

Reflections on a Decade of Academic Planning, 1999-2008



TAKING STOCK



YEARS

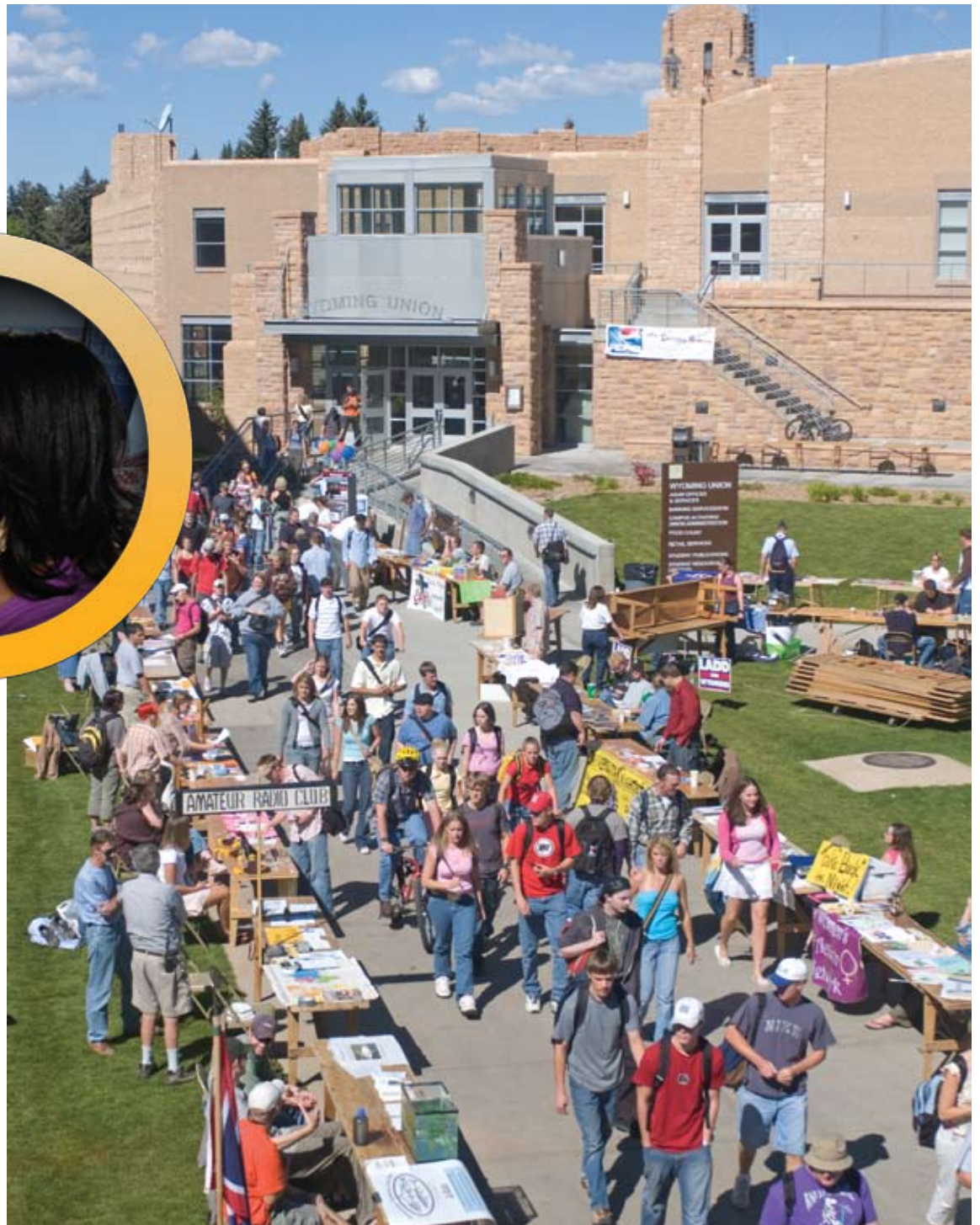


A brief history of planning at UW

Periodic planning is a relatively recent part of UW's history. Although the university had developed a "Long-Range Strategic Plan" in 1978, in 1998 former President Philip Dubois initiated a more systematic, sustained approach. Nine months later, in May 1998, the Trustees approved UW's first academic plan (AP1), designed to guide the decisions needed to focus and strengthen UW's teaching, research, and service missions for the five-year period 1999-2004.

Five years later, the trustees approved UW's second academic plan (AP2), which covers the period 2004-2009. With that second cycle drawing to a close and conversations about the third university plan well underway, the UW community now enjoys robust engagement in the planning process. The concept of using strategic plans to guide important institutional directions and decisions has broad acceptance among UW's leadership, faculty, staff, and students alike. It is no exaggeration to say that UW has integrated planning into its organizational culture.

A strategic plan underpins and sustains focus on UW's most important institutional goals. That focus provides the basis for resource allocation decisions—of both budgets and personnel—as well as for requests for new resources, at all levels and across all units of the university. But what has planning accomplished at the University of Wyoming? This retrospective report documents the principal achievements of a decade of university planning.



UW in 1998

The context for AP1 was very different than UW's current planning environment. In 1998, UW's budgets had been flat or slow-growing for a decade; in fact, the state's fiscal difficulties led to two budget cuts during the 1990s. Student enrollments were on the decline, from around 13,500 in 1990 to approximately 11,000 in 1998. Faculty salaries had slipped to 80 percent of the national average for state universities and land grant colleges. And faculty numbers were falling: in the aggregate, professors who retired or resigned left behind too few salary dollars to fund their replacements.

In that era, the closest thing to a planning document was a 1992 report by an Academic Reallocation Committee. The committee's most significant recommendations called for hard budget decisions, only some of which were implemented. Perhaps more important, the committee's charge did not include focusing UW's major scholarly directions into coherent areas. In the perception of many inside the university, planning was not a meaningful activity. In the perception of many outside the institution, connections between UW and key issues in the

state and region grew weaker. Private support during this period was relatively low, averaging approximately \$6.5 million annually.

