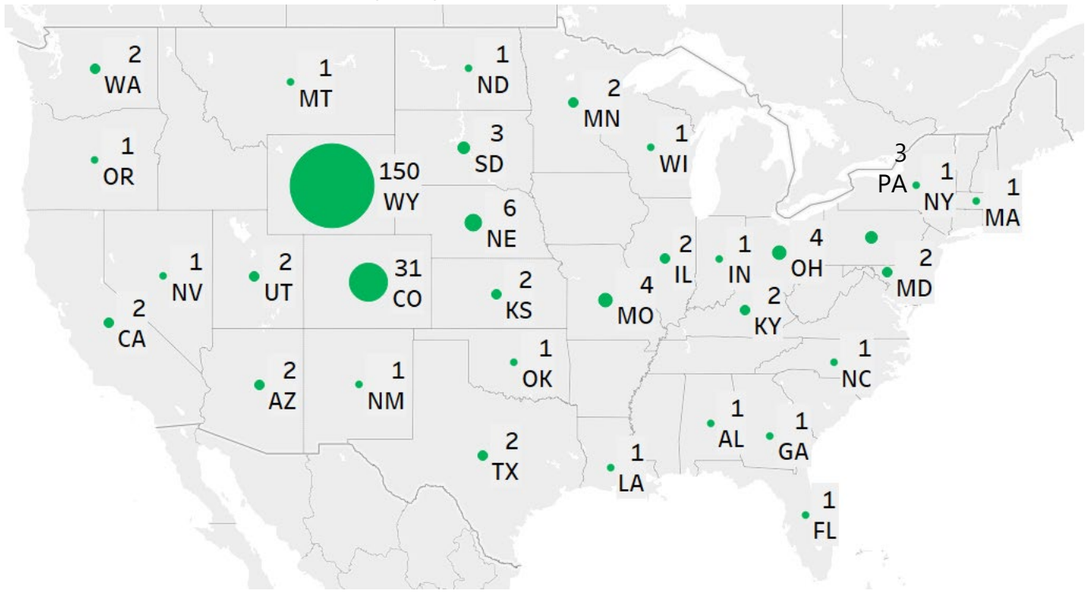
43 different primary majors spanning the disciplines

89 articles published in peer-reviewed journals

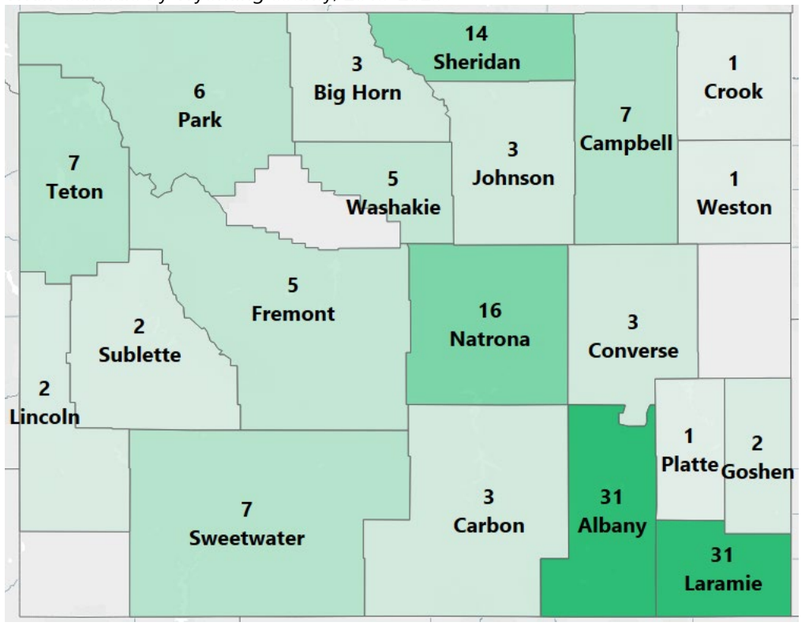
13 articles with WRSP scholars named as first authors

135 research presentations at professional conferences

WRSP scholars by state, 2015-2025. Additionally, 3 scholars from Alaska, 2 from India, and 1 each from the Northern Mariana Islands, France, and Zimbabwe participated in WRSP.



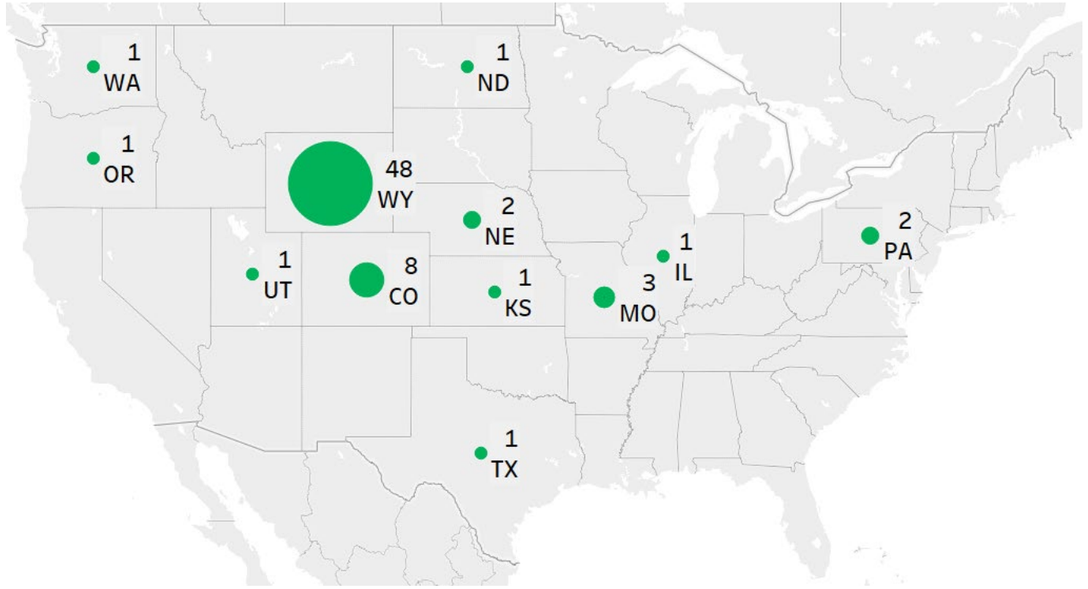
WRSP scholars by Wyoming county, 2015-2025.



Wyoming scholars came from **35** Wyoming communities

WRSP SCHOLARS 2024/2025

WRSP scholars by state, academic year 2024/2025. Additionally, 1 scholar from Zimbabwe participated in WRSP.



Below: WRSP scholars by Wyoming county and hometown, academic year 2024/2025.

WY COUNTY	WY CITY	# OF SCHOLARS
Albany	Laramie	7
Campbell	Gillette	2
Fremont	Lander	1
	Pavillion	1
Goshen	Torrington	1
Johnson	Buffalo	1
Laramie	Cheyenne	8
	Granite Canyon	1
Lincoln	Afton	1
Natrona	Casper	8
Sheridan	Sheridan	6
Sublette	Pinedale	2
Sweetwater	Green River	1
	Rock Springs	2
Teton	Jackson	3
Washakie	Ten Sleep	1
	Worland	2

WRSP scholars did

15,255

hours of research

WRSP EXIT SURVEYS

Since 2020, WRSP has administered an exit survey, where undergraduate students exiting the program are given an opportunity to reflect on their journey through the program, specifically related to the skills they feel they developed, their development of self-concept as a science researcher, and the quality of the program as a whole. Since 2020, 68 scholars have completed the survey. A summary of the results is below.

4.4 on a scale of 1 - 5 for the increase in research skills scholars obtained

3.9 on a scale of 1 - 5 for the increase in understanding of their self-concept as a researcher

9.2
overall program rating (out of 10)

SCHOLARS' MOST IMPACTFUL SINGLE EXPERIENCES

- Presenting and publishing their research
- Gaining new research skills
- Having flexibility and independence to create a research project
- Developing new relationships with mentors and peers

SCHOLARS' PERCEIVED STRENGTHS OF THE PROGRAM

A large support network outside of their laboratory - this allowed students to change research plans if needed

Being paid to do research gave students the ability to focus on it instead of needing another job

Quality trainings and resources for how to present their research, as well as opportunities to do so

WRSP ALUMNI SURVEYS

Once a year since 2020, we have sent a survey to all alumni of WRSP that asked questions about alumni's current employment and education status and any comments they had on how WRSP affected their research, education, and employment journey. 96 alumni have responded to the survey. Below is a summary of the data.

ALUMNI SCHOLARS IN GRADUATE SCHOOL

55
alumni pursuing and/or have finished graduate degrees

- 22 pursuing and/or finishing PhDs
- 22 pursuing and/or finishing master's degrees
- 11 pursuing and/or finishing other doctorate degrees (MDs, JDs, etc.)
- 9 pursuing and/or finishing graduate degrees at UW

ALUMNI SCHOLARS' EMPLOYMENT

41 alumni scholars included information about their employment. These scholars were employed in the following ways:

- 20 STEM field in private industry
- 14 STEM higher education academic field
- 4 STEM K-12 teacher
- 4 Non-STEM field

HOW ALUMNI SCHOLARS FELT WRSP HELPED THEM

- Helped them get into graduate school
- Skills they gained in the program helped them attain employment
- Made connections with other researchers and develop a sense of belonging
- Program resources gave them access to opportunities they wouldn't have had

WRSP ALUMNI SHARE THEIR EXPERIENCES

UW and WRSP Alumna Finds a Passion for Wildlife Conservation in Wyoming

Rhiannon Jakopak was one of WRSP's first scholars, doing wildlife research during the 2015-16 academic year. After graduating with her bachelor's degree in 2016, she completed a master's degree at UW and continued on as a Research Scientist with her master's advisor, Dr. Kevin Monteith. Following this, she took on two major roles with Wyoming Game and Fish Department, translating science into important policy for conserving Wyoming's wildlife.

"The project [I worked on during my time in WRSP] was focused on trying to understand whether remotely sensed measures of vegetation corresponded to on-the-ground measures for mule deer forage…I learned to code and developed an interactive tool that I could use to take the measurements… I was also introduced to various forms of analysis and presented my work at a couple of conferences. [The data did not show] a super strong 1 to 1 relationship, but it was a strong enough relationship that we felt we had ground truth. We will rarely accurately capture [total] reality in field ecology, where we're working in field settings, but [the outcome of my project showed that this was] our best approximation of reality. **[This project during my time in] WRSP really made me grapple with uncertainty, and the complicated nature of science and knowing things about our world.**

When I left the university last fall, it was for a position with the Wyoming Game and Fish Department, as the State Wildlife Action Plan coordinator. I revised [this] strategic planning document for conservation of species of greatest conservation need throughout the state. **To be able to successfully [lead] the revision, they needed someone who was an ecologist, someone who knew how to work with many different kinds of people, design processes, and then translate this information into policy. Now I am the Wildlife Policy and Legislative Affairs manager for the Department. For me, this is the next step in building on a true love for learning and a true love for ecology, conservation, and wildlife."**

UW and WRSP Alumnus Helping to Develop In-Home Medical Device

Austin Stephen, a UW alumnus graduating with Computer Science and Statistics degrees, was a part of the WRSP program from 2019 – 2023. "I was working under Lars Kothoff in computer science. We focused on systems that help people design machine learning models. A big outcome [from my time in the lab] was that we contributed to an article in the Stanford AI Index Report. **[My time in the WRSP] was a really formative experience for me. I learned a ton from Lars - from abstract concepts like how to think about problem solving to the very methods we were using - I use what I learned in my work now in an applied context.**"

Austin is currently the Lead Software Engineer for startup Eye to Eye Telehealth, which is headquartered in Cheyenne, with some operations in Denver. The company is currently developing an in-home tonometer, a device used to monitor the pressure inside a patient's eye, which is a test crucial for diagnosing and monitoring glaucoma. "The standard of care right now is that a patient goes into their doctor's office and has their eye pressure checked there. We built a tonometer that's handheld and looks a bit like a pair of binoculars. It's sent with patients and lets them measure their eye pressure at home, and then streams their eye pressure data to their doctor so that they can monitor their disease asynchronously, as opposed to having to go into the clinic."

Austin says that research through WRSP helped shape his thoughts about what he would like to do after graduation. "I had done an internship as a generic software engineer at a big bank, and that was probably the default path for me, if I hadn't been involved in research. I would have probably worked at a financial institution, writing code for credit card risk, **but my experiences in the WRSP gave me the skills and confidence to try something more creative and demanding."**

Lastly, Austin says, "[Being a part of WRSP] was a highlight of the University of Wyoming for me. It made me a more competent researcher, developer, and programmer, and those are big things."

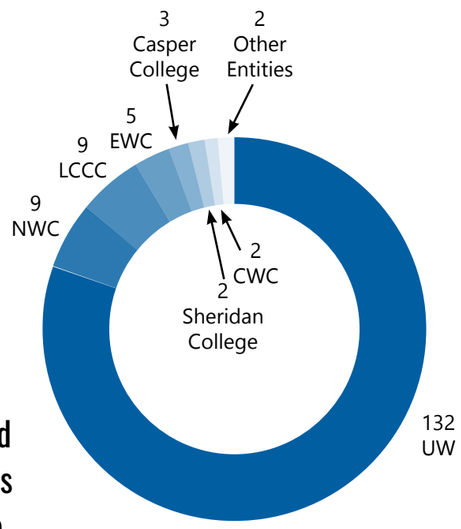
LEARNING ACTIVELY MENTORING PROGRAM (LAMP)

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

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

LAMP THROUGH TIME (2016-2025)

164
fellows from
7
WY institutions of higher education and 2 outside institutions have completed the yearlong training



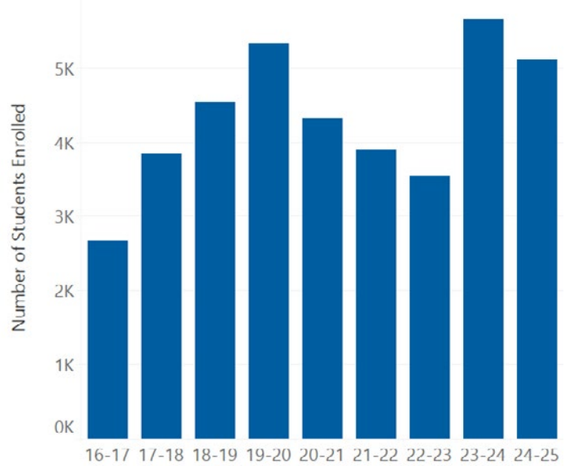
Number of educators trained by institution.

Since 2016, 132 LAMP-trained educators at UW have impacted
39,130
students in
1,043
active learning classes

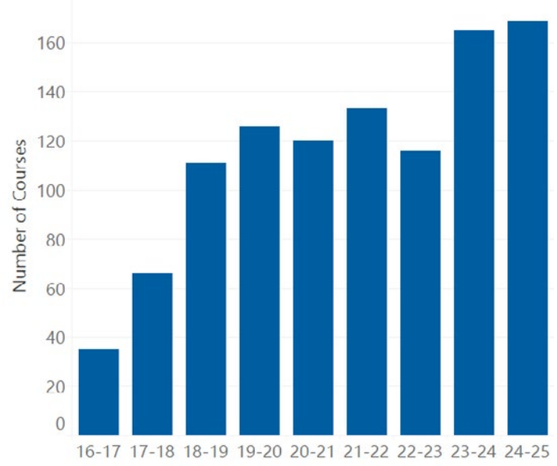
Fellows from UW came from
40
departments/units across
7
colleges and schools

LAMP Fellow participants at other institutions included
12
different academic programs

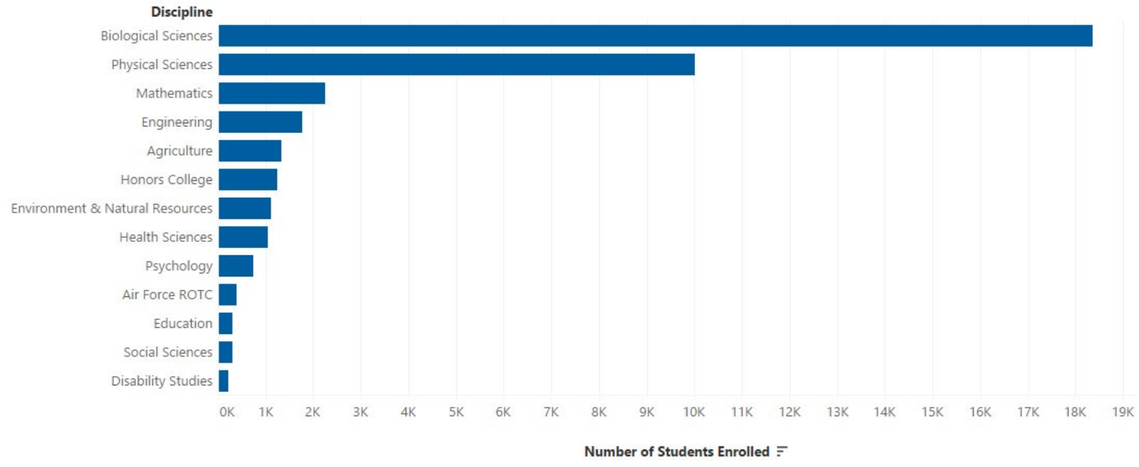
Student enrollment in active learning classes taught by LAMP-trained educators at UW by academic year (Fall 2016 - Spring 2025).



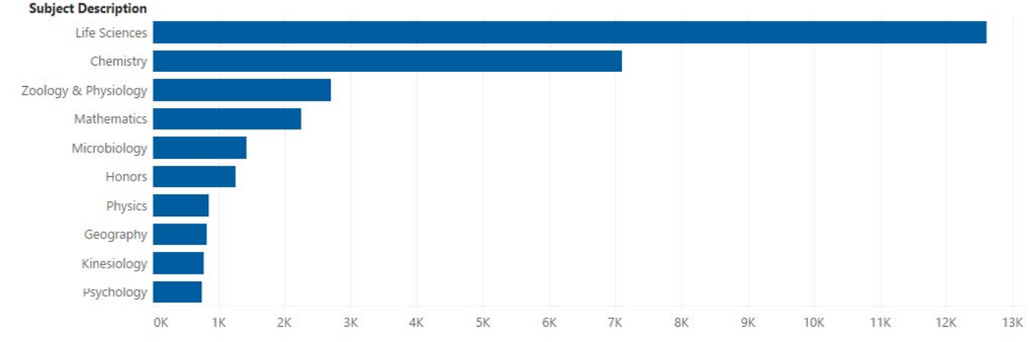
Number of active learning classes taught by LAMP-trained educators at UW by academic year (Fall 2016 - Spring 2025).



Student enrollment by discipline in LAMP fellow-taught active learning classrooms (Fall 2016 - Spring 2025).



Student enrollment by subject description (10 with highest enrollment) in LAMP fellow-taught active learning classrooms (Fall 2016 - Spring 2025).



In the 2024/2025 academic year, 55 LAMP-trained educators at UW impacted

5,114

students in

169

active learning classes

Student enrollment by discipline in LAMP fellow-taught active learning classrooms, academic year 2024/2025.

DISCIPLINE	ENROLLMENT
Biological Sciences	1,795
Physical Sciences	1,008
Engineering	491
Health Sciences	417
Agriculture	294
Environment & Natural Resources	285
Psychology	278
Mathematics	197
Honors College	165
Education	79
Disability Studies	45
Social Sciences	39
Humanities	21

Student enrollment by subject description (including subject descriptions with an enrollment of 10 or more) in LAMP fellow-taught active learning classrooms, academic year 2024/2025.

SUBJECT DESCRIPTION	ENROLLMENT
Life Sciences	1,092
Chemistry	908
Kinesiology	408
Zoology & Physiology	333
Psychology	278
Construction Management	265
Microbiology	255
Mathematics	197
Honors	165
Environment & Natural Resources	148
Agricultural Economics	130
Plant Sciences	102
Architectural Engineering	93
Earth Systems Science	92
Molecular Biology	77
GIS Technology	72
Secondary Education	51
Electrical Engineering	48
Food Science	48
Wyoming Institute for Disabilities	45
Outdoor Rec. & Tourism Management	45
Civil Engineering	38
Botany	35
Engineering Science	22
Creative Writing	21
Elementary Education	19
Geology	17
American Studies	16
Petroleum Engineering	15
Gender & Women's Studies	12
Renewable Resources	11
Native American/Indigenous Studies	11
Geography	11
Computer Science	10

LEARNING ASSISTANTS

The LAMP Learning Assistants Program began in Spring 2018 and provides UW students with opportunities to assist teaching in large introductory science courses taught in active learning classrooms at UW. Learning Assistants (LAs) act as peer mentors to help facilitate team-based and other types of learning. As many LAs are pursuing employment as K-12 STEM teachers, the program also integrates active learning into their training and gives them valuable teaching experience. Since Spring of 2018, 191 UW students have served as LAs for 337 active learning courses. This academic year, 37 UW students have been LAs fo 50 active learning courses.

EDUCATOR'S LEARNING COMMUNITIES AT UW AND THE STATE'S COMMUNITY COLLEGES

LAMP led 7 educator learning communities (ELCs), 3 at UW and 4 throughout the state of Wyoming. These communities educated 55 college instructors on active, inclusive pedagogies. The four statewide learning communities built positive affect networks between 2-year colleges (NWC, WWCC, LCCC, Casper College) and the University of Wyoming and facilitated instructor capacity to build universally designed learning environments. These communities are funded, in part, by a grant to UW (administered by LAMP) from the Howard Hughes Medical Institute Science Education Program as part of the Inclusive Excellence 3 (ie3) Initiative.

The first UW ELC educated instructors on theories of change and resistance and supported them in becoming change agents and performing SoTL (Scholarship of Teaching and Learning) research. The second UW ELC supported the Science Institute PhD Fellows in gaining capacity to thrive across all pillars of academic scholarship: research, teaching, service and outreach. Finally, LAMP co-facilitated UW's first NSF Inclusive STEM Teaching Project (ISTP) learning community which built local community, examined course content and explored applications of the NSF MOOC (Massive Open Online Course).

ACTIVE LEARNING TRAINING FOR FACULTY ENHANCES STUDENT SUCCESS IN GATEWAY SCIENCE COURSES

The implementation of active learning in introductory (or "gateway") science courses has been shown to decrease a course's DWF rate, which is defined as the percentage of students that receive a final grade of D, W, or F. Many introductory science courses traditionally have high DWF rates, which affects students' ability to progress in their major and can lead to students retaking courses and delaying their graduation, major changes to non-science fields, or even student attrition. One of the main goals of LAMP is to provide training to faculty members to boost student success in gateway courses and therefore retain more students in STEM. In the following analysis, we looked at the difference in DWF rates in courses and compared between sections where instructors were not trained by LAMP vs. instructors who were (data to right). 14 of the 19 courses we analyzed saw lower DWF rates when LAMP-trained faculty were teaching. We also did a second analysis including professors' DWF rates in a single course, before and after LAMP training (data below). 9 of the 14 courses we analyzed saw lower DWF rates after instructors went through LAMP training. Data includes 445 courses (of which 116 were taught by LAMP-trained faculty) from Fall of 2016 - Spring of 2025.

ON AVERAGE, CLASSROOMS WITH LAMP-TRAINED INSTRUCTORS SAW A

6.1% LOWER

DWF RATE THAN CLASSROOMS WITH INSTRUCTORS NOT TRAINED IN ACTIVE LEARNING

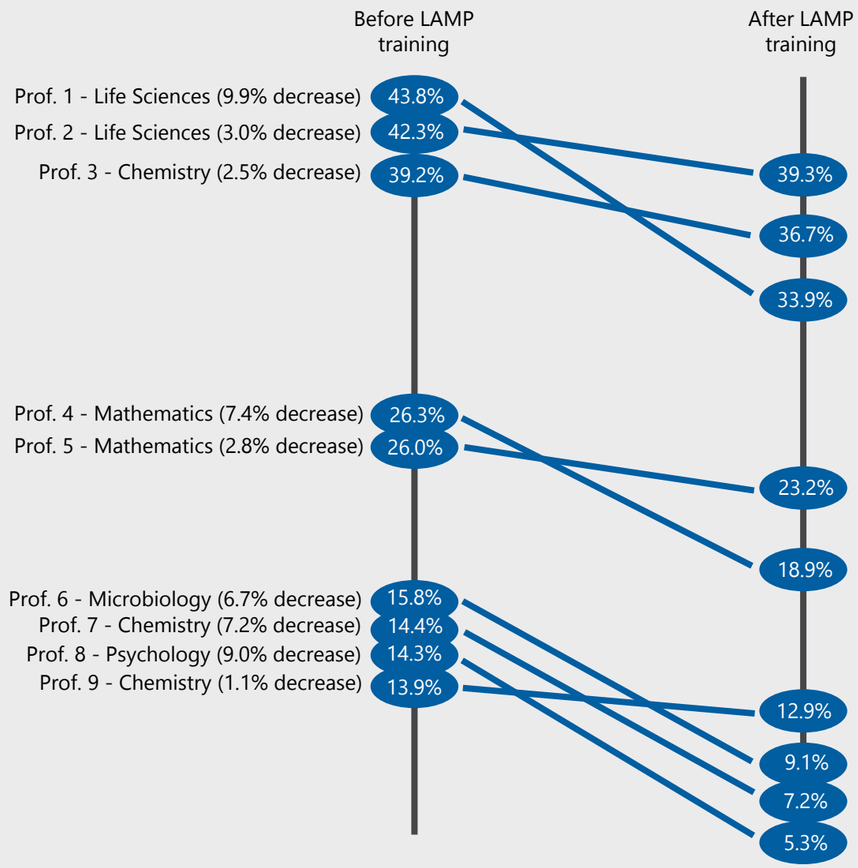
ON AVERAGE, INDIVIDUAL LAMP-TRAINED INSTRUCTORS SAW A

4% DECREASE

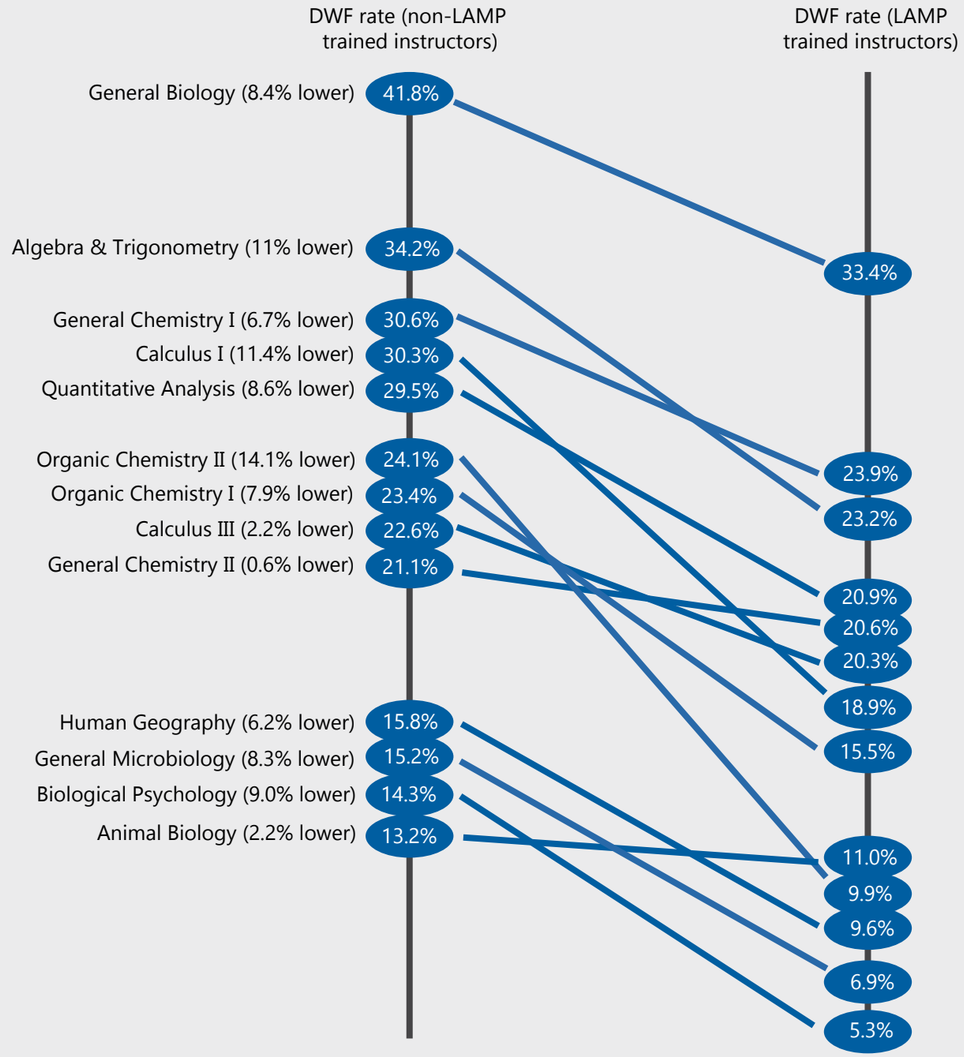
IN DWF RATES AFTER LAMP TRAINING

DWF RATES DECREASE FOR INDIVIDUAL INSTRUCTORS AFTER LAMP TRAINING

Professors are listed anonymously here with a reference to the subject description of the course they taught. Data is for a single course that each professor taught.



DWF RATES ARE LOWER IN COURSE SECTIONS WHERE INSTRUCTORS ARE TRAINED IN ACTIVE LEARNING THROUGH LAMP



LAMP FELLOWS AND LEARNING ASSISTANTS SHARE THEIR EXPERIENCES

LAMP Fellow Sees Increased Student Engagement in Chemistry Classroom

Ginka Kubelka, an Associate Lecturer in the Chemistry department at UW, teaches Organic Chemistry I and II, as well as Introduction to Organic Chemistry, and oversees all Organic Chemistry laboratories. Ginka took part in the LAMP yearlong training during the 2019-2020 academic year and was a part of UW's Educator's Learning Community the following year.

She says, "One of the biggest impacts LAMP has had on my teaching is introducing me to the concept of the flipped classroom. Using this approach, students interact with preparatory material before class, which allows us to focus on problem-solving during class. I think it's had a major impact on my students' engagement and confidence. **This approach is student-centered, encouraging them to take responsibility for their learning. When students go to a traditional lecture they sit, listen, and write notes. In the flipped classroom, they know they're expected to work in their groups, so they have to be prepared.**

They are also interacting more with each other and me, which helps me get to know them better. It helps me understand their individual needs, as their in-class interactions often reveal their knowledge more than their [exam performance] does. Previously, I taught in a traditional lecture hall, and having a mass of students that never talked to me never led to much interaction. Now, because of interactions during class, most students feel comfortable to come to my office hours to ask questions. Also, one thing I have noticed is that, because I keep the student groups consistent throughout the semester or even both semesters (between O Chem I and II) as much as possible, students form a strong bond in their groups. Many of the groups form study groups outside of class. Especially in organic chemistry, it's just so beneficial to talk through things or practice working through problems together. Having a group that they feel safe to share ideas with, without fearing being wrong – that motivates students to keep going, even when the material is challenging.

Having learning assistants (LAs) is crucial for handling questions in larger classes. Many students are more comfortable asking LAs rather than me. My LAs really want to support the students so they can have a good learning experience. Along with LAs, teaching in the Active Learning Classroom (ALC) is necessary for how I teach the class. I really appreciate the space, and I know the students do too."

LAMP Fellow Builds Community Among Educators and Students

Randa Jabbour, Professor in the Plant Sciences department at UW, has seen LAMP create community among educators, between educators and students, and even among students. This interconnected web of teaching and learning has enriched her teaching as well as provided students with opportunities to grow.

One of the courses Randa teaches is Agroecology 1000 (Introduction to Agroecology). She collaborated with two educators who have been part of the LAMP community as mentors to bring an interdisciplinary element into the class. "We started incorporating sketching into the class. Bethann Garramon Merkle (a LAMP mentor, and director of WySci, the University of Wyoming Science Communication Initiative) does work on how sketching connects to science education, so we incorporated that." Randa also collaborated with faculty at the UW Art Museum, and students in agroecology created museum labels for different art pieces and artifacts related to agriculture in the museum, which integrated object-based learning, a modality of active learning, into the class. **"I've been able to diversify the techniques I use, but then also point students toward those experts across campus, and now students can see that science includes all of these things – you don't have to count yourself out of science because you like art, or something else. This community-building helps students make connections in their learning and among the people involved in their learning."** Speaking of the community she has built among educators, Randa says, **"I feel like everyone is helping mentor each other in the community, and these evidenced-based practices plus that community helped me be more confident about teaching the way that is best, [even if these best practices] are going against norms.**

Also, I teach an online asynchronous class, and I really have had to think about how to approach it in a way that helps students feel engaged. I respond to their assignments with comments, no matter what. When students turn in good work, they've gotten conditioned to not get feedback, they just get their grade. But I shifted to leave them a comment – maybe they didn't even realize they're actually hitting on a really important point, and so I would respond and share some sources with them and tell them there is a lot more related to this point you made. I think this makes them feel seen and like someone is really noticing their work."

Lastly, speaking about her agroecology course, "I had never really thought about how my teaching connected to my values. In my instructional strategy I wanted to prioritize building community in the classroom. In active learning there is a lot of group work, and on students' final reflections for this course, they said they made new friends in the class. **In my class they are doing science, and being scientists, but they're also being a community with each other.** The act of learning is the foundation that allows those relationships to form."

LAMP Fellow at EWC Makes Online Classes Accessible and Student-Centered

Sherri Warren acted as Department Head of the Math/Science department at the Douglas campus of Eastern Wyoming College, and now serves as an adjunct professor. She took part in the LAMP yearlong Fellow training during the academic year of 2023-2024.

Sherri says, "I completed both my bachelor's degree and master's degree totally online, which really helped me be a self-directed learner, and this is what I want for my students. This semester (Spring 2025), I have taught all my courses online and asynchronously. It can be challenging to integrate interaction in an asynchronous course, but I try to humanize the learners by leaving lots of constructive and encouraging messages on the online message board, and by meeting with students often on Zoom for office hours. I also utilize Universal Design for Learning (UDL) in all of my classes. **I had one student who came to me and said she thought she might have an undiagnosed learning disability. I encouraged her to get these learning disabilities documented so that she could receive all the possible accommodations she could need in my course, but she told me that my use of UDL covered all of those accommodations already." Sherri is truly an example of making her online classroom accessible to all.**

When speaking of her training as a LAMP Fellow, Sherri says, "One of the big things that has changed for me is thinking about the affective domain and how it affects students' learning. I ask students how they are feeling about tests before they are taking them – I have them write it on a piece of paper, ball it up, and throw it away before they take the test. Students do better on tests when they can express how they are feeling about it. I also let students talk about how they feel about a concept after they've learned it. I feel like this helps boost students' confidence and helps them see themselves as learners." Sherri also espouses a philosophy of "look how far you've come" when it comes to assessment and tries to share assessment with students directly as much as possible. "I do pre-, mid- and post-knowledge surveys and try to share these results with students as often as I can."

Sherri has stayed connected with the LAMP community after her yearlong training through different workshops. "Having a group around you cheering your growth and development on has gone a long ways in making me feel confident in my growth and leadership as an educator."

UW LAMP Fellow Leads Students Through the Research Process and Takes Part in Large-Scale Transformation in Teaching in the Life Sciences Program

Liana Boggs Lynch, Instructional Professor in the Botany department and for the Life Sciences Program, teaches a variety of biology and ecology courses at UW, as well as coordinating plant fungal and general biology labs every other semester.

Last year, Liana also co-taught the Microbiology Capstone course with Erin Bentley, a PhD student in the Program in Ecology and Evolution (PiEE). The class was designed by Rachel Watson, LAMP Director, to be a Course-based Undergraduate Experience (CURE) where students create their own research project and present their findings at the end of the semester. Of this course, Liana says, "Erin did the front half of the class where she was working on the writing portion and the NSF-style grant writing. And then I came in a little bit later, and I was helping with the actual research portion of the class. There's a lot of wrangling, working with agencies and trying to figure out [who to contact and what data you can access]. It was just such a joy [to teach] this class…that is so beautifully designed by Rachel and really see the advancement of the students, because it's something that is so unlike their normal classes. We do give them a general idea of what they can study just for the nature of practicality, but then they write their grant on it, and then we went out and collected and analyzed their results and gave a big presentation at the end.

It was sort of stressful for them because they were asking themselves, 'How do we succeed?'. In most classes, students can achieve a perfect result, say a perfect test score, or good results from an experiment. In those classes it's a pre-planned experiment, but in this case they were struggling with the idea that they didn't have perfect results at the end. They really struggled at first with the idea that failing sometimes is succeeding because you have to fail to learn. But because of that, we saw so much growth – they learned that this is what science really looks like."

Liana also reflected on her experience of how LAMP training has changed the culture of a large team of educators that work together to teach LIFE 1010 (General Biology) courses and laboratories. "It takes a village to run LIFE 1010, and so may classes feed out of that. With a class that big, it's a scary and challenging thing to pivot to more active learning, but we have been doing it, and it's been absolutely incredible. **Also, in the Life Sciences program as a whole, we are getting all of the instructors together and working to scale things across classes and across levels, brainstorming about how we can change [our teaching]. I am excited to see where that goes because it touches so many students."**

UW Undergraduate Develops as a Teacher and a Scholar as a Part of the LAMP Learning Assistant Program

Dawson Poteet, a UW undergraduate student from Laramie studying Psychology, has served as a Learning Assistant for many different courses. He has brought his unique perspective to help other students know that it's OK to try, fail, and try again, as well as conducting research on students' experiences in active learning classrooms.

"When I am working with other students, the first thing I always want to acknowledge is how important it is to remember that the ability to try again, even if things don't go well the first time, is super important. I realize some students might view me, as a Learning Assistant (LA), as the 'smart kid' in class and feel intimidated. I used to think that way too. But on the first day of Organic Chemistry, when the instructor, Ginka, asked us to share something about ourselves, I would say, 'I took a W in this course the first time I took it. I was really scared of this class.' For a lot of the students, it's really helpful for me to say this because I can more easily ask 'Hey, are you struggling with this?'. At first students would sit there and say no. **Then I would ask them a deeper question to get them to engage more. I would say that I understand you don't want to sound like you don't understand in front of all your peers at the table, but I guarantee 90% of them don't understand it as well. I would move from more closed to more open questions to kind of 'trick' them into [a deeper conversation about the topic so they could unlock their ability to truly learn]."**

Dawson was also the first undergraduate student to be a part of the LAMP Educator's Learning Community (ELC) in the 2023-2024 academic year. This community of educators takes their LAMP training a step further and continues educational research they began in their classrooms during their LAMP yearlong training. Of the experience, Dawson says "I felt in some active learning classes that some of my peers were not vibing with the teaching. They were wondering why they were asked to do certain things that took more time. Since I was part of the learning community, I studied why we were doing those things, and what the teacher was trying to accomplish. But if the student doesn't understand why, there is some resistance to active learning [because it seems like more work sometimes]. As part of the ELC, I was able to see teachers as people and see things from their perspective. They are still a person taking a lot of time to try and make learning better for us, because they care. Sometimes educators would try a learning technique, and it wouldn't work, even though all the research said it would work. Seeing behind the curtain made it so I didn't judge teachers as much. I saw that they prepared ten times more than they would if they were teaching a traditional lecture course."

Dawson's experiences as a student, an educator, and a researcher have contributed a tremendous amount to not only students' experiences in the classroom, but to the LAMP program as a whole. He has also served as an LA for the LAMP program itself, assisting the program director with curriculum development for undergraduate courses, as well as helping to facilitate faculty development retreats.

UW Undergraduate Meets Students' Unique Learning Needs as a Peer Mentor in the LAMP Learning Assistant Program

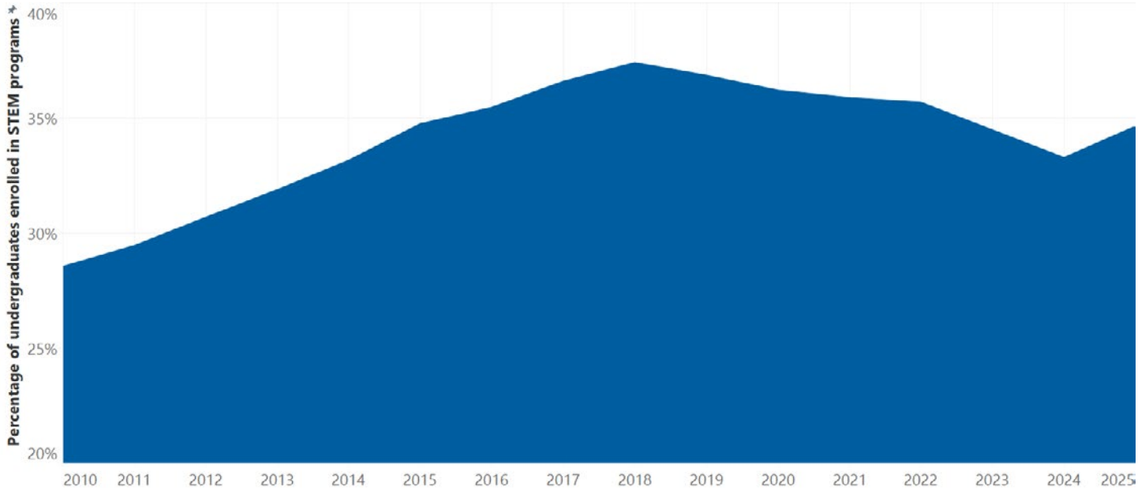
Jesica Tzompa-Martinez has always been an educator and has brought her life experience to help students succeed in the Genetics class at UW. Jesica is an undergraduate student from Jackson who is double majoring in Entrepreneurship and Molecular Biology.