Still, UW retained a number of important strengths. Led by the newly established Center for Teaching Excellence (now the Ellbogen Center for Teaching and Learning, or ECTL), the faculty maintained a steadfast dedication to outstanding teaching, especially at the baccalaureate level. Led by committed scholars and leaders, the faculty garnered increasing levels of external research funding, and several

large interdisciplinary grants helped sustain UW's intellectual contributions to such areas as fossil energy, water resources, and teacher education. These assets notwithstanding, in 1998 many faculty members were skeptical of the new president's call for an academic plan.

In 2008 the climate for institutional planning is far more hospitable. In part, the changed

environment is a product of good fortune: UW is located in a state with a strong energy production sector and an economy among the healthiest in the nation. But we believe the engagement and follow-through of two cycles of academic planning contribute importantly to the strong state support UW currently receives and to the bright prospects for UW's future.

Outcomes of two cycles of academic planning

What has planning accomplished at UW? First, and most importantly, planning has allowed UW to define and pursue a set of *areas of distinction*. These are areas of teaching and learning, research and creative activity, and outreach in which the institution has a sustained commitment to excellence.

This concept creates some tension. UW's status as Wyoming's only public university suggests a mandate to be broadly responsive to the state's educational needs. However, UW is also relatively small for a public land-grant university — too small to be excellent at all things. Areas of distinction allow the institution to focus its resources strategically: to build depth, excellence,

*Under the banner of areas of distinction, the university launched a major private support initiative in July 2000 entitled **DISTINCTION: The Campaign for Wyoming's University**. The campaign had an initial goal of \$100M over a five year period. By its conclusion, the campaign had yielded \$204 million in gifts and state matching dollars.*

and international recognition in the areas of study that are critical to the state's future.

The philosophy of focusing for distinction appeared in AP1, which emphasized areas of inquiry that capitalize on Wyoming's remarkable geographic, historical, and cultural setting and on strategic opportunities to help build a sound future for the state. AP2 affirmed, refined, and strengthened them. Today, UW's areas of distinction include:

- Critical areas of science and technology
- Cultural assets, arts, and humanities
- Environment and natural resources
- History and culture of the Rocky Mountain west
- Life sciences
- Professions critical to the state and region

Second, planning has delineated a set of core institutional challenges that UW must address to advance the university's stature. AP1 and AP2, together with the support services and capital facilities plans that followed them, helped align the institution's budget decisions, operating practices, infrastructure investments, administrative toolkit, and fund-raising activities with its overarching academic goals. The plans also solidified UW's commitments to enhanced student access, academic success, greater diversity, stronger graduate education, internationalization, curricular coherency, outreach, and enrollment management. While we are far from finished with these endeavors, the sections below highlight specific advances, both in the areas of distinction and in addressing institutional challenges.