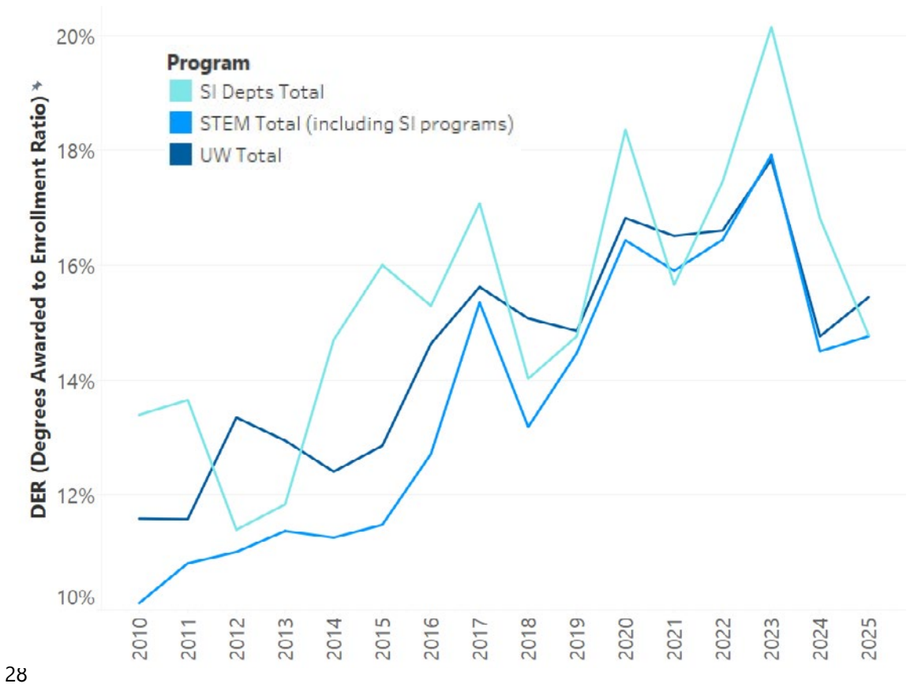
She says, "As a part of my training for becoming an LA, I took Rachel's (the LAMP program director) class (Secondary Education 4900: Best Practices in Active Learning). The class helped me build my teaching philosophy. I've never been put in the position of being a teacher in a formal setting before, but in my teaching philosophy, I was able to use a lot of examples from when I was younger [to inform my philosophy]. When I was younger, I was in ESL classes, and when I started school, it was a little bit hard to pick up on the language. I really wanted to help my younger siblings and make the transition [to school] easier for them. That was my first real experience of teaching. Also, in high school, I was a part of karate, and once you reach a certain rank, you're expected to help out teaching. That really inspired me to look after students. **I feel like when you have someone who really supports you and who really believes in you, that makes the whole process of learning a little bit easier."**

Jesica has brought her formative experiences in teaching, as well as her training in the Best Practices course, into the classroom at UW. As the sole LA In a large Genetics class with an enrollment of over 100 students, Jesica says, "I sit with a different table every day just to get to know them a little better. I build a relationship with them so that they know that I'm there for them." Her first semester as an LA, she shared the classroom with another LA, who she was able to learn a lot from. "I really enjoyed working with him. One of the things I learned from him was how to help students figure out the answer to their questions without giving it away. When students would ask a question, the LA I previously worked with would ask them another question to see what they already understood so they could build from there. **A lot of times if a table is not understanding a concept, I try to find one student that understands what is going on and get them to explain the concept so they can teach it to themselves once again and to the rest of the group. Getting to work with students one-on-one or by table in this way helps us really assess where students are and 'shrink the room' more than a single professor can, so we can practice more differentiated instruction, and meet each students' unique learning needs."**

UNDERGRADUATE ENROLLMENT AND DEGREES AWARDED IN CORE SCIENCE & STEM PROGRAMS

One of the Science Initiative's main goals is to attract, retain, and award degrees to undergraduate students in what have been identified as core science departments and programs at UW. These departments and programs include the following majors: Astronomy & Astrophysics, Biology, Botany, Chemistry, Microbiology, Molecular Biology, Physics, Physiology, Wildlife & Fisheries Biology & Management, and Zoology. As the reach of the Science Institute and Initiative continues to grow, other STEM majors are affected, as well. Enrollment in UW undergraduate programs continues to decrease since a high point in 2013, but slowed down between 2022 and 2024 and is now holding nearly even. STEM program enrollment has also decreased during this time, but absolute numbers of students have not decreased as much as total undergraduate enrollment. This can be seen in the percentage of undergraduates who are enrolled in STEM programs (in proportion to total undergraduate enrollment) - this proportion has increased from 29% in 2010 to 35% in 2025.





The silver lining is that a general upward trend in Degree to Enrollment ratio (DER) continues over time. DER for SI department programs, all STEM programs (including SI programs), and for total UW undergraduate programs has averaged 17%, 16%, and 16% respectively over the last 3 years. This metric shows that the last decade has seen a marked increase in undergraduate student success through degree completion at UW and in SI academic programs.

DOCTORATE DEGREES AWARDED IN CORE SCIENCE & STEM PROGRAMS

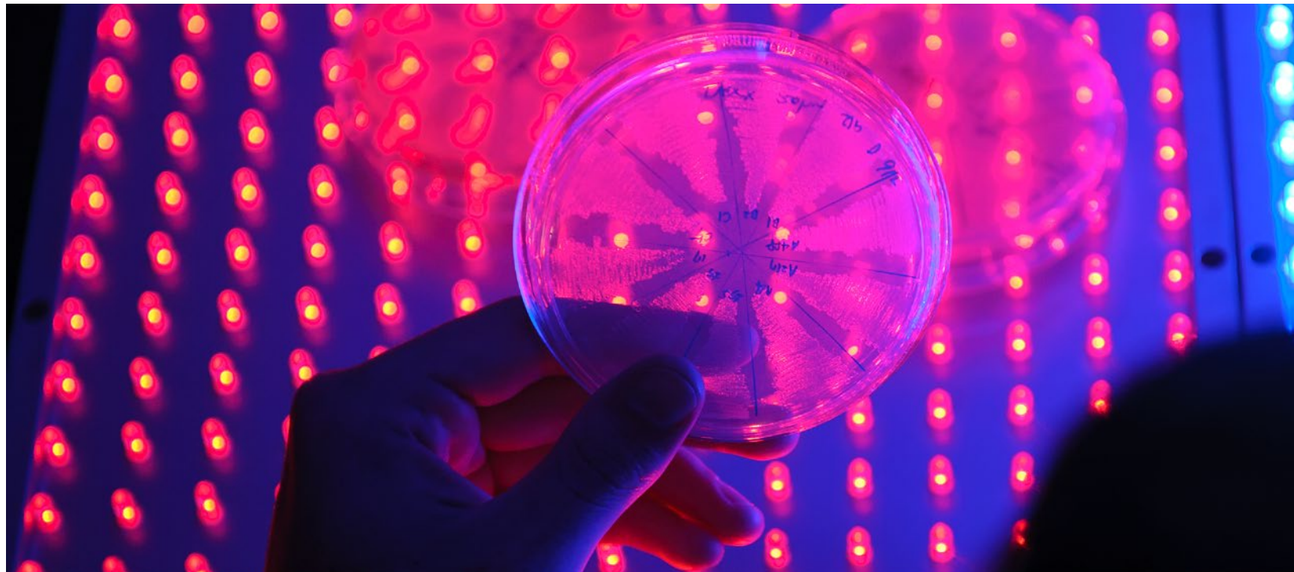
With the creation of the Science Institute, funding has been allocated to 19 PhD fellowships to increase enrollment and degrees awarded in STEM programs. This funding will help in helping core science academic programs reach this goal.

Number of PhDs awarded per tenure track/tenured faculty members in STEM programs.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
All STEM programs	0.37	0.45	0.43	0.38	0.36	0.28

In the last 6 academic years, an average of 98 PhD candidates have graduated from UW STEM departments.This number has seen a fairly steady decline over this time period. We expect to see the number of PhDs awarded in these departments increase as PhD fellows begin to graduate in the coming years, but these graduates will only comprise a 5-10% increase in the number of degrees awarded, so a larger and more concerted effort including other stakeholders on campus will be needed to see this number increase substantially.

During the time period above, STEM programs have accounted for 46% of total doctorate degrees awarded at UW.



GOAL 2:
INCREASE RESEARCH PRODUCTIVITY & CONNECTIVITY

- Increase dollar value of grants and contracts indexed to federal research funding awarded to STEM researchers
- Increase the number of published peer-reviewed manuscripts by STEM faculty
- Increase connectivity and collaboration among UW researchers

KEY HIGHLIGHTS

Science Institute research centers, Science Initiative Building (SIB) shared resource research facilities, and the co-location of researchers within the SIB's open-concept laboratories are helping researchers at UW create impactful research relationships at UW and across the state and world, as well as compete for federal grants and train the next generation of Wyoming scientists.

- Science Institute research centers are leading the way in interdisciplinary, Wyoming-relevant research that strengthens critical aspects of our economy and protects our unique biodiversity. These research centers are highly productive hubs for innovation, student training, and have built and strengthened relationships with colleges and universities, governmental agencies, and industry partners across the state, nation, and world.
- CASI, PGPF, and MORF, the SIB's 3 shared resource research facilities, support UW researchers through training and access to state-of-the-art equipment that boosts their productivity and precision, all under a sustainable model that prioritizes impact by centralizing resources.
- Since FY2019, STEM programs at UW have seen a 140% increase in funding indexed to federal funding agencies.
- Since 2020, connectivity and collaboration among faculty and students are on the rise, resulting in the creativity needed for interdisciplinary problem solving.

SCIENCE INSTITUTE RESEARCH CENTERS

As a part of its focused strategy to develop Wyoming-relevant, nationally competitive, and globally preeminent expertise, in late 2023, the Science Institute developed its first batch of five interdisciplinary research centers to address specific areas of relevance to Wyoming and UW, awarding seed grants to launch these centers, and awarding fellowships to PhD students to conduct research in these centers. Seed funding from the Science Institute will expire in June of 2026 for most of these centers, after which external funding will sustain these efforts.

During FY2025 (July 2024 - June 2025), personnel in these research centers:

- **Submitted 72 grant proposals, of which 17 have been funded so far**
- **Published 27 peer-reviewed journal articles**
- **Presented 30 times at professional research conferences**
- **Supported the training and research of 15 graduate students and 27 undergraduate students**
- **Created and nurtured research, training, outreach and other connections, including relationships with:**
  - **New UW faculty affiliates from departments across campus**
  - **Other departments, units and colleges across campus**
  - **Other SI research centers**
  - **Wyoming community colleges**
  - **Other US universities**
  - **Foreign universities**
  - **National laboratories**
  - **US governmental entities**
  - **Private industry partners, and**
  - **International governance committees.**

CENTER FOR ENERGY MATERIALS

The Center for Energy Materials (CEM) will add value to Wyoming resources by developing advanced technologies for rare earth element extraction (REE) and separation, creation of REE-based permanent magnets, and REE-based catalysts, helping to diversify Wyoming's economy.

During FY25, CEM:

- Identified key research areas and promoted research and education. Current key research areas include:
  - Extraction and separation of REEs. CEM-supported graduate student, Felix Gboyero is collaborating with the Lawrence Livermore National Laboratory (LNLL) to develop a much more efficient way to extract REE from aqueous streams.
  - REEs as the basis for permanent magnets. CEM-supported graduate student Afnan Islam is exploring novel 2D and rare-earth materials and their magnetic properties.
  - REEs' use in petroleum refining. CEM-supported graduate student Rosa Melinda is working on the preparation of promising rare-earth based materials and the manipulation of elemental composition to tune their performance in applications including thermochemical CO_2 splitting with water for fuel production and value-added chemicals.
- Focused on team-building within and outside the center to expand the scope of their research and its themes. The center has created new relationships with UW's SER, two different national laboratories, and has begun working on a large grant proposal in conjunction with another SI research center, C-QISE.

CENTER FOR CONTROLLED ENVIRONMENT AGRICULTURE

The Center for Controlled Environment Agriculture (C-CEA) will accelerate food and nutrition security for diverse communities across the United States while achieving a broader use of controlled environment agriculture through education, research, and workforce development.

During FY25, C-CEA:

- Created the CEA network, which leverages UW's Plant Growth and Phenotyping Facility to provide hands-on training, industry partnerships, and testing for new technologies. The network connects partners to share knowledge, pursue joint research and grants, and offer student internships and experiential learning. Early partners include domestic farms, domestic agricultural technology companies, Wyoming community colleges, and international agricultural companies.
- Supported student research and training in the following ways:
  - Offered the second year of an interdisciplinary CEA course. 10 students from UW, CWC, and Sheridan College were enrolled.
  - Offered an NSF Interdisciplinary REU in CEA during the summer of 2024, led by former C-CEA director Dr. Liping Wang. Eight students from across the US gained research experience in various aspects of CEA.
  - Supported research and training of two graduate students.
  - Supported two undergraduate CEA ambassadors, who participate in research and outreach activities within the center.

In addition, center director Dr. Guadagno was selected by an international collaboration between FFAR (Foundation for Food and Agriculture Research) and NOW (Dutch Research Council) to sit on the committee for Greenhouses in Transition, a program that focuses on increasing regional sustainability of the CEA sector by developing transdisciplinary, cross-sector innovations within the food-energy-water nexus.

CENTER FOR QUANTUM INFORMATION SCIENCE & ENGINEERING

The Center for Quantum Information Science & Engineering (C-QISE) will advance technological components of quantum sciences and computing, and positively impact material science and engineering as well. C-QISE is also developing education programs at both the undergraduate and graduate levels, helping create a workforce in the C-QISE field at UW and across the state.

During FY25, C-QISE:

- Connected faculty, students, private quantum industry partners, and others in the following ways:
  - Formalizing collaboration with Taiwanese universities by signing an MOU between Taiwan and Wyoming focused on joint research and training in quantum science.
  - Deepening partnerships with industry, including companies such as Quantum Machines, Maybell Quantum, and Rigetti. These companies have joined C-QISE in preparing center-level federal proposals and brought on-site training opportunities to UW students.
  - Hosting the third Quantum Summer School, in celebration of the International Year of Quantum Science and Technology, bringing speakers from Taiwan, Europe and the US.
  - Hosting a hands-on quantum computing workshop at Atom Computing in Colorado, where faculty and students observed a real quantum computer in operation.
  - Creating a regional, Mountain West partnership network through Quantum Supply Chain Summits in Montana and Idaho.
- Launched two academic programs at UW, an M.S. in Quantum Information Science & Engineering, and an undergraduate minor is QISE.
- Engaged in high school outreach in Wyoming, giving them an introduction to what a physicist can do in Wyoming, and demystifying quantum science for the next generation of students.

CENTER FOR WILDLIFE, TECHNOLOGY, & COMPUTING

The Center for Wildlife, Technology, & Computing's (WyldTech's) vision is to leverage new technologies, big data, and computational advances to understand and conserve Wyoming's wildlife on working and changing landscapes. To achieve our vision, we build spaces supporting productive interdisciplinary collaborations that advance the frontiers of knowledge, provide management guidance for human wildlife coexistence, and yield products useful to the state of Wyoming and beyond.

During FY25, WyldTech:

- Expanded its engagement across campus, with 10 affiliate faculty (in addition to the 7-member steering committee), building representation from 9 units on campus from 4 colleges and schools. WyldTech also manages a list-serve with 59 members across the nation.
- Supported relationships with 16 state, regional, and national agencies and NGOs, and 5 industry partnerships.
- Collaborated with state and federal agencies at the Wyoming toad recovery team meeting, the Wyoming Game and Fish Pinedale Regional Office All Regions Meeting, the Cyberinfrastructure and AI for Ecology workshop, the Wyoming Game and Fish Department's annual pronghorn working group meeting, the Western Association of Fish and Wildlife Agency's Deer-Elk Workshop, as well as other meetings with the Wyoming Game and Fish Department and at national and international wildlife conventions.
- Awarded four, one-year seed grants (total investment of $50,000) to UW researchers who are using innovative, technological approaches to assist in conservation of Wyoming wildlife. These seed grants have resulted in new funding, 4 publications, and 9 presentations, as well as several new interactions with state and federal agencies. Lead researchers on these projects include faculty and graduate students from 6 different departments on campus.

CENTER FOR RURAL COMMUNITY RESILIENCE & INNOVATION

The Center for Rural Community Resilience & Innovation (C-RCRI) utilizes modeling and socio-technical approaches to establish a framework for understanding and addressing problems faced by rural communities over the next century. This research will lay a foundation for Wyoming to anticipate future scenarios and help communities prepare for a resilient future. The project will also create modular lesson plans to engage rural youth in technological advances.

During FY25, C-RCRI:

- Participated in the Digital Twins Workforce Panel at the Harvard Center for Geospatial Analysis' Digital Twins Symposium.
- Brought on a new master's student and post-doctoral research associate.
- Submitted two NSF grant proposals, including "Increasing the resilience of decision-making across scales in the arid Northern Great Plains", and "Smart and Connected Rurality - Digital twins for resilient small towns and rural communities". These grant proposals were submitted to the NSF R212 Regional Resilience Inovation Incubator, and the NSF Smart and Connected Communities Development Grant.

SIB SHARED RESOURCE RESEARCH FACILITIES

CENTER FOR ADVANCED SCIENTIFIC INSTRUMENTATION (CASI)

CASI is a staffed facility that houses state-of-the-art instrumentation that enables analyses of a diverse range of specimens. Vibration and light-sensitive instrumentation are housed in spaces on the 1st floor of the SIB. These rooms are designed to minimize vibrations and are electromagnetically shielded, ensuring high-quality imaging. Instruments that are less sensitive to vibration are housed in the CASI showcase and in other spaces throughout the building.

During FY25:

- CASI instruments were booked for more than 10,000 hours.
- The majority of users are from UW, while a small percentage are from Wyoming businesses, such as Tungsten Parts Wyoming, located in Laramie. UW users include people from 15 departments and programs located in 4 colleges and schools, the College of Engineering and Physical Sciences, the School of Computing, the College of Agriculture, Life Sciences and Natural Resrouces, and the College of Arts and Sciences.
- 36 peer-reviewed manuscripts have been published with data collected from CASI instruments.
- One patent was granted from the laboratory of Dr. Caleb Hill in the Chemistry department.
- CASI staff provided more than 30 training sessions to interested users. Dr. Qian Yang (CASI Assistant Research Scientist) also offered a graduate-level course on Scanning-Electronic Microscopy.
- Dr. Qian Yang also gave presentations, group tours, and led outreach events for multiple colleges across campus, as well as the UW lab school.
- Several different partnerships have facilitated purchase of new equipment for CASI, including a super-resolution microscope, sample preparation equipment, and a tabletop scanning electron microscope which will be used both by faculty researchers and UW students taking part in CUREs.

PLANT GROWTH & PHENOTYPING FACILITY (PGPF)

PGPF, located on the 5th floor of the SIB, includes 6,400 square feet of research greenhouses and an adjacent research penthouse housing two spacious walk-in chambers and a range of laboratory spaces to support the activities of all users. The research spaces are equipped with technology to provide tight environmental controls for plant growth and additional phenotyping applications.

During FY25:

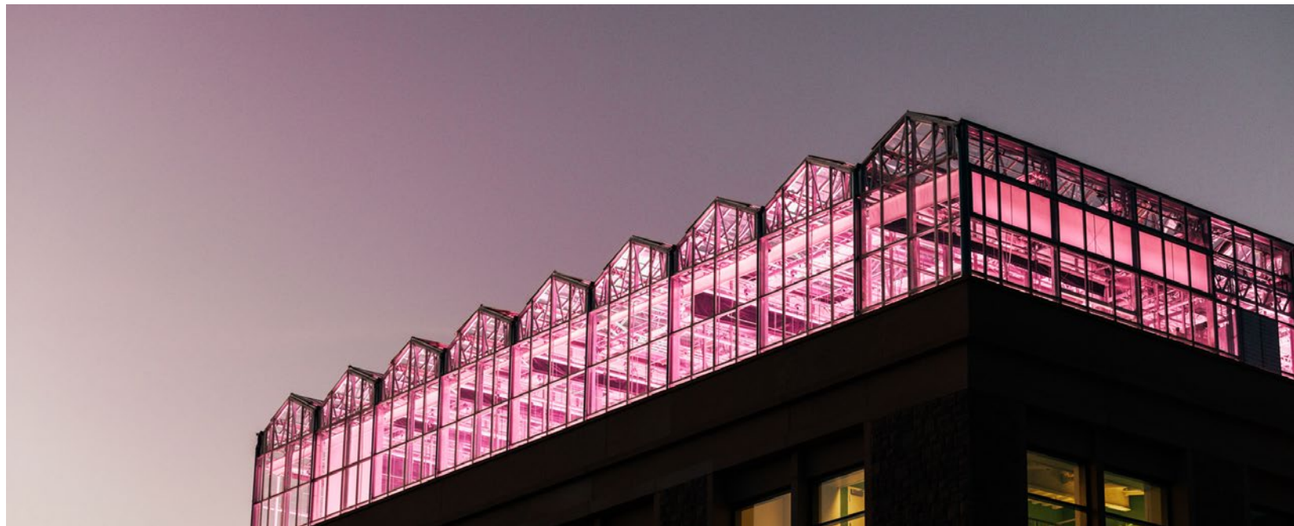
- PGPF hosted guided tours for UW students, faculty members, other UW personnel, students and professors from Wyoming community colleges, state agencies, and CEA business representatives.
- Utilization rate of research spaces within PGPF have been approximately 80%.
- More than 70 users have signed up to use PGPF's research spaces.
- In collaboration with CEA and faculty from 10 different departments, Facility Director Dr. Guadagno and Facility Manager Mike Baldwin coordinated the first interdisciplinary class in CEA - AGRI 4990 - within the PGPF. 10 students had the opportunity to do hands-on laboratory work, hear about the latest advancements in CEA from external business representatives, and spend two weeks doing an internship at Plenty Unlimited, Inc. in Laramie.
- Over $4 million in grants have been awarded to UW personnel to conduct research within PGPF.
- PGPF became a member station of the NCERA-101, USDA Committee on Controlled Environment Technology and Use.