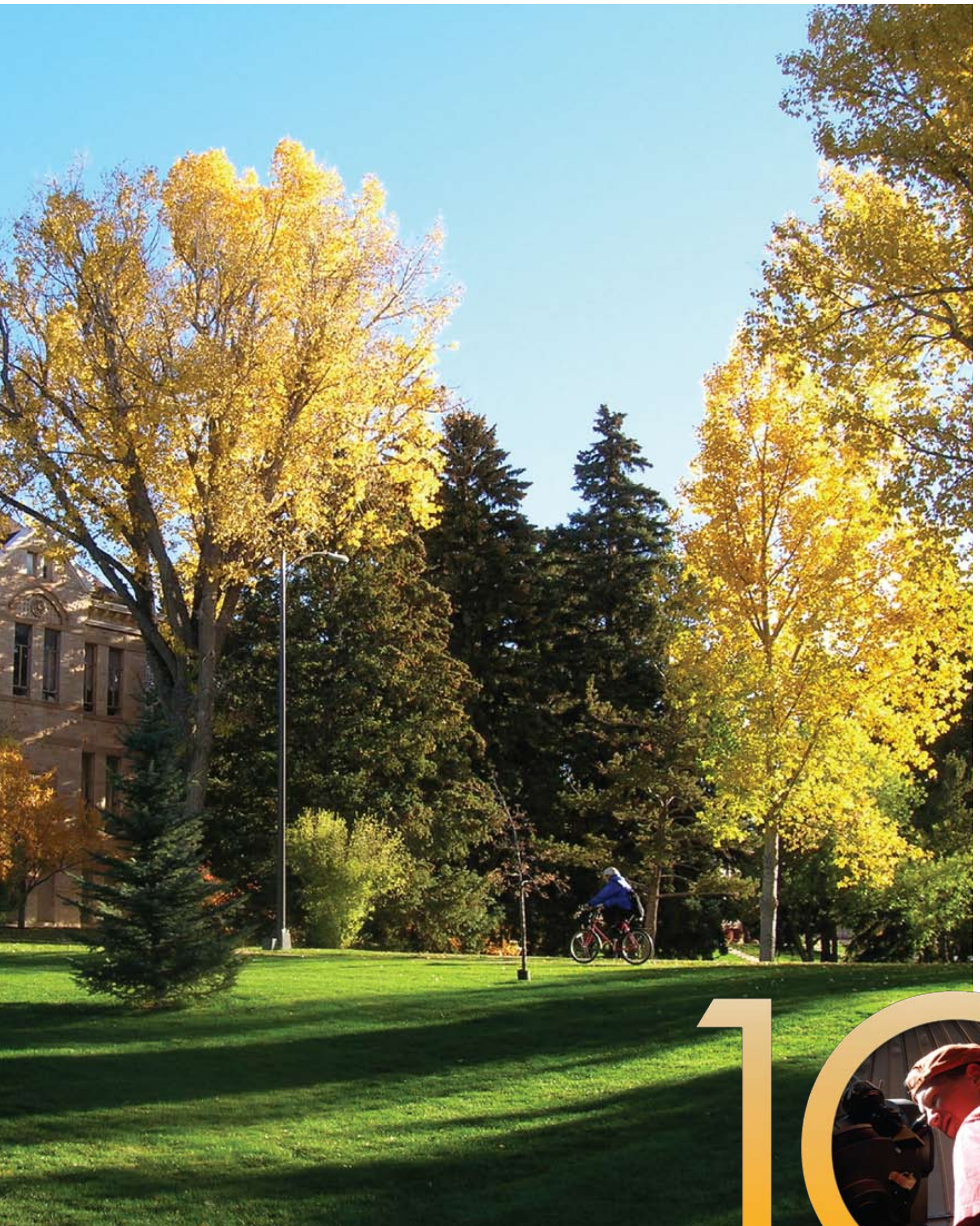




Photo by Robert Waggener

Highlights of specific advances in areas of

Critical areas of science and technology

Several major initiatives have positioned UW for greater distinction in earth and energy sciences, computational science, materials science, and water resources. Prominent in the list is the establishment of a new School of Energy Resources (SER), funded by the 2006 Wyoming legislature. SER currently enjoys \$10 million per year in legislative funding to bolster existing energy-related academic and research activities in UW's seven colleges and to facilitate statewide and national outreach in energy-related fields. SER's budget supports a dozen new faculty positions, visiting scholars, graduate assistantships, interdisciplinary curricular innovations, and enhanced connections with Wyoming's community colleges and school systems. It also

provides seed money for energy-related research centers, both within academic departments and spanning department lines, and for competitive external research grants. As of fall 2008, UW filled 10 of the 12 new faculty positions, significantly invigorating and expanding academic programs in energy economics, petroleum engineering, coal technologies, the geological sciences, mathematical modeling, and reclamation ecology.

Three energy-related initiatives are particularly noteworthy. One is an innovative partnership between UW and General Electric to develop a High Plains Gasification Advanced Technology Center. This Wyoming-based, legislature-supported project will extend the application of clean coal technologies to the grades of coal mined in the Powder River Basin at the altitudes prevailing in Wyoming's coal basins. The second is a new computer tomography

X-ray scanning laboratory in the Department of Chemical and Petroleum Engineering. This unique research facility has already helped advance the scientific understanding of multi-fluid flows in underground reservoirs — knowledge that will be critical in optimizing the production of oil and gas from fields in Wyoming and around the world. The third is a major project, funded in part by the U.S. Department of Energy, to demonstrate the underground sequestration of carbon dioxide — a significant greenhouse gas — in one of western Wyoming's deep saline aquifers.

Even before establishing the SER, the Wyoming Legislature recognized UW's commitment to energy-related science and technology. In 2004, the state increased its funding to the Enhanced Oil Recovery Institute (EORI), established two decades earlier as a joint effort involving faculty members in Chemical and Petroleum Engineering,



distinction

Mathematics, and Geology and Geophysics. EORI is now a nationally recognized center of excellence in helping to maximize the recovery of petroleum from existing oilfields. A recent gift of highly sophisticated reservoir simulation software from Schlumberger has added to EORI's capabilities and will enable undergraduates and graduates alike to learn the state of the art in computational design tools for underground fluid flows.

Complementing the development of the SER is an exceptional new partnership between the university and the National Center for Atmospheric Research (NCAR). NCAR is a federally funded research and development center with a four-decade tradition of world-class leadership in high-performance computing. Under the partnership, announced in January 2007, NCAR will locate its next supercomputer — a petascale machine dedicated to the geosciences

and estimated to be completed in 2011— near Cheyenne. UW's access to this machine has already begun to shift the way science is done at the university: in addition to experimental and theoretical methods discovery, an increasing number of UW faculty members contribute to the “third type of science,” using computation as a new mode of inquiry.

At the baccalaureate level, UW has added a new degree program in Earth Systems Science, a field that involves the rigorous study of earth-ocean-atmosphere interactions using concepts from the physical, biological, and mathematical sciences. Currently housed in the College of Engineering and Applied Science, this program draws faculty contributions from that college as well as the Colleges of Agriculture, Arts and Sciences, and Education.

Fund-raising efforts involving UW President Buchanan, Wyoming Governor Freudenthal, and UW's academic leaders have raised \$75M in support of UW's energy programs, composed of corporate and individual gifts combined with State matching dollars. Many of these gifts have been among the largest in UW's history.



Cultural endeavors, arts, and humanities.

Planning has also facilitated UW's advancement as Wyoming's natural hub for the fine and performing arts and for creative endeavors in the humanities. Indeed, AP1 and AP2 helped bolster UW's long-standing reputation in the arts and humanities. The university's undergraduate programs in Art, Music, and Theatre and Dance enjoy consistently strong enrollments and have attained national and international recognition, including frequent appearances by UW faculty and students in the selective national competitions at the Kennedy Center American College Theatre Festival. In addition, more stable funding for cultural outreach has helped sustain the impact of UW's arts programming in communities throughout the state.

Within the humanities, one of UW's most prominent accomplishments has been the establishment of a new Master of Fine Arts

degree in creative writing. This young program builds on the English Department's long tradition of attracting superb poets, fiction writers, and nonfiction writers to its faculty, and it has begun to attract top-notch students of writing from all over the country.

AP1 and AP2 also helped build a convincing case for the Wyoming Legislature to establish a \$70 million Wyoming Endowment for Excellence in Higher Education, the income from which supports the hiring of world-class faculty members in UW's areas of distinction. This endowment has already funded two permanent visiting positions in the arts and humanities: the Eminent Writer-in-Residence chair, held first by Terry Tempest Williams and then by Joy Williams, and the Eminent Artist-in-Residence chair, recently filled through a semester visit by mime sensation, actor, and Broadway director Bill Bowers.

UW's willingness to focus on the arts — and to follow through with its plans — has helped build a compelling case for the design of new facilities. The 2008 legislature has allocated funds to begin the second level of planning for a new art building and a remodeled building to house the performing arts departments. When completed, these facilities will furnish the fine arts departments with physical homes that are more commensurate with their academic stature and importance to society.

The UW Art Museum has followed suit, strengthening its relationship with the Art Department and extending its mission to enrich the arts education community throughout the state. Perhaps the premier example of this new form of outreach is the addition of a master teacher to the museum's staff. Funded at first by the Art Museum Board of Advisors and subsequently by a challenge grant from the Endowment for Excellence in Higher Education, this program helps introduce K-12 students and future K-12 teachers to new concepts in art education.





Environment and natural resources

Reflecting the importance of natural resources to the state's economy and communities, UW has had a long history of expertise in environment and natural resources (ENR). This area of distinction encompasses multidisciplinary coursework, research, and policy discourse on issues such as land use, water, wildlife, climate, and the energy-environment nexus. When AP I was adopted, the School and Institute for Environment and Natural Resources were programs with much unrealized potential. Prominent features now include an

internationally ranked faculty in natural resource economics and an endowment-funded Haub School of Environment and Natural Resources, which now also houses the research- and policy-oriented Ruckelshaus Institute. During the implementation of AP1, the interest of faculty members from many departments and teaching commitments brokered through UW's central position management (CPM) system — also a product of AP1 — enabled the Haub School to establish Environment and Natural Resources as undergraduate and graduate majors.

UW's sustained focus in ENR has prompted the allocation of new faculty positions to a range of departments in several colleges. The College of

Engineering and Applied Science is now home to the Cline Chair (established by Roy and Caryl Cline with a \$1,300,500 gift, and doubled by the State of Wyoming Endowment matching funds), a distinguished faculty position dedicated to interdisciplinary links with the Haub School. The College will also house the Wyoming Excellence chair in atmosphere-biosphere interactions, a position that promises to strengthen the UW-NCAR partnership described above. The College of Agriculture has steadily strengthened its commitment to ENR-related teaching and research in its Department of Agricultural and Applied Economics. The College of Business has continued to support an outstanding graduate

Photo by Robert Maggener



program in resource economics, and it has begun to weave concepts related to sustainability into its curricular goals and faculty hiring in the Department of Management and Marketing.

Several departments in Agriculture and Arts and Sciences, together with permanent funding established by the Office of Academic Affairs, have enabled UW to build the Wyoming Geographic Information Science Center — WyGISC, a national-caliber center for research and applications in geospatial computation and analysis.

The College of Law has also developed new ENR-related programs, through a joint JD-MS

degree program that augments the professional law degree with graduate-level training in ENR-related science and policy.

The excellence of ENR teaching and research programs at UW has attracted substantial support in the form of private gifts in recent years, including a \$3 million endowment from Ervin and Helga Haub for the School of Environment and Natural Resources, another gift of \$764,000 by Don and Bim Kendall that funded the renovation of the Bim Kendall House as a new home for ENR, and the establishment of two endowed professorships in ENR fields, the previously mentioned Cline chair and the Wyoming Excellence-Spicer chair in collaborative

natural resource management. Each of these gifts was matched dollar-for-dollar through the state of Wyoming matching funds legislation for endowments and facilities, doubling the impact of the donor's support. The 2008 legislature also recognized the contributions of the Haub School by approving a \$500K increase in the School's biennial support budget—a significant increase in the program's permanent state funding.





History and culture of the Rocky Mountain West

Several academic departments, the American Heritage Center, the Libraries, and the Art Museum house substantial collections and have considerable scholarly expertise in this area of distinction. Whereas opportunities are ripe for continuing to enhance UW's visibility and recognition in this area, substantial progress has been made via the two academic plans. UW now offers a Ph.D. degree in Anthropology, focusing on high plains Indian cultures, and in 2007 a new Archaeological and Anthropological Research Center opened on the Laramie campus, resolving space issues that had constrained the department for decades. The American Indian Studies program has grown stronger, as well, and has attracted a number of highly accomplished new faculty members in recent years from several disciplines. The program's Northern Arapahoe Language Revitalization Project is an example of its important contributions to this area of distinction.

The American Heritage Center now enjoys a stronger national reputation and a well defined collection plan and, in collaboration with the College of Arts and Sciences, has developed mechanisms for formal involvement of archives faculty members in teaching credit-bearing courses.

UW has also taken advantage of its extraordinary location in the Rocky Mountains, developing course transfer agreements with the Teton Science School and a credit transfer agreement with the Wyoming-based National Outdoor Leadership School, one of the world's leading innovators in outdoor education.





Life sciences

Like many land-grant universities, UW has a long tradition of strength in the life sciences. At the international scale, this set of disciplines is in the midst of a remarkable period of growth and transformation. Through two cycles of planning, UW's presence in the life sciences has become deeper and more focused. At the undergraduate level, UW now has a unified and updated life-science curriculum for majors and a suite of innovative courses that facilitate life science learning for non-science majors. At the graduate level, the university now has several focus areas for interdisciplinary doctoral programs, including ecology, molecular and cellular life science (MCLS), and neuroscience. All three programs are a source of pride, attracting national recognition and funding as well as top-notch faculty members and students. For example, in 2006-2007 the National Institutes of Health (NIH)

awarded UW's Neuroscience Program the second phase of a large institutional grant—the Center of Biomedical Research Excellence (COBRE)—funded at \$10.4 million. The Program in Ecology has benefited from a \$7 million grant from the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR). And UW is entering its second phase of an IDeA Network of Biomedical Research Excellence (INBRE) grant through the NIH. The goal of the INBRE program is to boost the state's competitiveness in NIH-funded research oriented toward human biology.

At the same time, through its central management of the academic position budget, the Office of Academic Affairs has stabilized staffing for several core scientific facilities that are essential to high-caliber research in the life sciences. The Office of Research and Economic Development has complemented these measures, providing funds for equipment maintenance. Among these

facilities are WyGISC (mentioned above), the Stable Isotopes Laboratory, the Nucleic Acid Exploration Facility, the Microscopy Laboratory, and the Macromolecular Core Facility. Through a recent gift, UW is now designing the Berry Center for Natural History and Conservation, a facility that will help support and integrate several of these assets.

The Wyoming Endowment for Excellence in Higher Education, described earlier, has enabled UW to solidify UW's expertise in several keystone areas of the life sciences. Through a prospectus developed by the Deans of Agriculture, Arts and Sciences, Engineering and Applied Science, and Health Sciences, UW now has allocated senior, endowment-funded faculty positions in the ecology of atmosphere-biosphere interactions, grassland ecology, biomedical science, and the biology of prion diseases, all of which have special relevance to Wyoming and the Rocky Mountain west.