MODEL ORGANISM RESEARCH FACILITY (MORF)

MORF, located on the ground floor of the SIB, provides modern care facilities for work with small mammals and amphibians

During FY25:

- Jennie Cook joined MORF as Facility Manager in February of 2025, and final construction on the facility was completed in April of 2025.
- In May 2025, MORF passed initial IACUC inspection and became operational.
- By July 2025, MORF completed onboarding of inaugural principal investigators, when they transitioned their research programs into MORF's terrestrial and aquatic housing systems. At the close of the fiscal year, MORF's terrestrial housing is operating at 60-65% capacity, while their *Xenopus* room is running at 40-50% capacity.
- To support un-interrupted animal care, MORF also expanded its team to include one full-time technician and one part-time student technician.



GRANTS & CONTRACTS

Increase dollar value of grants and contracts indexed to federal research funding awarded to STEM researchers.

Funding for centers and projects from the Science Institute for research and PhD fellows, in conjunction with core facilities, such as the Science Initiative Building (including CASI, rooftop greenhouses, etc.) are expected to augment research collaboration and capacity in STEM fields and contribute to increases in grant funding, as well.

For the purposes of this data, the university fiscal year was used, which begins in July and ends in June of the following year (so FY 2025 spans from July 1, 2024 to June 31, 2025). Originally, the Science Initiative focused mainly on those defined as the core sciences, including the departments of Botany, Chemistry, Molecular Biology, Physics & Astronomy, and Zoology & Physiology. As time has gone on, however, programs within the Science Initiative and Science Institute have gained capacity to support a larger diversity of STEM programs across campus (while continuing to serve core science departments). Therefore, grant funding numbers for all STEM programs and the original SI core science programs can be found in the table below.

As large-scale 4-5 year programs phase in and out, amounts within certain programs may fluctuate, but the general trend seen is an increase in funding over the period from FY 2019 - 2025. During this time STEM programs at UW have seen a 140% increase in funding ($43M of STEM funding in FY25 comes from a single grant given by the DOE to UW's SER to develop the Sweetwater Carbon Storage Hub in collaboration with Frontier Carbon Solutions, LLC - being the largest single competitive award in UW history), while original SI core science programs have seen a 17% increase in funding (although there was a pronounced spike in FY 2023 for SI core science programs).

Grant funding for STEM programs and SI research programs by university fiscal year.

PROGRAM SEGMENT	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
All STEM programs	$80,507,889	$91,883,645	$119,210,945	$99,864,216	$103,112.096	$127,850,273	$191,743,717
Original SI programs	$12,354,955	$12,277,234	$16,089,787	$16,354,940	$19,978,332	$15,538,707	$14,471,505

FACULTY PUBLICATIONS

Increase the number of published peer-reviewed manuscripts by STEM faculty.

Again, capacity-building programs, facilities, and partnerships facilitated by the SI aim to also increase research productivity. Faculty publications per tenure track/tenured faculty members for all STEM programs and the can be found in the table below. During the last five years, the number of journal articles published per faculty member in all STEM programs has stayed roughly stable, with a slight increase between 2020 - 2024.

Number of published peer-reviewed journal articles per tenure track/tenured faculty members by year in STEM programs.

	2020	2021	2022	2023	2024
All STEM programs	4.1	3.9	4.0	3.6	4.2

INCREASE IN UW RESEARCH FACULTY CONNECTIVITY & COLLABORATION

Another goal of the Science Institute and Science Initiative is to increase collaboration and connectivity among UW researchers. Both the construction of the SI Building, and the focus of Science Institute centers on interdisciplinary research show our commitment to this. As research questions and the problems they target become more complex and interdisciplinary, researchers reach outside of their "silos" and need to interact more and more with researchers from other disciplines. We recently carried out an analysis including 72 UW faculty researchers within the core science programs of Botany, Chemistry, Program in Ecology, Hydrologic Science, Molecular & Cellular Life Sciences, Molecular Biology, Neuroscience, and Physics. We counted the number of times each of these 72 researchers was named on a published, peer-reviewed article with another UW faculty research from any department on campus.

During the years of 2019 and 2020, these researchers published with other UW researchers 338 times, while during the years of 2023 and 2024, these researchers published with other UW researchers 391 times. **This constitutes an increase of 16% in research interactions.** This collaboration is an important measure of research productivity, as it shows UW researchers in the sciences are working across departments more to solve important, complex problems and contributing substantially to interdisciplinary research across many themes.

In Fall of 2025, a short survey was also sent to faculty within the SIB to discern how being housed in the building has enhanced their research productivity and connectivity. Common themes that emerged included the following:

- **Being located within the SIB has helped them create new research relationships that likely would not have happened if they weren't co-located with other researchers in open-concept laboratories.**
- **Being located within the SIB has expanded their abilities to provide hands-on undergraduate and graduate student training that is cross-disciplinary in nature. It is much easier for faculty or students from other labs to provide this training.**
- **Being located within the SIB has given them convenient access to world-class instrumentation in CASI, PGPF, and MORF that would not have been affordable for them if UW had not made an investment in these core research facilities.**

A couple representative quotes include:

> *"Being housed in the Science Initiative Building has been transformative for both my research and my students' success. The collaborative and energized environment—surrounded by motivated PIs, graduate students, and postdocs—has enhanced productivity and creativity across the board.…My students have especially benefited from the collaborative spirit fostered here. We've developed partnerships and research collaborations that likely wouldn't have happened elsewhere. The state-of-the-art vivarium has also been a game-changer for our work. Having both the wet lab and vivarium in the same facility has dramatically increased efficiency, precision, and research quality—something I hadn't experienced in my seven years at the University of Wyoming. Overall, the Science Initiative space is fulfilling its purpose beautifully. It has elevated the impact and connectivity of my research program, and I'm deeply appreciative of the opportunity to be part of it."*

> *"I can say that the open-lab concept works very well for my group where we share instrumentation with others in the building. It has opened doors to enhance cross-disciplinary graduate and undergraduate student training opportunities. My students, with projects centered on reproductive biology and women's reproductive diseases, are learning a great deal about circadian biology, cardiovascular and metabolic functions, and developmental biology from our SIB collaborators. In turn, we routinely work with and train undergraduate and graduate students from other labs. My feeling is that the SIB can (and has) serve(d) as a cost-effective model to demonstrate the importance of shared space and instrumentation on campus. The proximity of our lab to [other labs], as well as MORF and CASI, has greatly strengthened collaborative ties, elevated cross-disciplinary training opportunities for SIB students from different departments, and ensured easy access to world-class core facilities."*

GOAL 3:

EXPAND STATEWIDE OUTREACH & ENGAGEMENT

- Bring hands-on STEM activities to schools and communities across the state and form networks of learning
- Create networks of innovation to support Wyoming's economy in critical areas

KEY HIGHLIGHTS

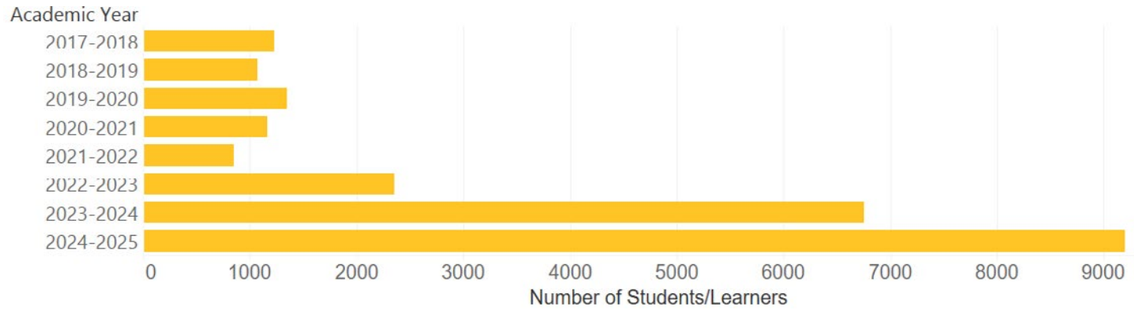
Both the Science Initiative Roadshow and Science Institute research centers provide students and Wyoming communities with hundreds of opportunities to engage in hands-on learning activities across STEM disciplines, as well as bringing awareness to and providing training for local career opportunities, while impacting key areas of Wyoming's economy.

- Since 2017, the SI Roadshow has brought hands-on STEM learning activities to nearly 24,000 Wyoming learners of all ages in 19 Wyoming counties and 36 communities.
- Wyoming educators at K-12 schools remark that the Roadshow has helped support their school-wide education initiatives, given them ideas for how to strengthen the effectiveness of their curriculum, and connected them with community partners that excite Wyoming youth about further training and education, as well as local job opportunities.
- The Center for Controlled Environment Agriculture (C-CEA) provides an NSF REU during the summer for students across the country, as well as an interdisciplinary summer course for students across Wyoming to explore multiple facets of CEA through hands-on research and training.
- The Science Institute's research centers have created networks of research and innovation with individuals and institutions across the state, nation, and world, elevating Wyoming's influence in key areas of the economy.

SCIENCE INITIATIVE ROADSHOW

Teams of undergraduate and graduate students from UW, along with UW and WY community college faculty and staff, in collaboration with partners across the state, facilitate in-person and virtual learning in PreK-12 classrooms, senior communities, and other community contexts across the state using active learning techniques through the **Science Initiative Roadshow**. In K-12 classrooms, the teams from UW work with teachers to integrate learning experiences into existing curricula in order to achieve assigned learning outcomes. This collaborative approach exposes Wyoming students, teachers, and community members to innovative active learning techniques and creates links between UW, schools, and other educators across the state to improve STEM teaching statewide.

Number of PreK-12 students , community members, and seniors reached, by academic year (Fall 2017 - Spring 2025).



SI ROADSHOW THROUGH TIME (2017-2025)

Since 2017, the Science Initiative Roadshow has brought active learning to

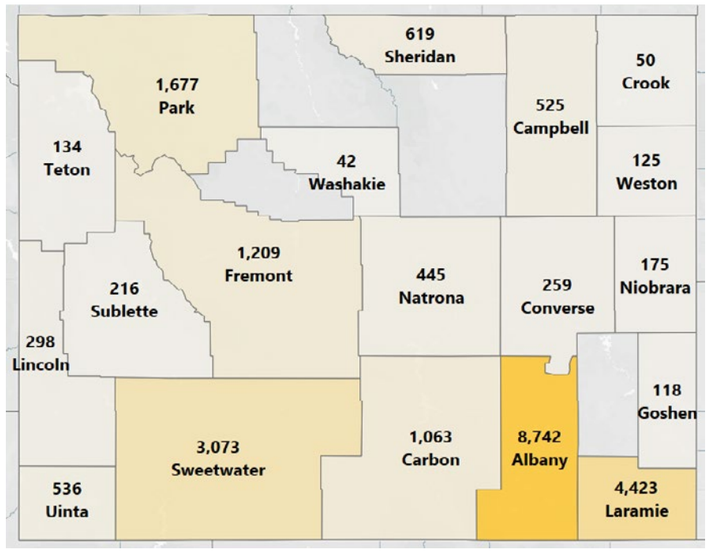
23,807

PreK-12 students, community members, & seniors from

19

Wyoming counties

Number of PreK-12 students, community members, and seniors reached, 2017-2025.



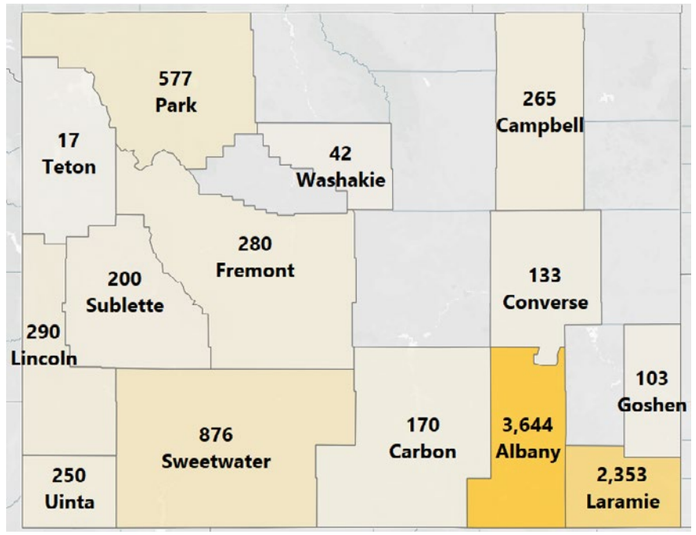
210
outreach & inreach events

90+
schools, senior communities, and other educational programs

36
WY communities

SI ROADSHOW 2024/2025

Number of PreK-12 students, community members, and seniors reached, academic year 2024/2025.



In the 2024/2025 academic year, the Science Initiative Roadshow brought active learning to

9,200

PreK-12 students, community members & seniors from

14

Wyoming counties

93
outreach & inreach events

54
schools, senior communities, and other educational programs

25
WY communities

FOUR YEARS OF THE UW STEM CARNIVAL

Each September since 2022, the Science Initiative Roadshow, in partnership with the Office of the President, and with the help of dozens of units across campus and other local businesses and institutions, has hosted the UW STEM Carnival. In the last four years, the STEM Carnival has brough hands-on STEM activites to nearly 4,500 K-12 students and community members from across the state.

2022: Grand Opening of the Science Initiative Building (SIB) & Inaugural Carnival
The first annual STEM Carnival coincided with the grand opening of UW's Science Initiative Building. The event featured a range of engaging STEM activities, hands-on demonstrations of instrumentation in the SIB, and presentations by faculty, students, and local businesses. Highlights included talks by UW President Ed Seidel, UW professor Ellen Currano, and Nobel laureate Carl Wieman.

2023: Expansion & EERB Focus
The 2023 STEM carnival celebrated the Engineering Education and Research Building (EERB), showcasing its modern instructional and research spaces. Over 40 UW units offered hands-on STEM experiences, including activities in specialized laboratories and with engineering simulators. Attendance surpassed 1,150.

2024: Agricultural Integration
The 2024 STEM Carnival took place at the Cliff and Martha Hansen Teaching Arena and Laramie Research and Extension Center, featuring agricultural research and extension centers. Attendance reached a new high with 1,345 participants, including over 1,000 K-12 students. 53 STEM tables and 10 agricultural activities were offered, engaging students in topics from precision agriculture to animal research.

2025: Health Sciences Spotlight
The 2025 STEM Carnival, hosted at the College of Health Sciences, expanded further, serving over 1,500 K-12 students from multiple counties (including Albany, Carbon, Converse, Goshen, Laramie and Sublette counties), including virtual and home-schooled participants. More than 50 STEM tables and 10 workshops highlighted health sciences and local healthcare partners.

TWO YEARS OF WORK IN WYOMING SENIOR CENTERS

In early 2024, the SI Roadshow was awarded a grant from the Wyoming Department of Health's Aging Division to expand their hands-on STEM activities and lessons into older adult-serving locations in the state. In 2025, the Roadshow received an extension and supplemental funding to continue the work. The grant is focused on increasing socialization and engagement in older individuals by offering hands-on, science- based activities that are focused on topics and learning opportunities of interest to this demographic. In addition, the Roadshow delivers these activities with UW students, both undergraduate and graduate, allowing older individuals the chance to engage in socialization with younger individuals that come from many of the same rural towns in Wyoming. When possible, the Roadshow also looks to incorporate cross-generational opportunities, bringing K-12 students and older individuals together to perform these STEM activities.

Over the last two years, the Roadshow has conducted 32 visits to 20 different senior centers and centers serving older adults. These visits have occurred in 13 counties and served nearly 500 adults. Activities spanned a range of topics, primarily focusing on pollinators and bees, geology, and neuroscience.

Pollinator and Bee Workshops: Led by graduate students and faculty, participants learned about the diversity and importance of bees, their role as pollinators, and the challenges they face. Hands-on activities included making seed bombs with native wildflowers, building and decorating bee houses, assembling weather stations, and using observation journals. These interactive sessions empowered seniors to contribute to pollinator health and provided experience with scientific observation and basic environmental monitoring.

Geology Workshops: Activities during geology workshops included identifying minerals, learning about rocks and fossils, examining geologic specimens, and discussing weathering processes. Participants worked with real fossils and minerals, performed simple tests, and engaged in discussions about local geology and the Earth's history.

Neuroscience and Brain Workshops: Seniors at multiple senior centers explored brain science through fact-or-fiction games, matching brain scan images to the different techniques used to image the brain, examining brain specimens, and learning about neurons. Some sessions featured the construction of model neurons out of craft materials and interactive sensory activities, like operating a robotic claw using neural signals.

WYOMING SCHOOL PRINCIPAL, TEACHERS, AND UW STUDENTS SHARE THEIR EXPERIENCES WORKING WITH THE ROADSHOW

Livingston Elementary, the SI Roadshow, and Local Community Partners Work Together to Bring Awareness to Local Career Opportunities

Allison Lewis, principal of Livingston Elementary in Cody, got her school involved in the Governor's RIDE (Reimagining and Innovating the Delivery of Education) Initiative in the Fall of 2023 to help make learning more student-centered while improving pathways to the workforce. The Roadshow helped Livingston with these efforts by facilitating 2 STEM Days during the 2023-24 school year. During a STEM Day, students spend the day rotating through different stations where hands-on learning activities are led by local community partners. This year, students learned how to tie flies with North Fork Anglers, study brains with an NWC professor, and interact with educators from the Buffalo Bill Museum of the West. The Roadshow reached out to these community partners to connect them to the school. Allison says, "[When students were] making flies, some kids got to show how they already knew how to do that. That activity [tied] right into a fly fishing unit that students were doing in PE, and it tied into a habitats unit our 2nd graders were doing. **So [these learning experiences] all connect together - it's cross-curricular, and it's applicable to [students'] lives outside the classroom. Overall, STEM Days [also connect us] to community members that we don't know yet and [gives students exposure] to all kinds of careers."**

As part of the RIDE Initiative, Livingston also has created three active learning spaces in their school, including a makerspace, a collaborative active learning classroom, and a computer science classroom. These facilities and the learning materials they include are a huge asset to the school, but in order to use them most effectively, teachers need to do a good amount of preparatory work and learning themselves. Allison said, **"When the Roadshow came the first time, they brought Sphero coding robots - it really helped our teachers see how to use those appropriately in the classroom and how it easy it was. This helped our teachers shift their teaching models from the traditional school model to a more hands-on and cross-curricular model.** Teachers realized they could accomplish four [learning outcomes] all at once. Now, instead of saying and writing letters over and over again, we can also learn to code, and it takes the same amount of time as the more traditional route."

Allison says she has partnered with the Roadshow to enhance RIDE Initiative goals because she wants "her K-5 students to get real-life experiences… so that they can apply what they learn at school and what they are learning… outside of school to their futures. [This approach to education] opens kids' minds to things that are available here. That's the goal - we want to grow them, and [help them] come back to our community and raise their families right here in Wyoming."

STEM Days Help Students in Green River Find Their Unique Science Interests

Annie Mast, STEM teacher at Truman Elementary in Green River, says partnership with the Roadshow has helped her students grow through interest-based learning, as well as help her shift her teaching towards a more student-led, problem-solving based model.

"The Roadshow came in February 2024 and did a STEM Day, and it was such a great experience. During the STEM Day, the [students] built a beaver dam, took part in a deer CSI station where they used clues to determine how the deer died, used robots to solve problems, learned about solar power, and we had a great presenter from Game and Fish that had kids go through an obstacle course to show how animals have to migrate through Wyoming and avoid obstacles like traffic. In total we had 3 or 4 community partners from the local area involved.

I saw a lot of individual strengths come out [in students]. **After we had the Roadshow come, we talked about the stations that students liked and everyone had a different favorite, which I think really hits the nail on the head with how interest-based learning is so important. [Students are] still making connections even a year after the fact, which I think is huge.**

I also really believe in giving kids problems and letting them solve them on their own. All the [STEM Day] instructors did such a good job with that. The students experienced defeat and how to come back from that. I think that those are really important lessons. I use a curriculum called Project Lead the Way [in my classroom], and it's very teacher-led at the beginning. It's a lot of instruction at the front of the units, and then you gradually release the instruction as you go. So it's more of an 'I do, we do, you do' model. I think every time we see something like the Roadshow, it's such a good reminder that it doesn't have to be that way. It can be student-led more than teacher-led. [Students are] so much more engaged when it can be that way. We still use the curriculum, but I've tried to incorporate that idea into some of the lessons a little bit more."

About having the Roadshow visit her school, Annie says "It's a little daunting to invite someone to come in and speak or to do an activity, but the benefit is there for sure. The kids just loved it. They didn't want to go home at the end of the day. I think that that's a true testament of the power of doing these activities with the kids."

A Relationship with the Roadshow Creates More Opportunities for Hands-on Learning in Hanna

Kaitlyn Larson teaches science at Hanna-Elk Mountain-Medicine Bow (H-E-M) Junior/Senior High in Hanna, WY. The school serves grades 7-12 and enrolls around 80-90 students from the surrounding communities each year.

"The Roadshow has come to H-E-M 3 times, once a year for the last 3 years. Our school does Friday school once a month, and the Roadshow shows up once a year and does the whole day. Students rotate through classrooms and spend an hour at a time doing different hands-on, interactive activities, such as learning about ecology through skulls, learning about watersheds, learning about electrical impulses in our bodies, and more. The students really enjoy it.

Having a relationship with (Roadshow Co-Director) Karagh has been very helpful. She put me in touch with the USGS because they were doing research on past climate through core samples near us out on the Hanna Draw. Through this relationship, someone from the USGS came in and did a presentation, and we got to take the students out to actually see the site. The students got to see the testing sites, the samples they were bringing up, and the actual tests they did. Some of my juniors and seniors are college bound, and some want to go on to a career or technical school. It was fun for the students to see a wide range of people doing science at the site, from drilling technicians that went to a career college to geologists with PhDs. We got to talk with each person at the site and hear from them what their pathways to their careers were, which was really great for the students."

H-E-M's relationship with the Roadshow also opened up doors to other outreach and inreach opportunities with groups like the Science Kitchen at UW, as well. Kaitlyn says, "Setting up these visits has been super easy. Karagh just asks what type of schedule we want and how many people UW will need to bring." The Roadshow looks forward to continuing to work with rural schools like H-E-M and connecting them with local and outside partners. It is truly one of the things that makes this work so rewarding.

"Bee the Scientist" Inspires Older Adults at the Shoshoni Senior Citizens Center

A grant from the Wyoming Department of Health Aging Division helped the Roadshow, with programming led by UW PhD student Sabrina White, to bring hands-on bee activities to 14 different senior centers in 10 WY counties during the summer of 2024.

Jeannie Kroenke (pictured in the bee costume, alongside center director Rykki Neale) is the assistant director of the Shoshoni Senior Citizens Center located in Shoshoni, Wyoming. She says she was already an avid bee lover before the Roadshow came, but this visit only helped grow her and others' enthusiasm for the pollinators.

Of the Roadshow's visit in summer of 2024, Jeannie says, **"We were surprised at how many people out of such a small community (Shoshoni's population is 471) showed up for the activity. We had a dozen people show up. We even had a grandmother and grandson that came over for the activity and they were excited. These intergenerational bonding activities are so important for both seniors and young people – it brings us together, you know. And the Roadshow made it simple enough to where both little kids and older adults with mobility problems or arthritis in their hands can do it together.**

Our senior center just started a community garden project this spring, so we're just getting it up off the ground. The Roadshow showed us how to make seed balls – we took soil and mud and created a little ball with seeds in it, and planted those in our garden to establish good plants for pollinators. And we made little bee habitats out of paper tubes to help get them started. The Roadshow also helped us learn how to identify different species of bees, and we have used this information to identify 7 different bee species in our garden as it has become established.

We also made a weather station to measure things like our garden's temperature and humidity. We thought that 70 and 80 year olds might not feel confident with this technology, but the Roadshow people were so positive and they made us excited. It was simple, and I think it helped some of our seniors trust technology a little bit more."

Lastly, Jeannie says workers at the senior center used their newfound knowledge of bees in a community outreach trunk-or-treat event in Shoshoni. "Of course my costume was a bee! Our whole trunk was made to look like a beehive and we printed out and laminated information we learned from the Roadshow about bees. People were pretty amazed by some of the facts, like how it takes one bee an entire lifetime to make one teaspoon of honey."

UW Undergraduate Student Gains Science Communication Skills as Part of the SI Roadshow

Liz Lungren was a part of the Roadshow from 2022-2025. She grew up in Ten Sleep, WY, and during her time as an undergraduate student at UW, she has studied molecular biology and microbiology. After she graduated in Spring of 2025, she began her graduate school journey in the medical field.

She remembers two memorable activities she led as a part of the Roadshow: "At a STEM Day event in Cody in late 2024, I led an activity where we created models of DNA from candy. We also did an experiment where we extracted DNA from a strawberry. The teachers were all fascinated by that – I don't think they'd ever seen that before. I also remember an activity I did early on in my time with the Roadshow at Urie Elementary in Lyman. I led a human anatomy activity with plushy, stuffed organisms, and we even showed the students different real organs from a cow, including a brain, kidney, and eyeball. Some kids thought it was the coolest thing they had ever seen."

Liz says, **"Because of my time with the Roadshow, I definitely gained important skills. I remember the first outreach event I did, I was so scared to talk in front of kids – I was just so nervous. Since then, I have gained confidence to speak in front of a room, as well as adapt lesson plans and switch it up on the fly when I need to adapt to a new environment.** I definitely feel more well-rounded. I'm not going into education, but I do think scientists need to be good at communicating our science to people that are not directly involved in it, and I think I have grown there. And every time I teach a lesson, I usually learn something, too. **I am involved in quite a few different things on campus, but the Roadshow is the most meaningful experience that I participated in."**

UW Graduate Student Shares Her Research Passions with Wyoming Communities

Nancy Weinheimer, a Geology PhD student at UW, started working as an outreach assistant for the Roadshow in Fall of 2023. The experience has helped her gain skills in teaching and communication and has helped her rethink her future employment plans.

Of her time being a part of the Roadshow, Nancy says, "I've led multiple different lessons, but one of the most meaningful has to do directly with what I am studying. My research is funded by the NSF and deals with critical zone science. The critical zone is where life and the earth interact, encompassing the tree tops to the bottom of the water table. I had a poster board with the critical zone painted on it, and they could see an example of how bedrock breaks down into soil and then trees interact with this soil. And then we play a game where the students pretend to be nutrients in the soil. A couple of them stand in the middle of the room and pretend to be nutrients, and the rest of the students are rock, and they circle around the nutrients shoulder to shoulder. Then my co-leader would pretend to be tree roots and try to get to the nutrients, but the tree can't because the rock is too hard. Then I used a spray bottle to spray water on the rocks and they weather, which breaks down the rocks and creates gaps between them so the roots can get through to the nutrients. The students go nuts at that part! That is my favorite activity I lead right now since it's very connected to what I research – it means a lot to me.

I also think I have grown as a part of the Roadshow, having to think on the fly and taking questions as they come, because some students are so imaginative. **Before I joined the Roadshow, I didn't really think about what I wanted students to gain from a lesson, and now I really do. I think this experience has also made me feel more confident about teaching and sharing information with people that aren't in my bubble of researchers. It has made me more interested in teaching as a career, as well."**

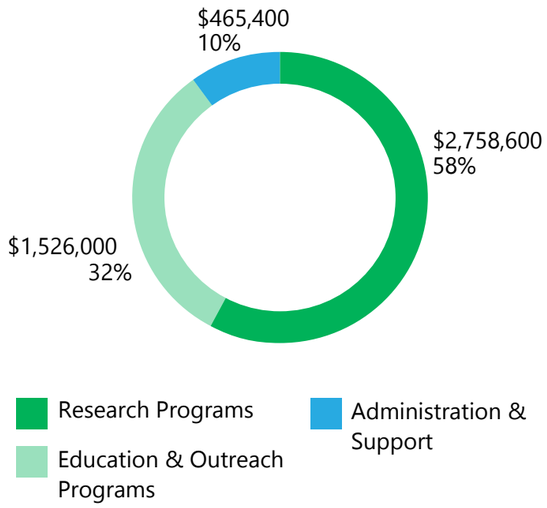
FINANCIAL STATEMENT

THE PAST YEAR

Our financial goals for the year focused on:

- Finishing construction on the last shelled out spaces in the SIB, including SCROLL, MORF and the Multidisciplinary Advanced Stimulation Laboratory (MASL).
- Outfitting spaces with scientific and educational equipment, including the Data X Studio (room 4030 in the SIB), the STEM Sandbox, SCROLL (some of it in conjunction with instrumentation in the CASI showcase), and MORF.
- Hiring a new director for the Science Institute, a coordinator for the CURE program, a CASI director, and a director for the PGPF.
- Expanding our PhD Fellows program to include 11 fellows that support research in SI's research centers.

BUDGET BREAKDOWN BY FUNCTION



BUDGET BREAKDOWN BY PROGRAMMATIC & SUPPORT ELEMENTS

FY25 budget for the Science Institute & Science Initiative.

BUDGET SEGMENT	TOTAL ANNUAL BUDGET	% OF FUNDING
Learning Actively Mentoring Program (LAMP)	$400,000	8%
Wyoming Research Scholars Program (WRSP)	$900,000	19%
Outreach and Engagement (SI Roadshow)	$226,000	5%
Graduate Fellows Program	$932,600	20%
Innovative Seed Grant Program	$600,000	13%
Research & Core Facilities Support[1]	$1,226,000	26%
Program Administration & Support	$465,400	10%
Totals	**$4,750,000**	**100%**

[1] *Includes dues for CASI service contracts and purchase/repair funds, CASI staffing, greenhouse staffing, and vivarium staffing, etc.*

DONATIONS, GIFTS, & GRANTS

Through external gifts and grants, the Science Initiative and Science Institute have been able to expand the reach of their programming to new areas and populations within the state, strengthening existing programs to enrich student learning and success, research, and outreach.

Active external grants and current donations for the Science Initiative and Science Institute.

PROJECT NAME	FUNDING SOURCE	PROJECT FUNDING AMOUNT	DURATION OF FUNDING
IMPACT STEM Transfer: Meaningful Partnerships for Cultivating Transformation in STEM Transfer	Howard Hughes Medical Institute (HHMI)	$235,333	11/1/2022 - 10/31/2028
WIP Phase II: Controlled Environmental Agriculture Industry Program (CEA)	Wyoming Governor's Office	$1,170,200	9/29/2023 - 6/30/2026
REU Site: Controlled Environment Agriculture (CEAfREU)	National Science Foundation (NSF)	$405,851	6/1/2024 - 5/31/2027
Tribal Community Resilience Under Climate Change: Harnessing CEA to Secure Sustainability and Economic Growth	National Science Foundation (NSF)	$1,060,678	9/1/2024 - 8/31/2028
Engaging the Aging Brain in STEM: Fostering Socialization and Health Promotion in Older Individuals through the Science Initiative Roadshow	Wyoming Department of Health - Aging Division	$47,348	3/21/2024 - 9/30/2025
Donations & Gifts to the Science Initiative (through UW Foundation)	Various donors	$81,480	
Total Grants & Donations		**$3,000,890**	

REVENUE GENERATED BY SHARED RESOURCE RESEARCH FACILITIES

The Science Initiative Building's three shared resource research facilities, including the Center for Advanced Scientific Instrumentation (CASI), the Plant Growth and Phenotyping Facility (PGPF), and the Model Organism Research Facility (MORF) provide instrumentation, facilities, and training for UW researchers and in some cases, outside users, to enhance their research enterprises. Access to these facilities is fee-based, ensuring that these facilities are economically sustainable, while providing access to resources that would be cost-prohibitive for single users to purchase themselves. Included here is a summary of revenue generated by these facilities during FY25 (July 2024 - June 2025). MORF's data is not included this year as it did not begin serving users until the very end of the fiscal year.

Revenue received by SIB shared resource research facilities, FY25.

FACILITY	REVENUE RECEIVED
CASI	$82,229
PGPF	$54,368

THE FUTURE

In the next year, we will select new transdisciplinary research centers for our second group of research centers and further expand the number of PhD Fellows. We will also continue to outfit our research and educational facilities, focusing on collaborations between SCROLL and CASI to obtain undergraduate-friendly, high-level instruments (to be housed in the CASI showcase). These instruments can be used by undergraduates as part of CUREs, but also will be widely available for users of CASI for usage fees.

UNIVERSITY OF WYOMING | Science Institute

UW TOP-TIER SCIENCE INITIATIVE
UNIVERSITY OF WYOMING

AGENDA ITEM TITLE: Third Party Real Property Considerations, Kean

2025 - 2026 Academic Year

Rates are per person, per semester. Housing is reserved by the academic year, and are paid for by the semester.

Are you a new student for the spring semseter? Spring semester only residence hall applications open in November.

Room Type	Cost (per semester)	White & McIntyre Halls*	Tobin House	North & South Halls
Double	$3,015	X	X	
Double New	$3,160			X
Triple	$3,015		X	
Single Suite	$4,685	X		
Double/Private Bath Suite	$4,600		X	X
Double/Shared Bath Suite	$4,575			X
Single	$4,405	X	X	
Single New	$4,425			X
Double as a Single	$4,514	X	X	

2025 - 2026 Residential Meal Plans

Students living in the residence halls are required to select a residential meal plan. There are now two meal plans to choose from, which meet the needs of our campus community. By purchasing a residential meal plan, you acknowledge and agree to the associated **terms and conditions.**

Note: *The deadline to change your meal plan for Fall semester is September 11, 2025*

Item	Unlimited Seven Days a Week	Unlimited Five Days a Week (Monday-Friday)
Weekly Meals	Unlimited every day	Unlimited Monday-Friday
Dining Dollars (per semester)	$150	$300
Cost (per semester)	$3,825	$3,345

2025 - 2026 Apartments, Off-Campus, and Faculty/Staff Meal Plans

Meal Block Plans – Convenient, Flexible, Delicious! Enjoy a set number of meals each academic year at the Dining Center. Perfect for fitting great, all-you-can-eat food into your busy schedule. Must have a University WyoOne ID to purchase. UW employees can even take advantage of payroll deduction to make paying for the plan simple and stress-free.

All meal plans expire on June 30th of each year. By purchasing a non-residential meal plan, you acknowledge and agree to the associated terms and conditions.

175 Meals	100 Meals	50 Meals	25 Meals
$2,100	$1,210	$610	$310

AGENDA ITEM TITLE: Housekeeping Modifications to UW Regulations 6-1, 6-7, 6-8, 6-10 and UW Regulation 4-3 –Evans

UNIVERSITY OF WYOMING REGULATIONS

Subject: Design, Construction, and Naming of Buildings
Number: UW Regulation 6-1

I. PURPOSE

To establish the guidelines for approval of design, construction, and naming of University buildings.

II. POLICY

The selection and employment of architects for the design of all buildings of the University, the adoption of plans, specifications, and details for the construction of such buildings, and the receiving of bids and awarding of contracts for design and construction of buildings shall be a function of the Board of Trustees upon recommendation of the Vice President for Campus Operations ~~Finance and Administration~~ or designee consistent with all applicable statutory requirements. Through the Vice President for Campus Operations~~Finance and Administration~~ or designee, the Trustees shall maintain general supervision over the construction and equipping of all University buildings.

Names of buildings shall be selected by the Trustees. No building shall be named after any person actively connected with the University at the time. ~~See UW Regulation 12-2 (Naming of University Facilities, Programmatic Units, and Funded Academic Honors).~~

III. CHANGE ORDERS

The Vice President for Campus Operations ~~Finance and Administration~~ or designee is authorized to approve change orders for non-capital construction or major maintenance projects up to $50,000. However, in no event shall the cumulative total of all changes orders for each non-capital construction or major maintenance project result in an amount that exceeds $75,000 without Board of Trustees approval.

Approval of Change Orders for capital construction projects shall comply with UW Regulation 6-9, "~~(~~Project Development Policy and Procedure for UW Capital Construction Projects~~)~~." All change orders will be reported to the Trustees.

IV. PERFORMANCE AND PAYMENT BONDS

A. A faithful performance bond and a labor and materials bond, or other form of guarantee in accordance with requirements set forth below, shall be required for the construction,

major maintenance or renovation to any University building or structure or for any public work or improvement as defined in W.S. 16-6-101 when the contract price exceeds $7,500. The bond or other form of guarantee shall be provided by the Contractor to the University after award of the contract but prior to any work commencing under the contract (W.S. 16-6-112). All bonds shall meet all Wyoming statutory requirements, be filed with the contracting department of the University, and be approved by the Office of Risk Management or designee.

B. Bonds shall be set in the following amounts:

1. For projects where the contract price exceeds $150,000, including all amendments and change orders, the contractor shall submit a performance bond and a payment (labor and material) bond equal to 100% of the contract amount.
2. For projects between $7,500 and $150,000, the University may accept other forms of guarantee other than a bond, upon approval by the Vice President for Campus Operations ~~Finance and Administration~~ and when determined to be in the University's best interests.

C. The University may also require performance bonds in other types of contracts, such as material and services contracts, in order to protect the University's interests. The amount for the performance bond shall be determined by the contracting department and approved by the Director of Strategic Sourcing, Procurement, and Payment Services or designee ~~Manager of Procurement and Payment Services~~ in consultation with the Office of General Counsel.

V. ENERGY MANAGEMENT

The University shall ensure that it adheres to energy conservation and management through its design standards.

Responsible Division/Unit: ~~Division of Administration~~ Division of Campus Operations

Source: None

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

Associated Regulations, Policies, and Forms: UW Regulation 12-2 (Naming of University Facilities, Programmatic Units, and Funded Academic Honors); UW Regulation 6-9 (Project Development Policy and Procedure for UW Capital Construction Projects).

History:
Trustee Regulation X. Physical Plant; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 2-1, now UW Regulation 6-1
Revisions adopted 9/14/2018 Board of Trustees meeting
Revisions adopted 10/14/2020 Board of Trustees meeting

UW Regulation 1-102(I)(B) adopted Minutes of the Trustees, September 14-16, 2006
Revisions adopted 7/16/2015 Minutes of the Trustees
Revisions adopted 9/10/2015 Minutes of the Trustees
Revisions adopted 1/21/2016 Minutes of the Trustees
Revisions adopted and moved to UW Regulation 6-1 on 9/14/2018 Board of Trustees meeting

UW Regulation 1-102(I)(N), Attachment D adopted Minutes of the Trustees, July 17, 2014
Revisions adopted and moved to UW Regulation 6-1 on 9/14/2018 Board of Trustees meeting

University Regulation 32; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 2-32, now UW Regulation 6-2

UNIVERSITY OF WYOMING REGULATIONS

Subject: Space Assignment and Management
Number: UW Regulation 6-7

I. POLICY

All University facilities, whether owned or leased, belong to the University as a whole and are considered to be an allocable resource to be utilized in the best interests of the institution. Accordingly, the proprietary interests of individual organizational units shall not exclusively define the allocation and use of campus space, especially when larger institutional interests are thereby sacrificed.

Physical space can be a limiting resource in the development, advancement and improvement of the University's academic and research programs; therefore, effective utilization of this valuable resource is essential to the success of the University, its faculty and its students. Space is a critical University-owned resource and is subject to allocation, evaluation and reallocation to meet the overall needs and priorities of the University. Stewardship of space resources is a joint effort between all University staff, faculty and student and relies upon everyone to ensure that space is used to support student success, foster collaborative research and promote positive work environments

The President has overall responsibility and authority for facilities planning and management and space allocation. This responsibility and authority have been delegated by the President to the Vice President for ~~Finance and Administration~~Campus Operations who, in consultation with the President, makes allocations of space to each of the administrative divisions. Space assigned to these administrators may be further delegated as deemed appropriate.

II. LONG-TERM SPACE REQUESTS

Divisions/Units shall submit all ongoing additional strategic space needs with the Division's proposed annual budget pursuant to UW Regulation 7-1 (Operating Budget). These requests shall be presented to the Space Allocation Committee, as designated by the President, for final action.

The Vice President for ~~Finance and Administration~~Campus Operations, as Chair of the Space Allocation Committee, shall refer all space requests that involve expenditure of funds or repurposing of space to the President, who shall make the final decision.

If Divisions/Units request additional space outside of the annual budget process, the Space Allocation Committee, in consultation with the President, shall meet as needed to

determine whether the request is warranted (i.e., critical or time-sensitive). If warranted, the Space Allocation Committee shall take final action, or refer to the President as outlined above. All space requests approved outside of the annual budget process shall be reported to the Board of Trustees during the next budget cycle.

III. ASSIGNMENT AND USE OF TEMPORARY SCHEDULED SPACES

Temporary or short-term scheduled spaces consist of all facilities not assigned long term (e.g., all instructional spaces, conference rooms, auditoria, performance rooms, University grounds, and gymnasiums available for use by the entire University community). Similar to long-term space assignments, priorities for temporary scheduled spaces shall be in accordance with University needs, not the needs of a single department, school or college. These spaces are classified in three categories:

A. Spaces centrally scheduled through UW Operations;

B. Spaces scheduled through the administrative office with the delegated authority for the assigned space (e.g., Wyoming Union, Intercollegiate Athletic facilities, Residence Life facilities); and

C. Spaces where a unit is permitted scheduling priority but that can be scheduled by UW Operations after considering the needs of the priority unit. These spaces are scheduled through UW Operations.

IV. EMERGENCY SITUATION

In an emergency situation, the University's space needs, including both long-term and short-term spaces, will take priority over the needs of departments, schools or colleges.

Responsible Division/Unit: Division of ~~Administration~~ Campus Operations

Source: None

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

Associated Regulations, Policies, and Forms: None

History:
University Regulation 181; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 2-181, now UW Regulation 6-7

Revisions adopted 12/9/2020 Board of Trustees meeting

UNIVERSITY OF WYOMING REGULATIONS

Subject: Acquisition, Retention or Disposal of Real Property
Number: UW Regulation 6-8

I. PURPOSE

To establish guidelines for the acquisition, retention or disposal of real property.