Professions critical to the state and region

Planning has helped UW align a significant portion of the university's teaching, research, and service with the economic needs of the state and region. Arguably even more important in Wyoming than in other states, initiatives in education, health care, engineering, law, and business have strengthened UW's contributions to workforce development in these critical professions.

Education. In education, initiatives have addressed the growing shortage of teachers in critical subjects — such as secondary science and mathematics, literacy, and special education — and have contributed to the creation of the Wyoming P-16 (preschool-through-baccalaureate) Education Council. This council promotes more seamless transitions as students progress through the state's educational systems. Also in this arena, the Wyoming School-University Partnership's

facilitation of course-level articulation between secondary and postsecondary teachers is a nationally recognized effort.

Faculty hiring in the College of Education has bolstered the STEM (science, technology, engineering, and mathematics) disciplines, and there has been a significant increase in students prepared to earn certification in mathematics, science, and special education. The college has filled two senior faculty positions funded



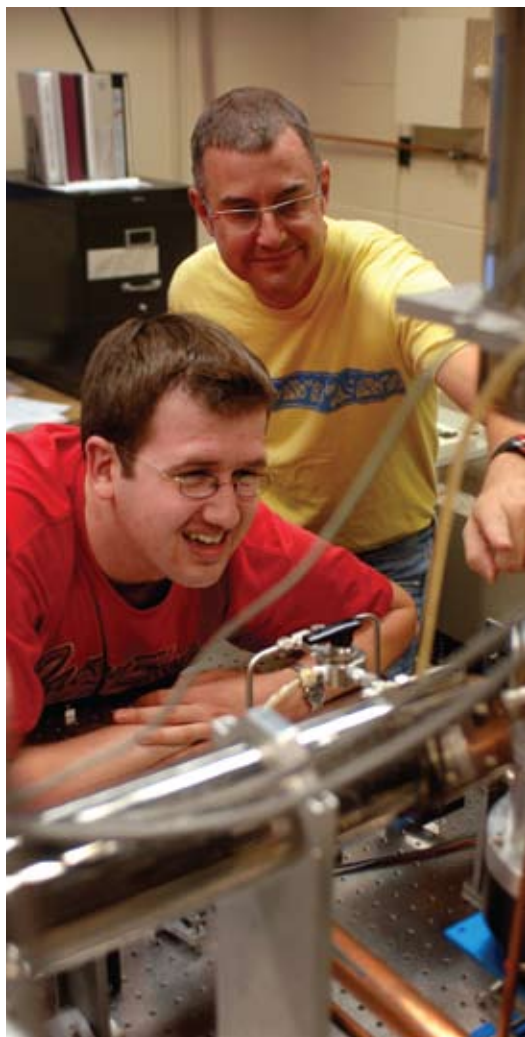
by the Wyoming Endowment for Excellence in Education: one in literacy education and one in science education. Two additional searches for state-endowed chairs in education are underway in mathematics education and literacy. In addition, fifteen concurrent majors for secondary education majors—designed to ensure that UW’s future high school teachers are highly qualified in their subjects—are now in place as a result of agreements between the

College of Education and the Colleges of Arts and Sciences and Agriculture. More recently, the College of Education partnered with Wyoming’s seven community colleges and the UW Outreach School to mount a statewide, distance-delivered elementary education degree.

Health care. In the health professions, several initiatives completed by the College of Health Sciences have boosted the caliber of health-care professional training at UW. They include the

establishment of the Fay W. Whitney School of Nursing through a \$3 million gift from Roy and Fay Whitney, introduction of an accelerated BS in Nursing for non-traditional students with baccalaureate degrees in other fields; an on-line RN-BSN completion program that has drawn site-bound RN-qualified students into the nursing degree pipeline; dramatically increased funding and resident recruiting at the Family Medicine Residency Centers in Casper and Cheyenne; and





a new degree program in disabilities studies offered by the Wyoming Institute for Disabilities (WIND). In addition to these specific initiatives, the completion of the Health Sciences complex has changed the nature of clinical training at UW, allowing for professional-caliber interaction among students in Nursing, Pharmacy, Social Work, Communication Disorders, and the Washington-Wyoming-Alaska-Montana-Idaho (WWAMI) medical program.

Engineering. The College of Engineering and Applied Science has expanded its compass. The college now includes the Department of Computer Sciences as well as a new major in computer engineering through the Department of Electrical and Computer Engineering. In 2006, UW reinstated the BS in petroleum engineering, to complement its MS and PhD degree programs in that field, and since then the college has filled several new faculty positions in that discipline. Petroleum engineering is just one of several important ways in which the college plays a pivotal role in the success of the School of Energy Resources. Other new faculty positions include a position in coal technologies and a position in

wind energy, and energy-related technology now plays an important role in the undergraduate degree in architectural engineering offered in the Department of Civil and Architectural Engineering. Other engineering-related initiatives have spanned the pre-college and graduate levels. Through summer school revenues, the Office of Academic Affairs established stable funding for the Engineering Summer Program for high school students, and greater involvement in mentorship by engineering faculty members has led to substantial increases in the production of doctorates.

Business. The College of Business has a central role to play in the economic development of the state and region, through its undergraduate emphasis on entrepreneurship and its graduate programs in accounting, business administration, economics, and finance. Initiatives in business that have enhanced UW's impact include a high-demand Executive MBA program, offered in cooperation with the Outreach School, and growing focus and expertise on business ethics and sustainable business practices. The 2006 legislature established three new faculty positions

in sustainable business, and during academic year 2007 the college successfully filled all three positions. Private donors have recognized the college's contributions with generous gifts, including a \$1 million endowment, matched through state matching funds for a total fund of \$2 million, to create the Peter M. and Paula Green Johnson Career Center Endowment, as well as a \$5 million endowment, doubled to \$10 million, from the McMurry Foundation to create the McMurry Foundation College of Business Dean's Excellence Fund. And in 2007 the Wyoming Legislature authorized funding for the construction of a \$50 million building to unify the College of Business in a single complex.