II. DEFINITIONS

Disposal: Either demolition or removal of facilities and/or improvements or the sale of a facility or land.

Facility: A building or improved property owned by the University.

Land: Unimproved or agricultural property owned by the University.

No Longer Occupied: A facility or land that is not currently assigned a specific use or purpose supporting the mission of the University.

III. POLICY

It is the policy of the University of Wyoming that when land or a facility may be suitable for purchase, a facility is no longer occupied, or upon request of the University administration, an evaluation of the subject facility or land shall be made to guide decisions regarding the acquisition, retention or disposal of the facility or land.

IV. EVALUATION OF FACILITY OR LAND

A. The Vice President for ~~Finance and Administration~~Campus Operations shall establish procedures, as appropriate, to determine necessary analyses to be used in the evaluation. The analyses may include but are not limited to the following:

1. Cost-benefit analysis;

2. Site analysis;

3. Environmental analysis;

4. Needs analysis;

5. Market analysis;

6. Title analysis; and/or

7. Analysis of the facility's usability and flexibility.

B. Any evaluation regarding the acquisition, retention or disposal of real property shall be presented to the Board of Trustees Facilities Contracting Committee, who shall make a recommendation to the full Board of Trustees of the University of Wyoming for consideration.

Responsible Division/Unit: Division of ~~Administration~~Campus Operations

Source: None

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

Associated Regulations, Policies, and Forms: None

History:
UW Regulation 6-8 adopted 9/14/2018 Board of Trustees meeting

UW Regulation 1-102(I)(C), Attachment A adopted Minutes of the Trustees, July 25, 1998, Physical Plant & Equipment Committee
Revisions adopted and moved to UW Regulation 6-8 on 9/14/2018 Board of Trustees meeting

UW Regulation 1-102(I)(I) adopted Minutes of the Trustees July 25, 1998, Physical Plant & Equipment Committee
Revisions adopted and moved to UW Regulation 6-8 on 9/14/2018 Board of Trustees meeting

UNIVERSITY OF WYOMING REGULATIONS

Subject: University of Wyoming Public Art
Number: UW Regulation 6-10

I. PURPOSE

To outline the process for acquisitions, proposals, evaluation, and installation of public art.

II. DEFINITIONS

Defined Property: The placement of donated trees, benches, monuments, tables, and similar donated structures.

Donation: A work of public art or defined property which is donated to the University through the UW Foundation upon recommendation of the Public Art Committee and if accepted by the UW President.

Direct Selection: A work of public art purchased or commissioned from an individual artist by the University upon recommendation of the Public Art Committee.

Limited-Term Installations: Public art or defined property that may or may not be the property of the University and is installed for a specified period.

Open Competition: A work of public art selected through a competition or request for proposals for a commissioning. These commissions may include faculty, staff, students, and external artists.

Permanent Installations: Installations of public art or defined property that are the permanent property of the University and are intended to be installed for an extended period or in perpetuity.

Public Art: Art objects placed in a shared, publicly accessible space. Categories of public art may include functional, expressive, or installation art donated or commissioned, or otherwise acquired that are prominent and located in public space. Art media may include but is not limited to sculptures, painting, murals, photography, drawings, prints, mixed media, electronic media, gardens, including fountains and seating, and may include but is not limited to objects in clay, fiber, textiles, wood, metal, plastic, or other material.

Public Art Committee: The Committee that advises the President on matters relating to the selection, location, cost, financing, and installation of art and defined property in the public spaces of the university. The Committee shall consist of an Art Museum

representative, the Department of Visual ~~and Literary~~ Arts Head, an Art and Art History Program faculty member, an ASUW representative, a student representative, a faculty member approved by Faculty Senate, a Staff Senate representative, the Vice President for ~~Finance and Administration~~Campus Operations, a UW Foundation representative, a Student Life representative, two individuals accomplished in art or design who are not employed by the University, and two Wyoming citizens who are not extensively accomplished in art or design and are not employed by the University. Terms shall be two (2) years in length, shall be staggered, and shall coincide with the University's fiscal year (July 1 to June 30). Committee members will be appointed by the President of the University.

III. PROJECT TYPES

Engagement and Education: These projects focus on ideas to create awareness, excitement, and curiosity about the existing art on campus through programs and events for students, alumni, faculty, staff, and community members.

Enhance Existing Sites: These projects feature suggestions by campus meeting participants and stakeholders where art is desired, including atriums and the tunnels connecting the student residences to the dining hall.

Integrated Art: These projects engage artists to integrate into the design of facilities and landscapes to create memorable places and amplify campus character.

Socially Engaged and Interdisciplinary Projects: These projects focus on opportunities for artists to work with students, faculty, and staff from various disciplines to create art experiences.

IV. MISSION AND VISION OF PUBLIC ART

The Public Art program enriches the cultural, intellectual, and scholarly life of the campus and the Wyoming community.

V. TYPES OF PUBLIC ART AND DEFINED PROPERTY PROPOSALS CONSIDERED

Acquisition methods of public art include the following:

A. University generated, which are solicited proposals for public art including:

1. An artist may be commissioned by the University.

2. An artwork may be purchased by the University.

3. An artwork may be loaned to the University.

University Generated public art will be solicited via requests for qualifications, requests for proposals, invitational selection, or direct selection.

B. Open source generated, which are unsolicited proposals presented to the University including:

1. An existing artwork, which may be given as a gift or loan to the University.

2. A commissioned artwork, which may be given as a loan or gift to the University.

VI. SELECTION PROCESSES FOR PROJECTS

A. Funds Available for the Project

Prior to selection of the project, the Public Art Committee shall provide written confirmation to the President that funds are available and earmarked for the entire project, including installation, and shall identify the funding source.

B. Determination of Selection Committee

The Public Art Committee will appoint an Artist Selection Committee for each public art project or group of projects to select the artist(s) and the project for a specific site. The Committee shall include representatives from the Public Art Committee, departments or units occupying the building or adjacent area, and other individuals deemed essential to the selection process by the committee.

C. Selection Processes

1. **Open source applications:** The application process for an open-source art project includes submitting a written description of the proposed project and the desired timeframe to be on view; visuals that clearly convey the proposed project; a summary of why this project is important for the University of Wyoming and how it addresses the public art plan; information about the artist(s) involved with the project, including bio/resume and samples of previous work; a detailed budget that outlines the total project costs, including maintenance; percentage of funds that have been raised, how much need to be raised, and all confirmed funding sources; a maintenance plan; the proposed site, if one has been predetermined; and the implementation timeline.

2. **Commissioning artworks**: Calls for artists to apply for opportunities are posted widely through:

a. Request for qualifications (RFQ) where artists are invited to submit images, a resume, and a brief statement or letter of intent regarding their interest in and approach to the project.

b. Request for proposals (RFP) where artists are invited to submit conceptual proposals for works of art.

3. **Invitational selection:** A group of artists is invited to submit their qualifications and a panel selects from this group. The presentation may be assembled based on nominations from arts professionals, as well as curatorial input from the public art staff and Public Art Committee.

4. **Direct selection**: In rare instances, an artist might be selected directly to create a proposal.

D. Selection Procedure

The Artist Selection Committee selects the artist(s) and the project and submits it to the Public Art Committee, and, upon recommendation of the Committee, the UW President makes the final selection.

VII. CRITERIA FOR SELECTION

All public art or defined property shall be judged against the following criteria:

A. The relationship of the proposed project to the University's public art vision and goals as outlined in the University of Wyoming's Public Art Plan.

B. The feasibility of implementing the project.

1. The artist or entity proposing the artwork demonstrated they are capable of implementing the project.

2. The proposed site is appropriate for the project and is related to the site's use and operations.

3. The implementation schedule is realistic.

4. The project complements other university activities.

5. The project requires input from an architect, engineer, conservator, or other specialist.

6. If the project needs to be reviewed by another government agency or other organizations, when and how the review will take place.

7. The level of maintenance required.

VIII. EXEMPTIONS

This regulation shall not apply to the established academic programs in the UW Student Union Gallery, UW Art Museum, College or Department galleries, including exterior space of the Visual Arts building, or student exhibitions.

If a new University building project is state-funded, the University can select to opt in to the Wyoming Art in Public Buildings program and 1% of the total construction costs for the new building project (not to exceed $100,000) will be used to acquire works of art for permanent installation at the project site pursuant to W.S. 16-6-802. The Public Art Committee, in consultation with the University's Facilities Construction Department, shall make a recommendation to the President on whether to opt in. The President, in consultation with the Facilities Contracting Committee of the Board of Trustees, shall make the final determination on whether to opt in to W.S. 16-6-802. If the University opts in to the state program, this regulation shall not apply.

IX. DISCLAIMER

The University endeavors to maintain the public art per the original agreement but shall reserve the right to remove, reinstall, store, move, or dispose of the object at the discretion of the University and in discussion with the artist and his/her Estate. The University is obligated to retain the artwork in its original form and not alter, change, or otherwise reconfigure the work.

Responsible Division/Unit: Office of the President

Source: None

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

Associated Regulations, Policies, and Forms: None

History:

UW Regulation 1-102(I)(M), Attachment C adopted Minutes of the Trustees, January 17, 2014
Moved to new UW Regulation 6-10 on 6/12/2019 Board of Trustees meeting (effective 7/1/2019)
Revisions adopted 4/14/2021 Board of Trustees meeting

UNIVERSITY OF WYOMING REGULATIONS

Subject: Title IX and Sexual Misconduct
Number: UW Regulation 4-3

I. PURPOSE

The University of Wyoming is committed to maintaining a respectful, safe, and non-threatening environment for its faculty, staff, students, contractors, and visitors and will address and resolve all complaints of sexual misconduct. This Regulation establishes policies and procedures governing sexual misconduct that is committed by any member of the University community.

II. DEFINITIONS

Sexual Misconduct: Includes dating violence, domestic violence, hostile environment sexual harassment, sexual assault, sexual exploitation, sexual harassment, stalking, and any other conduct of a sexual nature that is nonconsensual.

Title IX of the Education Amendments Act of 1972: Per the U.S. Department of Education, Office for Civil Rights, Title IX protects individuals from discrimination based on sex in education programs or activities that receive Federal financial assistance.

III. POLICY

The Regulation applies to all faculty, staff, students, contractors, and visitors of the University. The University prohibits sexual misconduct in any form, including dating violence, domestic violence, hostile environment sexual harassment, sexual assault, sexual exploitation, sexual harassment, stalking, and any other conduct of a sexual nature that is nonconsensual. The *Sexual Misconduct Policies and Procedures Document for Faculty, Staff, and Students* sets forth resources available to University community members, describes prohibited conduct, and establishes procedures for responding to incidents of sexual misconduct.

IV. ADMINISTRATION

This Regulation, and the University's policies and procedures for addressing sexual misconduct, have the full support of the President, the Board of Trustees, and the University's senior leadership team. The President of the University has overall responsibility for implementation of the policies and procedures. The President delegates the administration of the Regulation and the policies and procedures to the Title IX Coordinator through the Office of General Counsel. The Title IX Coordinator is located in

~~the Bureau of Mines Building~~Hill Hall, Room ~~320~~ 240 and can be contacted by emailing report-it@uwyo.edu or calling 307-766-5200.

V. REVISION, APPROVAL, AND EFFECTIVE DATE

The policies and procedures document shall be revised as determined by the Title IX Coordinator. Any revisions to the document shall become effective from the date of their approval by the Title IX Coordinator.

VI. DISTRIBUTION/NOTIFICATION

The policies and procedures document shall be available on the University website or a copy may be obtained from the Title IX Coordinator, the Human Resources Department, or the Dean of Students Office during normal business hours.

Effective Date: July 1, 2018

Responsible Division/Unit: Equal Opportunity Report and Response, through the Office of General Counsel

Source: Title IX of the Education Amendments Act of 1972 and associated federal regulations.

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

Associated Regulations, Policies, and Forms: UW Regulation 4-2 (Discrimination and Harassment) and Sexual Misconduct Policies and Procedures Document for Faculty, Staff, and Students.

History:
Formerly UW Regulation 8-256; adopted 1/20/2012 Board of Trustees meeting
Revisions adopted 10/20/2014 Board of Trustees meeting
Revisions adopted 9/13/2017 Board of Trustees meeting (effective 7/1/2018: previously UW Regulation 1-256, now UW Regulation 4-3)

AGENDA ITEM TITLE: **Discrimination and Harassment, Mandatory Reporting, and Bystander Intervention Training**, Osborn

DISCRIMINATION AND HARASSMENT, MANDATORY REPORTING, AND BYSTANDER INTERVENTION

Relevant Rules and Policies

- Wyoming Constitution and statutes
- 14th Amendment
- Titles II, VI, VII, IX
- UW Regulation 4-1 (Equal Education and Employment Opportunity)
- UW Regulation 4-2 (Discrimination and Harassment)
- UW Regulation 4-3 (Title IX and Sexual Misconduct)
- UW Regulation 4-4 (Violence in the Workplace)
- UW SAP 4-1.1: Equal Opportunity, Allowable Efforts and Prohibited Functions, and Institutional Discrimination.

Freedom of Expression and Civil Discourse

- Ideas and beliefs will sometimes conflict with one another
- We do not shield people from ideas they may find uncomfortable, disagreeable, or even deeply offensive
- Must respect people's right to express themselves without obstructing, censoring, or interfering with the rights of others to hear those ideas.
- Free expression has limitations:

  "The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, whenever they wish."

- The goal is to proactively create an environment where ALL voices are heard

UW Regulation 4-2 Prohibits Discrimination

UW does not discriminate on the basis of race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, gender identity, genetic information, creed, ancestry, political belief, or any other applicable protected class or participation in any protected activity.

UW will not tolerate acts of discrimination or harassment or related retaliation against or by any employee or student. Individuals who violate this policy shall be subject to corrective action and/or discipline, up to and including termination or separation from the University.

Sexually harassing behavior is prohibited and will not be tolerated.

- Sexual misconduct can happen to anyone, regardless of gender or sexual orientation.
- If you experience or are aware of sexually harassing behavior, immediately report it to EORR so that we can provide support and resources.

To make a report or to review confidential reporting options please visit **www.uwyo.edu/reportit** or contact:

Equal Opportunity Report and Response (EORR)
report-it@uwyo.edu
766-5200

ALL UW EMPLOYEES ARE REQUIRED TO REPORT HARASSMENT AND DISCRIMINATION TO EORR

WHEN UW RECEIVES A REPORT

Our first priority is to ensure the safety of everyone involved and address any potential threats

- making referrals to appropriate support and resources
- taking interim measures necessary to ensure individuals can continue working and learning

We also report statistical information to UWPD for use in the Campus Safety and Security Report, which is available on the UWPD website.

Accommodations at UW

UW adheres to all federal and state laws regarding individuals with disabilities.

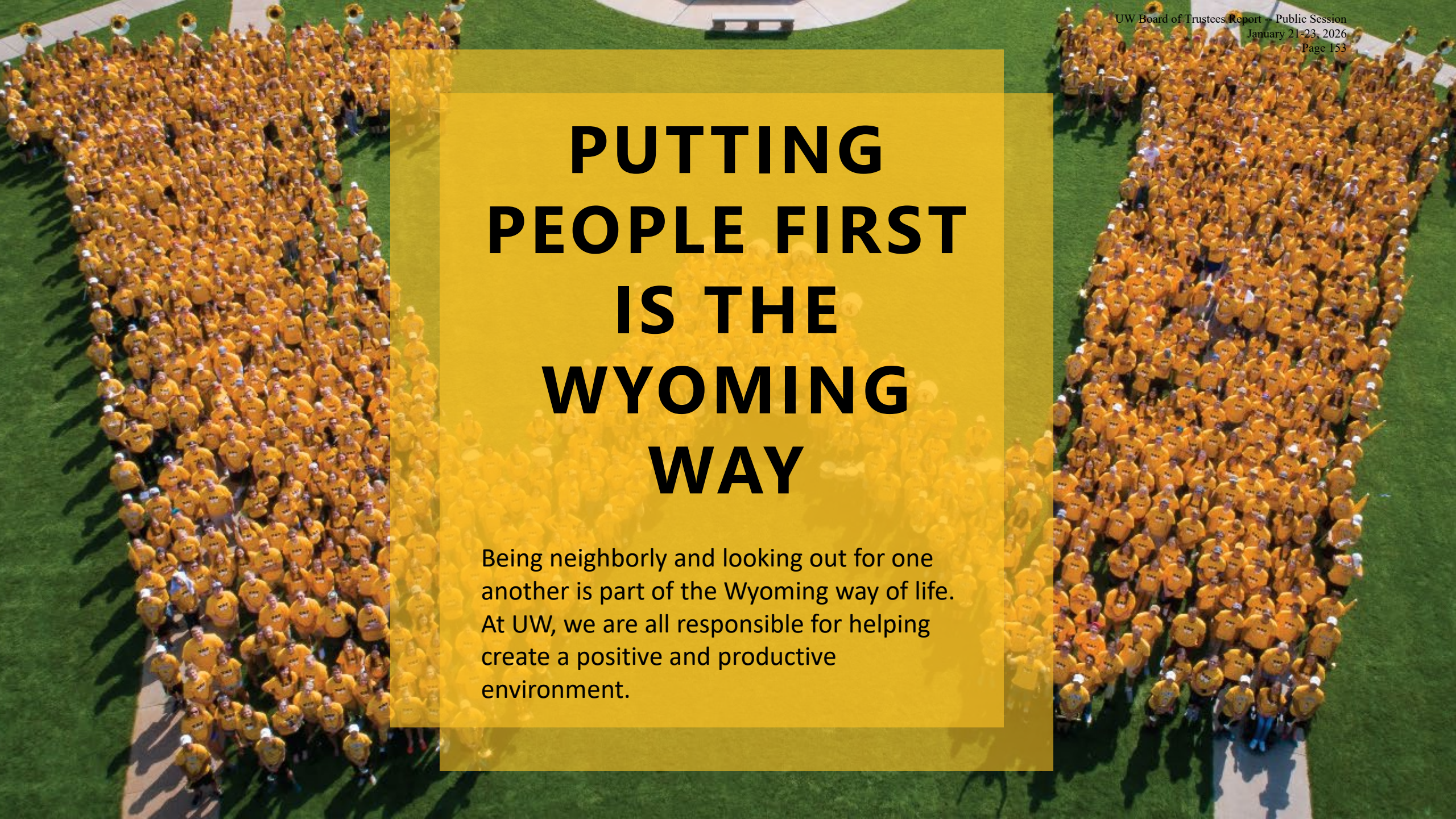
EMPLOYEES with a qualified disability may request accommodations by contacting HR (hrbenofc@uwyo.edu, 766-2215) or by filling out the form at https://uwyo.sjc1.qualtrics.com/jfe/form/SV_5nACvDZWsWTKZdr to initiate the interactive process.

- HR consults with the department to identify the essential job elements and reasonable accommodations.
- HR can also help with long-term disability claims.

STUDENTS may contact Disability Support Services to request academic accommodations.

www.uwyo.edu/udss, udss@uwyo.edu, 766-3073 (phone/TTY)

Anyone can contact the ADA Coordinator at adacoordinator@uwyo.edu with any suggestions or concerns related to accessibility at UW.



PUTTING PEOPLE FIRST IS THE WYOMING WAY

Being neighborly and looking out for one another is part of the Wyoming way of life. At UW, we are all responsible for helping create a positive and productive environment.

WE MUST ALL CREATE A SAFE ENVIRONMENT AT UW

UW is committed to reducing and preventing power-based personal violence such as sexual assault, relationship violence, and stalking. Green Dot is a bystander intervention program to reduce these forms of violence with one thought:

If everyone does one thing,
no one will have to do everything.

(www.uwyo.edu/greendot, greendot@uwyo.edu)

A Green Dot is your choice at any moment to make campus safer by promoting safety for everyone and letting others know that you will not tolerate violence. A Green Dot is any behavior, choice, word or attitude that sends a clear message that:

1. Violence is not okay with you, and

2. Everyone is expected to do their part.

WHAT'S YOUR GREEN DOT?

UNIVERSITY OF WYOMING

THE 3Ds

DIRECT

Directly insert yourself into a red dot situation and address those who are involved.

DELEGATE

If you do not feel comfortable diffusing the situtation, ask someone for help.

DISTRACT

Create a diversion to interupt and discontinue the red dot behavior.

LEARN MORE ABOUT GREEN DOT: *UWYO.EDU/GREENDOT*

UWYOGreenDot

EXAMPLES OF GREEN DOTS

- Asking if someone is okay if you feel or see something concerning.
- Offering to be a safe ride home or walking them to SafeRide.
- Letting restaurant staff, bar staff or campus staff know that something might be high-risk.
- Causing a distraction to diffuse the situation.
- Telling someone to “back-off."
- Checking in with friends who are acting differently after starting a new relationship.
- Posting on Social Media about violence prevention.
- Encouraging others to attend a Green Dot overview speech or training.
- Placing a Green Dot logo in your email signature with a statement like "Ask me about Green Dot!" to help spread the word.
- Using a Green Dot Zoom background in virtual meetings to spark conversation.

UW Resources for Learning More

UW offers additional training about actions you can take to maintain a safe community free from violence, harassment, and discrimination.

If you have any questions or concerns about sexual misconduct or discrimination, please visit the ReportIt Page or contact EORR.

If you're interested in learning more or becoming more involved, please contact the Green Dot Program, the NO MORE Committee, or the Albany County SAFE Project.

QUESTIONS?

AGENDA ITEM TITLE: Faculty Senate Resolutions:
FS 500 Graduate Certificate in Subsurface Energy; FS 501 Haub School Global Environmental Futures Undergraduate Certificate; and FS 502 Haub School Global Environmental Futures Graduate Certificate, Godby

Faculty Senate Resolution 500 **Introduced by Executive Committee**

SER/CEPS Subsurface Energy Certificate Program

WHEREAS The School of Energy Resources (SER) and the College of Engineering and Physical Sciences (CEPS) have proposed the addition of a graduate certificate in Subsurface Energy, as outlined in the attached proposal and feasibility study; and

WHEREAS the Faculty Senate's Graduate Council (GC) and Academic Planning Committee (APC) have reviewed the proposal, as shown in the attached reports from GC and APC; and.

THEREFORE, BE IT RESOLVED by the Faculty Senate of the University of Wyoming that Faculty Senate supports the recommendation of the GC and APC to create a graduate certificate in Subsurface Energy.

AUTHENTICATION: The foregoing Faculty Senate Resolution 500, duly adopted by the Faculty Senate of the University of Wyoming under date of November 17, 2025, is hereby transmitted to the President of the University of Wyoming for review in accordance with UW Regulations.

Vladimir Alvarado
Secretary, Faculty Senate
Dated: December 1st, 2025

Faculty Senate Resolution 501 **Introduced by Executive Committee**

Haub School Global Environmental Futures Undergraduate Certificate

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WHEREAS The Haub School (SER) has proposed the addition of an undergraduate certificate in Global Environmental Futures, as outlined in the attached proposal and feasibility study; and

WHEREAS the Faculty Senate's Academic Planning Committee (APC) has reviewed the proposal; and.

THEREFORE, BE IT RESOLVED by the Faculty Senate of the University of Wyoming that Faculty Senate supports the recommendation of the APC to create an undergraduate certificate in Global Environmental Futures.

AUTHENTICATION: The foregoing Faculty Senate Resolution 501, duly adopted by the Faculty Senate of the University of Wyoming under date of December 1, 2025, is hereby transmitted to the President of the University of Wyoming for review in accordance with UW Regulations.

Vladimir Alvarado
Secretary, Faculty Senate
Dated: December 2nd, 2025

Faculty Senate Resolution 502 **Introduced by Executive Committee**

Haub School Global Environmental Futures Graduate Certificate

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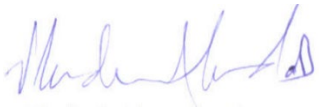
WHEREAS The Haub School (SER) has proposed the addition of a graduate certificate in Global Environmental Futures, as outlined in the attached proposal and feasibility study; and

WHEREAS the Faculty Senate's Academic Planning Committee (APC) has reviewed the proposal; and.

THEREFORE, BE IT RESOLVED by the Faculty Senate of the University of Wyoming that Faculty Senate supports the recommendation of the APC to create a graduate certificate in Global Environmental Futures.

AUTHENTICATION: The foregoing Faculty Senate Resolution 502, duly adopted by the Faculty Senate of the University of Wyoming under date of December 1, 2025, is hereby transmitted to the President of the University of Wyoming for review in accordance with UW Regulations.



Vladimir Alvarado
Secretary, Faculty Senate
Dated: December 2nd, 2025

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

UW Regulation 7-2 (Signature Authority) Contracts Board Report - October 16, 2025 - December 15, 2025

Contract Number	Contract Name	Contract Type	Department	Supplier	Signed Date	Agreed Amount	Signer
33011HighsPlainsJanitorialOctober2025	High Plains Janitorial Cleaning services for the North Hall Dining Center	Services Contract	Business Enterprises	Mora, James J	2025-11-24	87,750.00	Alexander Kean, Vice President, Budget & Finance
12110TranscendVivoscope2025	Warranty Service Quotation	Services Contract	College of Agriculture & Natural Resources	Nanjing Transcend Vivoscope Bio-Technology Co., Ltd	2025-12-08	51,015.00	Kelly Crane, Dean/Extension Educator, Sr
12111-BuffaloBillCenter-BYLL-Nov 2025	Agreement for Services between the University of Wyoming and the Buffalo Bill Center of the West, Beyond Yellowstone Living Lab	Services Contract	College of Agriculture & Natural Resources	Buffalo Bill Center of the West	2025-12-10	55,000.00	Kelly Crane, Dean/Extension Educator, Sr
13261-ACSD1-Aug2025	Related Services Agreement for Students with Disabilities - 406-310-26	Services Contract	College of Arts & Sciences	Albany County School District #1, Wyoming	2025-10-16	85,860.00	Scott Turpen, Dean/Professor
13502-FUN,LLC-September 2025	Agreement for Services	Services Contract	College of Arts & Sciences	Fun LLC	2025-11-06	300,000.00	Scott Turpen, Dean/Professor
15001-Fruition-Apr2025	Fruition	Services Contract	College of Education	Fruition Growth LLC	2025-11-19	61,550.00	Amy Mclaughlin, Vice President
161013SEngineering823	STC for Lidar Installation on King Air B300	Services Contract	College of Engineering & Applied Science	3S Engineering, LLC	2025-12-05	274,848.10	Daniel Dale, Interim Dean/Professor
16101BlosserMay2020	Agreement for Services	Services Contract	College of Engineering & Applied Science	Blosser Engineering LLC	2025-11-18	164,075.00	Daniel Dale, Interim Dean/Professor
17014-NABP-September2025	Amendment to Letter of Agreement Between National Association of Boards of Pharmacy and University of Wyoming School of Pharmacy	Services Contract	College of Health Sciences	National Association of Boards of Pharmacy	2025-11-04	54,250.00	Patrick Hardigan, Dean/Professor
17107_FORVIS_COST REPORT 2024-2029	Cost Report Preparation	Services Contract	College of Health Sciences	FORVIS, LLP	2025-12-03	80,000.00	Patrick Hardigan, Dean/Professor
11001_ PiriTechnologies_Oct2025	11001_ PiriTechnologies_Oct2025	Services Contract	Enhanced Oil Recovery Institute	Piri Technologies LLC	2025-10-27	216,000.00	Parag Chitnis, Vice President/Professor, Research & Economic Development
40004_Ellucian_Oct2025	ERP Renewal	Services Contract	Information Technology	Ellucian Company L.P.	2025-11-26	1,567,297.00	Amy Mclaughlin, Vice President*
90013-Regional West Medical Center-October 2025	Laboratory Service Agreement	Services Contract	Intercollegiate Athletics	Regional West Medical Center	2025-11-04	350,000.00	Thomas Burman, Athletic Director
90202 Idaho State 09/2033	FB 2033 Idaho State	Services Contract	Intercollegiate Athletics	Idaho State University	2025-10-22	435,000.00	Matthew Whisenant, Executive Deputy AD/Chief of Staff
10502 - CZero Inc - 0520	ECO.318.00005	Services Contract	Research & Economic Development	CZero, Inc	2025-12-11	313,834.84	Parag Chitnis, Vice President/Professor, Research & Economic Development
10601-TSS-Oct2025	MESA summer school	Services Contract	School of Computing	Teton Science Schools	2025-11-04	54,639.28	Amy Mclaughlin, Vice President
10501-EngineeringDesignGroup-June 2025	EDG Master Services Agreement	Services Contract	School of Energy Resources	Engineering Design Group, LLC	2025-12-03	170,410.00	Scott Quillinan, Acting Executive Director, SER
26001JCConstruction&DesignSept2025MemorialFieldhouseCondesateMainReplacement	Agreement Between Owner & Contractor	Services Contract	University Operations	JC Construction & Design LLC	2025-10-22	718,000.00	William Mai, Vice President, Campus Operations
26001PrairieEquipmentSept2025GatewayCenterConcreteReplacement&SnowmeltSystemInstallation	Agreement Between Owner & Contractor	Services Contract	University Operations	Prairie Equipment LLC	2025-10-29	594,716.00	William Mai, Vice President, Campus Operations
30001BranchInterpretingAllianceJan2024	Agreement for Services for ASL Interpreting	Services Contract	VP Student Affairs Office	Branch Interpreting Alliance	2025-10-29	70,000.00	Nycole Courtney, VP Student Affairs

*Contracts between $1 million and $2 million should be signed by President Seidel. We have identified the issue and it will be fixed moving forward.

UW Regulation 7-2 (Signature Authority) Procurement Board Report - October 16, 2025 - December 15, 2025

PO Date	Supplier Name	Line #	Description	Quantity	Line Unit Price	Total Line Price	Total PO Amount	Department	Last Approver	Last Approver Title	Approval Date
10/16/2025	TAYMAR SALES U LLC	1	FY26 Operating and Management Fee for Taymar Ticket Sales Agreement (Operating Fee Prorated to Actual Start Date of Taymar Staff)	1	92,006.25	92,006.25	**92,006.25**	Cowboy Joe Club	Whisenant, Matthew	Executive Deputy AD/Chief of Staff	10/14/2025
10/17/2025	William K. Aulet	1	Delivery of an in-person 5-day intensive Entrepreneurial Development Workshop to up to 60 individuals chosen by application only in coordination with the Wyoming Governor's Office	1	135,000.00	135,000.00	**135,000.00**	VP for Research & Economic Development Office	Chitnis, Parag	Vice President/Professor, Research & Economic Development	10/17/2025
10/17/2025	TransLoc Inc.	1	Transloc monthly service for bus Oct 2025-Sept 2026	1	10,377.24	10,377.24		Transportation Services	Kunkel, Paul	Director, Transportation Services	10/17/2025
10/17/2025	TransLoc Inc.	1	Transloc monthly service for bus Oct 2025-Sept 2026	1	41,508.94	41,508.94	**51,886.18**	Transportation Services	Kunkel, Paul	Director, Transportation Services	10/17/2025
10/17/2025	Marsh USA, Inc.	1	Property insurance premium for the new dorm and dining hall, effective 7/1/25 - 7/26/2026. Invoice 875358707758. Risk management approved.	1	136,834.81	136,834.81	**136,834.81**	Risk Management Office	Evans, Teresa	Vice President & General Counsel	10/17/2025
10/20/2025	JC Construction & Design LLC	1	Visual Arts solar/thermal system demolition	1	148,900.00	148,900.00	**148,900.00**	Facilities Management	Samp, Michael	Assoc VP for Univ Operations	10/19/2025
10/21/2025	BearCom	2	Build of 2024 Ford Police Interceptor SUV as per attached BearCom Quote #717829, Dated August 13, 2025	1	25,184.00	25,184.00		University Police	Drever, Melanie	Director, Real Estate & Space Management	10/21/2025
10/21/2025	BearCom	1	Build of 2024 Ford Police Interceptor SUV as per attached BearCom Quote #717829, Dated August 13, 2025	1	25,184.00	25,184.00	**50,368.00**	University Police	Drever, Melanie	Director, Real Estate & Space Management	10/21/2025
10/22/2025	Lotek Wireless	1	Lotek LiteTrack Iridium 420+ Collar	60	1,512.50	90,750.00		Wyoming Coop Unit	Crane, Kelly	Dean/Extension Educator, Sr	10/22/2025
10/22/2025	Lotek Wireless	2	LiteTrack Irid w/ Camera Small	2	2,600.00	5,200.00		Wyoming Coop Unit	Crane, Kelly	Dean/Extension Educator, Sr	10/22/2025
10/22/2025	Lotek Wireless	3	Data plan activation and 3 years data services	1	37,572.00	37,572.00	**133,522.00**	Wyoming Coop Unit	Crane, Kelly	Dean/Extension Educator, Sr	10/22/2025
10/24/2025	Carl Zeiss Microscopy, LLC	1	000000-2265-277 | Protect premium Xradia Context | Per Quotation #8450260960	1	10,000.00	10,000.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President/Professor, Research & Economic Development	10/24/2025
10/24/2025	Carl Zeiss Microscopy, LLC	1	000000-2265-277 | Protect premium Xradia Context | Per Quotation #8450260960	1	20,000.00	20,000.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President/Professor, Research & Economic Development	10/24/2025
10/24/2025	Carl Zeiss Microscopy, LLC	1	000000-2265-277 | Protect premium Xradia Context | Per Quotation #8450260960	1	10,000.00	10,000.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President/Professor, Research & Economic Development	10/24/2025
10/24/2025	Carl Zeiss Microscopy, LLC	1	000000-2265-277 | Protect premium Xradia Context | Per Quotation #8450260960	1	6,000.00	6,000.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President/Professor, Research & Economic Development	10/24/2025
10/24/2025	Carl Zeiss Microscopy, LLC	1	000000-2265-277 | Protect premium Xradia Context | Per Quotation #8450260960	1	81,378.40	81,378.40		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President/Professor, Research & Economic Development	10/24/2025
10/24/2025	Carl Zeiss Microscopy, LLC	1	000000-2265-277 | Protect premium Xradia Context | Per Quotation #8450260960	1	10,000.00	10,000.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President/Professor, Research & Economic Development	10/24/2025
10/24/2025	Carl Zeiss Microscopy, LLC	1	000000-2265-277 | Protect premium Xradia Context | Per Quotation #8450260960	1	10,000.00	10,000.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President/Professor, Research & Economic Development	10/24/2025
10/24/2025	Carl Zeiss Microscopy, LLC	1	000000-2265-277 | Protect premium Xradia Context | Per Quotation #8450260960	1	80,000.00	80,000.00	**227,378.40**	Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President/Professor, Research & Economic Development	10/24/2025
10/24/2025	Riskonnect ClearSight LLC	1	Claims System Software & Customer Service platform upgrade Riskonnect/ClearSite - #INV-CS1081598 (Risk Management Approved)	1	51,744.00	51,744.00	**51,744.00**	Risk Management Office	Evans, Teresa	Vice President & General Counsel	10/24/2025
10/24/2025	Risk Removal	1	ABATEMENT OF 1315 E LEWIS ST IN PREPARATION FOR BUILDING DEMOLITION	1	53,972.00	53,972.00	**53,972.00**	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	10/24/2025
10/27/2025	Cheyenne Winnelson Co	1	FBN2001-8647 LOCHINVAR CREST 2,000MBH BOILER, FBN2001-8647, W/ CONDENSATE NEUTRALIZERS, GAS REGULATORS, TACO PUMPS, FACTORY STARTUP, AND FREIGHT	2	46,413.00	92,826.00		Facilities Engineering	Samp, Michael	Assoc VP for Univ Operations	10/27/2025
10/27/2025	Cheyenne Winnelson Co	2	300-L TANK AMTROL 300-L HYDRONIC EXPANSION TANK	1	2,536.00	2,536.00		Facilities Engineering	Samp, Michael	Assoc VP for Univ Operations	10/27/2025
10/27/2025	Cheyenne Winnelson Co	3	BMXT300HF/ANSI BOILERMAG INLINE FILTER - BMXT300HF/ANSI	1	6,473.00	6,473.00	**101,835.00**	Facilities Engineering	Samp, Michael	Assoc VP for Univ Operations	10/27/2025
10/27/2025	Google	3	Google Ad Charges, UW Undergraduate & Transfer Student Recruitment, 2025-2026	1	201,196.00	201,196.00		Institutional Marketing	Courtney, Aaron	Associate Vice President, Budget & Institutional Planning	10/27/2025
10/27/2025	Google	2	Google Ad Charges, UW Undergraduate & Transfer Student Recruitment, 2025-2026	1	183,815.00	183,815.00		Budget Office	Courtney, Aaron	Associate Vice President, Budget & Institutional Planning	10/27/2025
10/27/2025	Google	1	Google Ad Charges, UW GRI Recruitment Search Ads, Nov.2025	1	23,750.00	23,750.00	**408,761.00**	School of Graduate Education Deans/VPs Office	Courtney, Aaron	Associate Vice President, Budget & Institutional Planning	10/27/2025
10/28/2025	Albany County Treasurer	1	2221 Grand Ave- Catering/ Conference Center 2025 Property TAXES	1	65,540.27	65,540.27	**65,540.27**	Catering and Events	Garrison, Karin	Business Manager, Business Enterprises	10/28/2025
10/28/2025	Albany County Treasurer	1	PROPERTY TAXES FOR UW OWNED HOUSE, LOTS, AND MEDICAL BUILDING (1ST & 2ND HALF INSTALLMENTS)	1	287.04	287.04		Real Estate Operations	Bryant, Darcy	Deputy Director, Business Serv	10/28/2025
10/28/2025	Albany County Treasurer	1	PROPERTY TAXES FOR UW OWNED HOUSE, LOTS, AND MEDICAL BUILDING (1ST & 2ND HALF INSTALLMENTS)	1	63,141.86	63,141.86		Real Estate Operations	Bryant, Darcy	Deputy Director, Business Serv	10/28/2025
10/28/2025	Albany County Treasurer	1	PROPERTY TAXES FOR UW OWNED HOUSE, LOTS, AND MEDICAL BUILDING (1ST & 2ND HALF INSTALLMENTS)	1	407.34	407.34		Real Estate Operations	Bryant, Darcy	Deputy Director, Business Serv	10/28/2025
10/28/2025	Albany County Treasurer	1	PROPERTY TAXES FOR UW OWNED HOUSE, LOTS, AND MEDICAL BUILDING (1ST & 2ND HALF INSTALLMENTS)	1	2,466.89	2,466.89	**66,303.13**	Real Estate Operations	Bryant, Darcy	Deputy Director, Business Serv	10/28/2025
10/29/2025	Bring It Promotions, LLC	1	Estimated Remaining Balance Pending Final Travel Party	1	48,690.00	48,690.00		Cowboy Joe Club	Whisenant, Matthew	Executive Deputy AD/Chief of Staff	10/29/2025
10/29/2025	Bring It Promotions, LLC	2	Deposit for Volleyball Foreign Tour with Bring It Promotions per Contract Terms	1	20,000.00	20,000.00	**68,690.00**	Cowboy Joe Club	Whisenant, Matthew	Executive Deputy AD/Chief of Staff	10/29/2025
10/29/2025	Piri Technologies LLC	1	Piri Tech - Multi-scale Investigation of Brine Compatibility and Oil Recovery due to Waterflooding in Rock Samples of Muddy Formation	1	216,000.00	216,000.00	**216,000.00**	Enhanced Oil Recovery Institute	Krutka, Holly	Executive Director	10/29/2025
10/30/2025	JC Construction & Design LLC	1	Memorial Fieldhouse condensate main replacement	1	718,000.00	718,000.00	**718,000.00**	Facilities Management	Mai, William	Vice President, Campus Operations	10/29/2025
10/31/2025	Presidio Networked Solutions LLC	1	Juniper Support For Data Center, Fabric, and Firewalls.	1	93,467.26	93,467.26	**93,467.26**	Enterprise Infrastructure	Christensen, Margaux	Exec Administrator, IT Business Services	10/31/2025
10/31/2025	Keyence Corporation of America	1	The Anthropology department will purchase a Keyence VK-X3000 3D surface profiler to expand the department's capabilities to do micro-wear analysis which will have applications in current and future undergraduate and graduate research	1	112,469.00	112,469.00	**112,469.00**	College of Arts & Sciences Deans Office	Hughes, Carolina	Dir, Business Operations	10/31/2025*
11/04/2025	Resilite Sports Products Inc	1	Corbett Pool Conversion Wrestling Mats Per Resilite Quote # 60709	1	162,464.40	162,464.40	**162,464.40**	Intercollegiate Athletics Directors Office	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	11/04/2025
11/04/2025	Prairie Equipment LLC	1	Gateway Center – concrete replacement and snowmelt system installation	1	642,083.46	642,083.46	**642,083.46**	Facilities Engineering	Mai, William	Vice President, Campus Operations	11/03/2025
11/05/2025	West Fork Construction, LLC	1	AMK WINTER MAINTENANCE 2025-2026	1	50,000.00	50,000.00	**50,000.00**	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	11/05/2025