Law. The College of Law has also expanded its faculty and sharpened its areas of expertise. Through tuition revenues, the college has strengthened its curriculum in legal writing and in the legal clinics, and through endowed chairs it has been able to establish a significant presence in constitutional law. Recent faculty position authorizations and curricular proposals will also allow the college to strengthen its contributions to the legal aspects of natural and energy resources.



Highlights of Specific Advances in Addressing

In addition to defining UW's areas of distinction, AP1 and AP2, together with the Support Services Plans that followed them, helped focus meaningful attention on an array of persistent issues facing the institution.

Academic Success

Beginning with action items identified in AP1, UW has strengthened general education and made substantial additions to the infrastructure in place to promote students' academic success. The second University Studies Program (USP 2003) streamlined and strengthened the undergraduate core curriculum with requirements for oral

communication, information literacy, diversity in the U.S., and global awareness. The Faculty Senate's USP committee has initiated triennial course review and learning outcomes assessment for each USP category, to assure that the program realizes its learning goals.

In 2004, UW committed permanent funding for a Learning Resource Network (LeaRN), a consortium of new and long-standing initiatives supported by Academic Affairs and Student Affairs to supplement classroom-based instruction. In particular, funding for LeaRN helped stabilize the Math Lab and Oral Communications Lab,

walk-in help facilities that now operate in parity with the historically better funded Writing Center. Freshman Interest Groups (FIGS) have become an established and effective form of learning community for first-year students, following the lead of Engineering's successful Power Groups learning communities. And the Honors Program, UW's premier learning community for academically advanced students, enjoys substantial increases in permanent funding as well as a newly remodeled Honors House.

Perhaps the most striking success story among UW's learning communities has been Synergy, a



Institutional Challenges

program that has co-evolved with LeARN. Synergy requires intensive and highly coordinated academic work for students conditionally admitted to UW because of gaps in their high school preparation. In early 2007, this program won the American Council for Education's highly prestigious Hesburgh Award, presented each year to a single university exemplifying outstanding innovation in enhancing undergraduate teaching and learning. UW has also made significant headway in creating an institutional culture within the majors focused on student learning. With the leadership of a campus-wide assessment team and the commitment of

college deans, department heads, faculty and staff, most of UW's academic units now have functioning assessment programs and have begun to solidify the links that connect learning goals and outcomes with pedagogical and curricular revisions. These efforts require new and more sophisticated ways of thinking about teaching, and through them UW is making notable strides in implementing well grounded assessment cycles.

Much of the groundwork for university-level learning must be in place well before students arrive at UW. In recent years, the Student Affairs

division has delineated action items in the Support Services Plan aimed at priming the pipeline of Wyoming students entering higher education and at enhancing their prospects for success. For example, a state-wide GEAR-UP grant, awarded by the U.S. Department of Education in the amount of \$42 million over six years, provides college preparation and admission services to 2,000 lower-income students annually, through partnerships among UW, Wyoming's seven community colleges, and the Wyoming Department of Education. GEAR-UP also provides professional development opportunities to Wyoming's secondary school teachers and

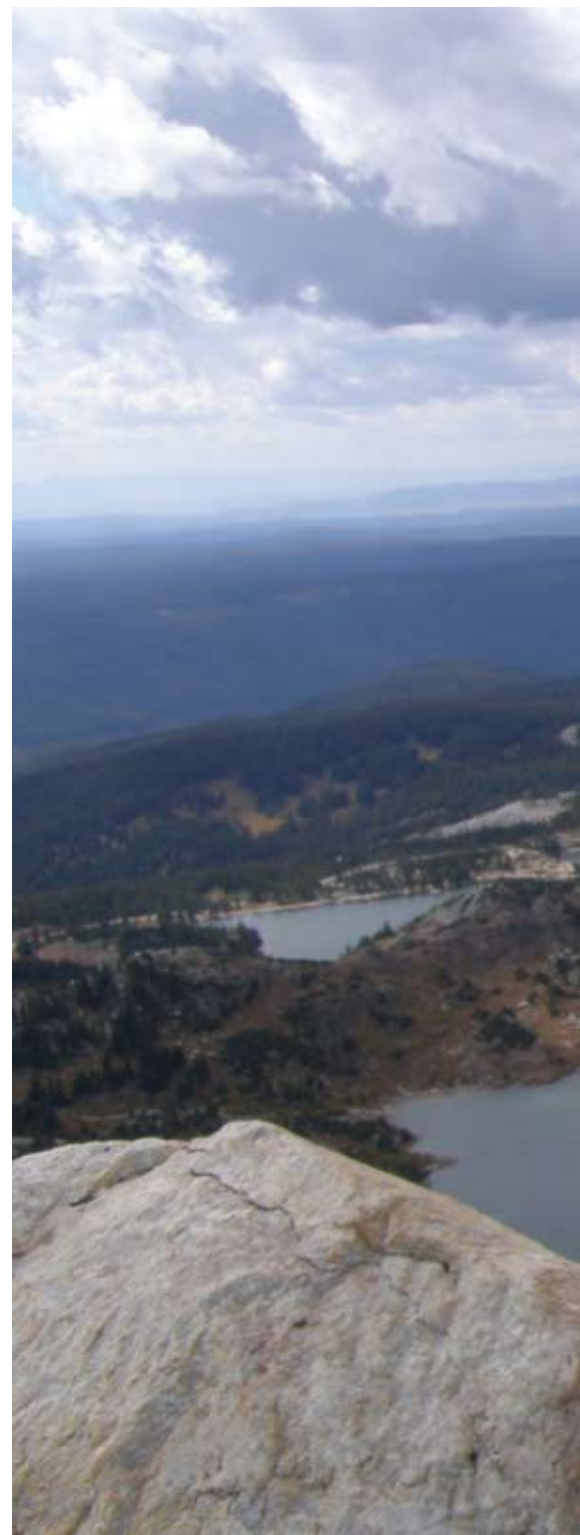
administrators, with the goal of preparing lower-income students for success in college.