11/06/2025	Torgerson's LLC	1	PREC. Pickett Combine	1	57,200.00	57,200.00	**57,200.00**	R&E Center Powell	Boyles, Victoria	Dir, Business Operations	11/06/2025
11/12/2025	Massachusetts Institute of Technology	1	One-year training program to MIT GLEEN (Global Leaders of the Entrepreneurship Educators Network) training program with the Martin Trust Center for MIT Entrepreneurship. WIP Funds.	1	100,000.00	100,000.00	**100,000.00**	College of Business Deans Office	Tyrrell, Geoff	Business Manager, Executive	11/12/2025
11/13/2025	Regional West Medical Center	1	Laboratory Services for Student-Athletes FY 25-26	1	50,000.00	50,000.00	**50,000.00**	Sports Medicine	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	11/12/2025
11/13/2025	Fire Tribe, inc.	1	Digital marketing campaign and videos to boost awareness and enrollment for CALSNR. See attached contract.	1	94,000.00	94,000.00	**94,000.00**	College of Agriculture, Life Sciences & Natural Resources Deans Office	Boyles, Victoria	Dir, Business Operations	11/13/2025
11/14/2025	Cowboy Moving & Storage Inc	1	MCINTYRE HALL TO SOUTH DORM - MOVING APPROXIMATELY 533 STUDENTS FROM MCINTYRE TO THE NEW SOUTH DORMS	1	87,533.50	87,533.50	**87,533.50**	Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	11/14/2025
11/20/2025	United Healthcare Student Resources	1	International Student Health Insurance - Invoices 25-005857-11-3 (Risk Management Approved).	1	862,190.00	862,190.00		Risk Management Office	Seidel, Ed	President	11/20/2025
11/20/2025	United Healthcare Student Resources	2	Domestic Student Health Insurance - Invoice 25-005857-11-3 DOM (Risk Management Approved).	1	994,405.00	994,405.00		Risk Management Office	Seidel, Ed	President	11/20/2025
11/20/2025	United Healthcare Student Resources	3	Domestic Student Health Insurance - Invoices 24-005857-11-3 DOM (Risk Management Approved).	1	3,457.00	3,457.00	**1,860,052.00**	Risk Management Office	Seidel, Ed	President	11/20/2025
11/20/2025	Piri Technologies LLC	2	Piri Technologies - Technical services provided for Oxy USA Inc - Wyoming Gas Injection Initiative (WGII) | Statement of work is confidential	1	1,308,333.00	1,308,333.00		Center of Innovation for Flow through Porous Media	Seidel, Ed	President	11/20/2025
11/20/2025	Piri Technologies LLC	1	Piri Technologies - Technical services provided for Oxy USA Inc - Wyoming Gas Injection Initiative (WGII) | Statement of work is confidential	1	25,000.00	25,000.00	**1,333,333.00**	Center of Innovation for Flow through Porous Media	Seidel, Ed	President	11/20/2025
11/20/2025	Oxy USA Inc	1	Oxy USA Inc - Wyoming Gas Injection Initiative (WGII) | Statement of work is confidential	1	25,000.00	25,000.00		Center of Innovation for Flow through Porous Media	Seidel, Ed	President	11/20/2025
11/20/2025	Oxy USA Inc	2	Oxy USA Inc - Wyoming Gas Injection Initiative (WGII) | Statement of work is confidential	1	4,975,000.00	4,975,000.00	**5,000,000.00**	Center of Innovation for Flow through Porous Media	Seidel, Ed	President	11/20/2025**
11/20/2025	Medicat, LLC	1	2025-2026 Medicat contract renewal - Year 2 of 5 - Annual payment	1	126,884.67	126,884.67	**126,884.67**	Student Health Services	Courtney, Nycole	VP for Student Affairs	11/20/2025
11/21/2025	Piri Technologies LLC	2	Piri Technologies - Technical services provided for Oxy USA Inc - Wyoming Gas Injection Initiative (WGII) Pilot 2 | Statement of work is confidential	1	1,308,000.00	1,308,000.00		Center of Innovation for Flow through Porous Media	Seidel, Ed	President	11/21/2025
11/21/2025	Piri Technologies LLC	1	Piri Technologies - Technical services provided for Oxy USA Inc - Wyoming Gas Injection Initiative (WGII) Pilot 2 | Statement of work is confidential	1	25,000.00	25,000.00	**1,333,000.00**	Center of Innovation for Flow through Porous Media	Seidel, Ed	President	11/21/2025
11/21/2025	Oxy USA Inc	1	Oxy USA Inc - Wyoming Gas Injection Initiative (WGII) Pilot 2 | Statement of work is confidential	1	25,000.00	25,000.00		Center of Innovation for Flow through Porous Media	Kean, Alexander	Vice President, Budget & Finance	11/21/2025
11/21/2025	Oxy USA Inc	2	Oxy USA Inc - Wyoming Gas Injection Initiative (WGII) Pilot 2 | Statement of work is confidential	1	4,975,000.00	4,975,000.00	**5,000,000.00**	Center of Innovation for Flow through Porous Media	Kean, Alexander	Vice President, Budget & Finance	11/21/2025**
11/21/2025	OCLC, Inc.	1	Subscription -the Cataloging & Metadata . 11/1/25-10/31/26 Payment is on an agreement held by the Wyoming State Library. WSL negotiates the OCLC rate for all libraries in Wyoming.	1	78,822.41	78,822.41		Libraries Resource Discovery & Management	Kvenild, Cassandra	Dean/Librarian ETT	11/21/2025
11/21/2025	OCLC, Inc.	2	Subscription -the Worldshare Interlibrary Loan. 11/1/25-10/31/26 Payment is on an agreement held by the Wyoming State Library. WSL negotiates the OCLC rate for all libraries in Wyoming	1	50,100.44	50,100.44	**128,922.85**	Libraries Resource Discovery & Management	Kvenild, Cassandra	Dean/Librarian ETT	11/21/2025
11/24/2025	IOP Publishing	1	Subscription renewal to IOP Science ejournal package for the UW Libraries collection 2026	1	70,542.00	70,542.00	**70,542.00**	Libraries Resource Discovery & Management	Trask, James	Dir, Business Operations	11/24/2025
11/24/2025	Elsevier B.V.	1	Database subscription renewals for Elsevier Ei Compenex, Ei Geobase, Ei Inspec Online access 2026	1	125,824.00	125,824.00	**125,824.00**	Libraries Resource Discovery & Management	Kvenild, Cassandra	Dean/Librarian ETT	11/24/2025
11/25/2025	NCS Pearson, Inc.	1	ED TPA vouchers SSN KLW-2025-38 (sole source) required for for ED TPA assessement for College of Education Students Fall 2025/Spring 2026 out of Program fees. 175 vouchers @ $300.00 ea	175	300.00	52,500.00	**52,500.00**	College of Education Deans Office	Montez, Kimberly	Dir, Business Operations	11/25/2025
11/25/2025	Legends Transportation	3	FY26 - FUEL SURCHARGE	1	60,000.00	60,000.00		Utilities Management	Seidel, Ed	President	11/25/2025
11/25/2025	Legends Transportation	3	FY26 - FUEL SURCHARGE	1	0.00	0.00		Utilities Management	Seidel, Ed	President	11/25/2025
11/25/2025	Legends Transportation	2	FY26 - DELIVER 1/4" TO 2" STOKER COAL TO CEP	1	1,425,000.00	1,425,000.00		Utilities Management	Seidel, Ed	President	11/25/2025
11/25/2025	Legends Transportation	2	FY26 - DELIVER 1/4" TO 2" STOKER COAL TO CEP	1	0.00	0.00		Utilities Management	Seidel, Ed	President	11/25/2025
11/25/2025	Legends Transportation	1	FY26 - DELIVER ASH TO TORRINGTON (EMERGENCY CONDITION)	1	0.00	0.00		Utilities Management	Seidel, Ed	President	11/25/2025
11/25/2025	Legends Transportation	1	FY26 - DELIVER ASH TO TORRINGTON (EMERGENCY CONDITION)	1	15,000.00	15,000.00	**1,500,000.00**	Utilities Management	Seidel, Ed	President	11/25/2025
11/25/2025	Presidio Networked Solutions LLC	1	Wireless Refresh	1	97,502.50	97,502.50	**97,502.50**	Enterprise Infrastructure	Christensen, Margaux	Exec Administrator, IT Business Services	11/25/2025
12/01/2025	Express Services Inc - Express Employment Professionals	1	WYSAC; a contract to recruit and send callers WYSAC Call Center during very busy months of December 2025 and January 2026	1	51,432.00	51,432.00	**51,432.00**	Wyoming Survey & Analysis Center	Roller, Sandra	Assistant Director, Business Operations	12/01/2025
12/01/2025	Creighton University	1	2025-2026 cost of attendance for Wyoming students to attend the University of Creighton	1	640,112.00	640,112.00	**640,112.00**	WyDENT	Hardigan, Patrick	Dean/Professor	12/01/2025***
12/01/2025	Colorado Hazard Control LLC	3	PHASE 3: ROOMS 130, 130A, 130B AND 130C	1	20,730.00	20,730.00		Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	12/01/2025
12/01/2025	Colorado Hazard Control LLC	2	PHASE 2: ROOMS 135, 135A, 138, 138A, 138B, AND 138C	1	21,360.00	21,360.00		Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	12/01/2025
12/01/2025	Colorado Hazard Control LLC	1	PHASE 1: ROOMS 107, 107A, 107B, 110, 110A, 110B , 114, 114B, 114C, AND 114D	1	29,570.00	29,570.00		Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	12/01/2025
12/01/2025	Colorado Hazard Control LLC	5	ALTERNATE 2: ROOMS 114 AND 114B	1	620.00	620.00		Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	12/01/2025
12/01/2025	Colorado Hazard Control LLC	4	ALTERNATE 1: ROOMS 120, 120A, 120B, AND 120C	1	7,630.00	7,630.00	**79,910.00**	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Serv	12/01/2025
12/02/2025	American Chemical Society	1	CAS SciFinder Academic Unlimited Access Plan. 11/1/25-10/31/26 for UW Libraries collection	1	147,108.00	147,108.00	**147,108.00**	Libraries Resource Discovery & Management	Kvenild, Cassandra	Dean/Librarian ETT	12/02/2025
12/02/2025	Ellucian Company L.P.	1	Partial Period through June 30,2026 Ellucian Cloud Software	1	152,661.00	152,661.00	**152,661.00**	Applications & Customer Relations	Mclaughlin, Amy	Vice President	12/02/2025
12/02/2025	NCAA-Nat`l Collegiate Athletics	1	NCAA DI Wrestling Championship tickets - Event held March 19-21, 2026	50	624.00	31,200.00		Post-Season Play	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	12/02/2025
12/02/2025	NCAA-Nat`l Collegiate Athletics	2	NCAA DI Wrestling Championship tickets - Event held March 19-21, 2026	50	524.00	26,200.00	**57,400.00**	Post-Season Play	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	12/02/2025
12/02/2025	Card Integrity	1	Financial Transaction Review Services Provided by Card Integrity. Entered amount for one year (trial period). Exception to Quote/Bid Threshold, group purchasing organization with E&I	1	60,720.00	60,720.00	**60,720.00**	Financial Affairs	Hudson, Mary	Coord, Financial Services	12/02/2025

12/03/2025	Payscale, Inc.	1	MarketPay Bundle and MarketPay Jobs Enterprise Bundle. Payscale MarketPay is the advanced HR platform compensation professionals use for reliable market-data and actionable insights	1	86,000.00	86,000.00	**86,000.00**	Human Resources	Link, Robert	Assoc VP, HR	12/03/2025
12/03/2025	Luxo Jet Inc	1	FY26 Charter Flight Operations for Women's Basketball Team via Luxo Jet	1	51,450.00	51,450.00	**51,450.00**	Womens Basketball	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	12/03/2025
12/03/2025	Little America Hotels & Resorts Inc	5	Little America - Lodging for Cowboy Joe Club 2025 Auction	1	1,432.00	1,432.00		Cowboy Joe Club	Brodie, Samuel	Sr Associate AD, Chief Financial Officer	12/03/2025
12/03/2025	Little America Hotels & Resorts Inc	1	Little America Conference room rental Cowboy Joe Club 2025 Auction.	1	2,000.00	2,000.00		Cowboy Joe Club	Brodie, Samuel	Sr Associate AD, Chief Financial Officer	12/03/2025
12/03/2025	Little America Hotels & Resorts Inc	2	Little America - Audio Visual for Cowboy Joe Club 2025 Auction	1	7,899.00	7,899.00		Cowboy Joe Club	Brodie, Samuel	Sr Associate AD, Chief Financial Officer	12/03/2025
12/03/2025	Little America Hotels & Resorts Inc	3	Little America - Spaghetti bar for student athletes who came over to help, Cheer and Wrestling. Catered meal for Auction, cash bar for attendees	1	51,197.68	51,197.68		Cowboy Joe Club	Brodie, Samuel	Sr Associate AD, Chief Financial Officer	12/03/2025
12/03/2025	Little America Hotels & Resorts Inc	4	Little America - Cowboy Joe Club Auction Cash Bar	1	11,640.74	11,640.74	**74,169.42**	Cowboy Joe Club	Brodie, Samuel	Sr Associate AD, Chief Financial Officer	12/03/2025
12/03/2025	Luxo Jet Inc	1	FY26 Charter Flight Operations for Men's Basketball Team via Luxo Jet	1	84,575.00	84,575.00	**84,575.00**	Mens Basketball	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	12/03/2025
12/03/2025	The Implementation Group	1	T.I.G Evaluation Planning for ART Grant231532A0001	1	69,000.00	69,000.00	**69,000.00**	Technology Transfer Office	Miller, Jamison	Dir, Business Operations	12/03/2025
12/03/2025	Key Lime Air	1	Women's Basketball Charter Flight to/from Boise, ID for Conference Game against Boise State (1/13/25-1/14/25)	1	40,275.77	40,275.77		Womens Basketball	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	12/03/2025
12/03/2025	Key Lime Air	2	Women's Basketball Charter Flight to/from Las Vegas, NV for Conference Game against UNLV (2/10/25-2/11/25)	1	50,461.39	50,461.39	**90,737.16**	Womens Basketball	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	12/03/2025
12/04/2025	Fremont Motor Co	1	2026 Ford Transit Shuttle for UW Golf Team	1	134,949.00	134,949.00	**134,949.00**	Cowboy Joe Club	Whisenant, Matthew	Executive Deputy AD/Chief of Staff	12/04/2025
12/04/2025	Nanoscience Instruments Inc	1	Phenom XL G3 SEM with EDS hardware and software, ChemiSEM and Elemental Quant Mapping software, and MAPS 3 software.	1	166,547.56	166,547.56	**166,547.56**	Science Institute	Chitnis, Parag	Vice President/Professor, Research & Economic Development	12/04/2025
12/05/2025	Teton Science Schools	2	MESA Summer School meals deposit. UW 6/7/26 - 6/13/26	1	30,870.00	30,870.00		VP for Research & Economic Development Office	Miller, Jamison	Dir, Business Operations	12/05/2025
12/05/2025	Teton Science Schools	1	MESA Summer School lodging deposit. UW, 6/7/26-6/13/26	1	16,860.00	16,860.00		VP for Research & Economic Development Office	Miller, Jamison	Dir, Business Operations	12/05/2025
12/05/2025	Teton Science Schools	3	Mesa Summer School linens deposit. UW 6/7/26 - 6/13/26	60	30.00	1,800.00		VP for Research & Economic Development Office	Miller, Jamison	Dir, Business Operations	12/05/2025
12/05/2025	Teton Science Schools	5	MESA summer school program fee deposit. UW 6/7/26 - 6/13/26	7	287.04	2,009.28		VP for Research & Economic Development Office	Miller, Jamison	Dir, Business Operations	12/05/2025
12/05/2025	Teton Science Schools	4	MESA summer school facility rental deposit. UW 6/7/26 - 6/13/26	1	3,100.00	3,100.00	**54,639.28**	VP for Research & Economic Development Office	Miller, Jamison	Dir, Business Operations	12/05/2025
12/05/2025	Technical Safety Services	1	Campus biosafety cabinet testing & certification services and repairs. NTE	1	52,314.08	52,314.08	**52,314.08**	UW Safety Office	Bryant, Darcy	Deputy Director, Business Serv	12/04/2025
12/09/2025	Clarivate Analytics (US) LLC	1	170012496 Renewal of subscriptions to databases and online packages: Web of Science bundle , InCites Benchmarking & Analytics, Web of Science Essentials API 2, Exp & Life Sci and Research Asst. 2026	1	17,000.00	17,000.00		Libraries Deans Office	Kvenild, Cassandra	Dean/Librarian ETT	12/09/2025
12/09/2025	Clarivate Analytics (US) LLC	1	170012496 Renewal of subscriptions to databases and online packages: Web of Science bundle , InCites Benchmarking & Analytics, Web of Science Essentials API 2, Exp & Life Sci and Research Asst. 2026	1	180,000.00	180,000.00		Libraries Deans Office	Kvenild, Cassandra	Dean/Librarian ETT	12/09/2025
12/09/2025	Clarivate Analytics (US) LLC	1	170012496 Renewal of subscriptions to databases and online packages: Web of Science bundle , InCites Benchmarking & Analytics, Web of Science Essentials API 2, Exp & Life Sci and Research Asst. 2026	1	120,330.98	120,330.98	**317,330.98**	Libraries Resource Discovery & Management	Kvenild, Cassandra	Dean/Librarian ETT	12/09/2025
12/10/2025	Digital Pore Solutions, LLC	1	Hess Drill Cuttings Technical Service Project. Statement of work is confidential.	1	945,000.00	945,000.00	**945,000.00**	Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President/Professor, Research & Economic Development	12/10/2025
12/11/2025	Digital Pore Solutions, LLC	1	Hess GOM Phase II Technical Service Project. Statement of work is confidential.	1	1,055,000.00	1,055,000.00	**1,055,000.00**	Center of Innovation for Flow through Porous Media	Seidel, Ed	President	12/11/2025
12/11/2025	GoReact	1	GoReact platform 5 years |software access of video-based coaching and assessment	1	96,800.00	96,800.00	**96,800.00**	Office of Online & Continuing Education	Frank, Cheri	Assistant Director, Business Operations	12/11/2025
12/11/2025	University of Washington	1	1st UWSOM Tuition & Fees Contract payment for 2023-2024 (Sept 2025)	1	2,326,857.00	2,326,857.00		WWAMI Medical Education Program	Seidel, Ed	President	12/11/2025
12/11/2025	University of Washington	2	2nd UWSOM Tuition & Fees Contract payment for 2025-2026 (January 2026)	1	2,326,857.00	2,326,857.00		WWAMI Medical Education Program	Seidel, Ed	President	12/11/2025
12/11/2025	University of Washington	3	3rd UWSOM Tuition & Fees Contract payment for 2025-2026 (March 2026)	1	2,326,858.00	2,326,858.00	**6,980,572.00**	WWAMI Medical Education Program	Seidel, Ed	President	12/11/2025****
12/11/2025	Nanjing Transcend Vivoscope Bio-Technology Co., Ltd	1	Quote TVS-WYO-S20251110001-US - Two year service contract for a mini-two photon microscope in Sun lab	1	25,507.50	25,507.50	**51,015.00**	VP for Research & Economic Development Office	Miller, Jamison	Dir, Business Operations	12/11/2025
12/11/2025	Nanjing Transcend Vivoscope Bio-Technology Co., Ltd	1	Quote TVS-WYO-S20251110001-US - Two year service contract for a mini-two photon microscope in Sun lab	1	25,507.50	25,507.50	**51,015.00**	Zoology & Physiology	Miller, Jamison	Dir, Business Operations	12/11/2025
12/12/2025	Enrollment Rx, LLC	1	Enrollment RX Renewal Year 3 of 3: 2/1/2026-1/31/2027	1	51,295.00	51,295.00	**51,295.00**	Applications & Customer Relations	Christensen, Margaux	Exec Administrator, IT Business Services	12/12/2025
12/12/2025	Limmer Roofing, Inc.	1	Contract to repair roof IMPACT 307 Casper	1	79,140.00	79,140.00	**79,140.00**	IMPACT 307	Roller, Sandra	Assistant Director, Business Operations	12/12/2025
12/12/2025	Center for International Experiential Learning, Inc	1	Global Seminar: On ground services for Jordan faculty-led study abroad, amount based on current number of enrolled students and 2 faculty/staff	1	82,800.00	82,800.00	**82,800.00**	Education Abroad	Frank, Cheri	Assistant Director, Business Operations	12/12/2025
12/12/2025	Native Range Capture Services Inc.	6	Net gun re-capture & collar or transport one way in Dubois during March 2026.	1	4,935.00	4,935.00		Haub School of Environment & Natural Resources	Koprowski, John	Professor/Dean/Wyo Excellence Chair	12/12/2025
12/12/2025	Native Range Capture Services Inc.	5	Net gun re-capture & collar or transport one way in Dubois during December 2025.	1	4,935.00	4,935.00		Haub School of Environment & Natural Resources	Koprowski, John	Professor/Dean/Wyo Excellence Chair	12/12/2025
12/12/2025	Native Range Capture Services Inc.	4	Net gun re-capture & collar or transport one way in Jackson during March 2026.	1	20,560.00	20,560.00		Haub School of Environment & Natural Resources	Koprowski, John	Professor/Dean/Wyo Excellence Chair	12/12/2025
12/12/2025	Native Range Capture Services Inc.	2	Net gun re-capture & collar or transport one way in Wyoming Range during March 2026.	1	41,930.00	41,930.00		Haub School of Environment & Natural Resources	Koprowski, John	Professor/Dean/Wyo Excellence Chair	12/12/2025
12/12/2025	Native Range Capture Services Inc.	3	Net gun re-capture & collar or transport one way in Jackson during December 2025.	1	20,560.00	20,560.00		Haub School of Environment & Natural Resources	Koprowski, John	Professor/Dean/Wyo Excellence Chair	12/12/2025
12/12/2025	Native Range Capture Services Inc.	1	Net gun re-capture & collar or transport one way in Wyoming Range during December 2025.	1	51,430.00	51,430.00	**144,350.00**	Haub School of Environment & Natural Resources	Koprowski, John	Professor/Dean/Wyo Excellence Chair	12/12/2025

*The WyoCloud team is looking into this, as the PO routed to the incorrect approver.

**Board of Trustees approved Wyoming Gas Injection Initiative on January 24, 2025.

***The WyoCloud team is looking into this, as the PO routed to the incorrect approver.

****Board of Trustees approved as part of FY26 Budget.