UW's efforts to recruit and prepare students for higher education also benefit from the institution's participation in the U.S. Department of Education's TRiO grants. These programs provide an array of financial and other support services to participants statewide and at UW whose socioeconomic status may pose barriers to entering and completing undergraduate and graduate study programs. Populations served by TRiO include potential first-generation college students from lower income families, students with disabilities, and ethnic minority students. Data compiled by the Office of Student Affairs on high school graduation rates, college enrollment and retention rates, six-year college graduation rates, and the rate at which underrepresented students enter post-baccalaureate programs of study suggest that GEAR-UP and TRiO programs help in achieving student success rates that meet or exceed the attainments of the general population of Wyoming's high school and college students.

Diversity

UW has struggled for decades to increase the diversity of its faculty, staff, and student body, and these efforts will continue. Diversity enriches the learning environment, helps ensure the broadest possible development of human talent, and helps cultivate leaders for a civil society. Programs such as GEAR-UP and TRiO, discussed above, have contributed to student diversity. University-wide planning has identified other initiatives designed to increase diversity and has helped sustain focus on this still highly important goal.

During the implementation of AP1 and its associated support services plan, President Philip Dubois established PACMWA (the President's Advisory Council on Minority and Women's Affairs), giving that group a broad mandate to explore diversity-related issues at UW and a \$75,000/year budget with which to sponsor diversity-related initiatives. Since its establishment, PACMWA has helped fund diversity-related courses, special programs to retain students of color, initiatives to retain faculty members from underrepresented groups, and a salary equity study in collaboration with the Office of Academic Affairs.



Subsequently, a major gift by an anonymous donor has helped fund several additional diversity-related measures, including permanent support for the annual Matthew Shepard Symposium on Social Justice, permanent funding for the Martin Luther King Days of Dialogue, and a recently established Social Justice Center to support rigorous faculty scholarship in areas related to social justice.

The Office of Academic Affairs has undertaken several measures to promote diversity. A diversity funding pool has provided incentives

for departments and colleges to diversify their faculty hiring, by furnishing start-up and early-career enhancements for faculty members of color and women in disciplines where they are underrepresented. This fund also provides bridge funding to facilitate the hiring of spouses and domestic partners in cases where there is strong department-level support.

In 2006, Academic Affairs allocated a permanent visiting position to African-American Studies, to allow the program to promote the recruitment of promising scholars into departments that can



contribute to its curriculum. And just recently, UW joined with NCAR in signing a memorandum of understanding with four historically black colleges and universities — Hampton University, Howard University, North Carolina A&M University, and Jackson State University — to explore student and faculty exchanges in areas related to climate analysis, geosciences, and computational science.

As called for in AP2, the Faculty Senate has also taken a leading role in promoting diversity. Beginning in the 2007-2008 academic year, the senate's standing University Tenure and

Promotion Committee has launched a study of whether there are unexplained differences in the rates at which women and faculty members of color succeed in being awarded tenure and promotion and whether there are subtle factors that adversely affect their success.

Other divisions of the university have complemented these efforts. In addition to the college pipeline programs mentioned earlier,

the Division of Student Affairs has established a Multicultural Student Leadership Initiative, to cultivate student leaders from a wide range of ethnic and cultural backgrounds, and a Rainbow Resource Center, to help promote a sense of community among UW's gay, lesbian, bisexual, and transgendered students. Additionally, several divisions have helped make UW's physical plant more accessible to students and employees with disabilities. A disabilities services task force recently developed a suite of additional recommendations that can help guide the continuation of these efforts in UP3.





Internationalization

The past decade has seen a remarkable transformation in UW's level of engagement in international education. Once characterized by institutionally embedded reluctance to recruit teachers, scholars, and students from other countries, the university now routinely hires the best faculty members it can through searches that are international in scope. At the same time, the university has strengthened its efforts to recruit international students and, through the Division of Student Affairs, to provide the social infrastructure needed to help students from other lands adjust to life on the Laramie campus.

In addition, the university has responded to the increasingly complex landscape of federal visa and immigration laws. In 2005 the Office of Academic Affairs and the President's office allocated permanent funding for a staff position to provide legal advice to employees seeking

visa changes, permanent residency, and citizenship, nearly eliminating a steady stream of stresses and sporadic crises in the retention of international scholars in the academic workforce.

UW's Modern and Classical Languages department now offers regular instruction in Chinese and Arabic, in addition to its traditional offerings in Spanish, French, German, and Russian and other European languages.

Through a gift from the Cheney family of more than \$3 million doubled with state matching endowment and facilities dollars, UW has established a significant scholarship fund to help support student study abroad. The gift now generates over \$80,000 per year in financial support for travel and other costs associated with study abroad. The gift has allowed over 100 students to travel and study abroad since 2007. It also helped fund a major building renovation for the Cheney International Center, a facility

in the academic core of campus that will allow the co-location of the International Programs Office, the International Studies Program, and the International Students and Scholars Office — three offices that, in distinct ways, are critical to the advancement of internationalization at UW.

Graduate education

Critical to UW's status as a graduate-research institution is its level of productivity in PhD and EdD education. Since 1999, UW has bolstered support for graduate education in several significant ways, including increases in graduate student stipends, together with fiscal practices that allow for continuing increases paralleling faculty and staff raises; stipend-based incentives for students to pursue doctoral education; the addition of health insurance benefits and allowances for pregnancy and childbirth; incentives for departments to recruit graduate students from underrepresented groups; and



slow but steady additions to the number of state-funded graduate assistantships managed by the Graduate School. Evidence suggests these initiatives have paid off. The number of doctoral degrees awarded by UW rose from 42 in academic year 2003-2004 to 74 in academic year 2007-2008.

In addition, the Office of Academic Affairs has placed greater emphasis on contributions to graduate education in its review of faculty tenure and promotion portfolios. In cases involving faculty members in PhD-granting departments, significant involvement in doctoral education is now a prominent expectation for promotion to the rank of professor. As UW's commitment to graduate education has grown, so has understanding by UW's external clientele of the important synergies that exist among the training of graduate students, the research endeavor, and the undergraduate learning experience.





Statewide outreach, extension, and economic development

As the only four-year public university in Wyoming, UW has a special responsibility to serve the state through outreach and economic development activities. In the past decade, reinforced by an array of AP action items, the University of Wyoming has renewed and strengthened its connections with the entire state and more tightly aligned its teaching, research, outreach and extension programs with the state's needs. The institution's commitment to being truly the University of *Wyoming*—that is, more than the state's university located primarily in Laramie—was underscored in 2007 by President Tom Buchanan's personal visits to the seven Wyoming community colleges and his concomitant pledge to establish stronger ties with those colleges through more co-located facilities and integrated programs. For example, planning has begun in earnest with LCCC (Laramie County Community College in Cheyenne) and Casper College for joint UW-CC buildings on those campuses. Additionally, state funds have been appropriated and private funds are being raised to enhance Outreach School facilities in Riverton by locating them in the new Central Wyoming College Intertribal Education Center, and UW has provided support for enhanced Outreach School space at Gillette College.



Over the past decade, both the UW Outreach School and the College of Agriculture's Cooperative Extension Service (CES) have enhanced their commitments to serving Wyoming citizens. The Outreach School has increased the number of UW degree programs available outside the UW Laramie campus from 11 to 16 undergraduate programs, from 7 to 12 graduate programs, and from one to six certificate and endorsement programs. As a consequence, enrollment in Outreach academic programs increased 81 percent between 1998 and 2008. The technological infrastructure to support UW's outreach programs has been enhanced significantly as well in the past decade: OnlineUW was initiated in 1999 and by 2008 60 percent of the UW Outreach classes were delivered online. In 1998, UW had links to 26 video conference sites in 19 Wyoming communities; by 2008, it had links to 48 sites in 24 communities across the state.

In 2002, the College of Agriculture developed and began implementing the Cooperative Extension Service's strategic plan, which enabled CES to deliver all of its programs throughout the state through a system of multi-county extension areas. Focused on five statewide initiatives—nutrition and food safety; profitable and sustainable agricultural systems; sustainable management of rangeland resources; 4-H youth development; and community development education—Cooperative Extension has reinvented itself to respond to state challenges. In 2006, the College of Agriculture established

the James C. Hageman Sustainable Agricultural Research and Extension Center in Lingle, Wyoming, where UW faculty and extension educators apply state-of-the-art integrated crop-livestock systems research to real problems faced by Wyoming producers.

Participation in other non-credit UW programs and conferences has increased dramatically over the decade, including a doubling of participants in non-credit UW conferences and a threefold increase in enrollments in enrichment classes. WPR (Wyoming Public Radio)—administered by the UW Outreach School — had around 30,000 listeners per week in 1998 and currently boasts a weekly audience of almost 51,000. WPR coverage of the state expanded with an 88 percent increase in the number of transmitters and translators that broadcast WPR programming statewide, and the station recently completed a transition to digital equipment for broadcasting.

Together with the state's community colleges, the University of Wyoming has become an important stimulator for economic growth and development. The university's most visible contribution to economic development is the education of the professional workforce through undergraduate- and graduate-level training. In addition, through programs administered by the Office of Research and Economic Development, UW provides incentives for researchers and other professionals in Wyoming to be more innovative and entrepreneurial. External funding for UW research, which has increased every year for 23 years and in 2007-08 topped \$78 million,

supports UW faculty in creating new knowledge and technological innovations. These findings are disseminated through a variety of outreach and extension forums that inform technological, business, and policy decisions by the state's industries, businesses, communities, and policy makers.

A number of entities administered by UW contribute further to the economic development of the state. The Research Products Center assists with technology transfer through patenting and licensing of university-owned intellectual property. The Wyoming Technology Business Center, a not-for-profit business incubator, provides entrepreneurs with the expertise, networks, and tools they need to make their ventures successful. The Wyoming Small Business Development Center network provides consulting, training, and resources to businesses throughout Wyoming to help them become more successful and sustainable. The Wyoming SBIR/STTR Initiative (WSSI) assists all qualified Wyoming small businesses and individuals in accessing the funding opportunities provided by the federal Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) Programs. Furthermore, UW is a partner with state government in many economic development initiatives, including water programs and energy-related projects. UW participates in the Wyoming Workforce Alliance, the Wyoming Business Council, and the Wyoming Economic Development Association.



Educational infrastructure and administrative support systems

The successful advancement of the university's core mission and achievement of its quest for academic distinction depend critically on the quality of the educational infrastructure. This infrastructure encompasses such "brick and mortar" features as classroom buildings, research and teaching laboratories, athletic facilities, and grounds, but also less readily visible but equally critical components such as library collections, information technology infrastructure including computer hardware, connectivity, and software systems and instructional technologies, and a wide array of administrative systems and support services. There is no doubt—a visit to the Laramie campus will provide ready proof—of the recent and ongoing improvements to UW's educational infrastructure as the result of legislative appropriations and generous private gifts. Academic and support-services planning provided direction for prioritizing legislative requests for funding of facilities, the Libraries collections budget, and for information technology. Planning also provided the impetus and timelines for needed upgrades and enhancements to UW's administrative and support service systems.

Libraries. In 2006 the Wyoming Legislature allocated \$4.3 million in one-time funding and \$1.5 million per biennium in permanent budget increases to the UW Libraries, to bolster the collections and to enhance services and collaborations with libraries at the state's community colleges. Also in that year, the UW Libraries established a digital repository to house UW-related materials, including undergraduate research projects and graduate theses and dissertations. To address the unusually rapid

inflation in the costs of subscriptions to scholarly journals, the UW Libraries have been instrumental in negotiating highly effective contracts with major serial publishers. The Libraries have also played a pivotal role in increasing non-subscription access to research materials, most notably by purchasing access to the Web of Knowledge and by expanding the electronic delivery services available through interlibrary collaborations with other institutions.

Information Technology. Academic and support-service planning have also led to substantial improvements in UW's information and instructional technology infrastructure. As part of the implementation of AP2, the Division of Information Technology established a University Technology Planning Council, to help guide decisions about administrative software (such as the student information system) and instructional technology (such as the infrastructure needed to deliver on-line courses). In 2006, the Office of Academic Affairs allocated \$140,000 per year in funding for an office to oversee UW's rapidly growing instructional technology infrastructure. In addition, the 2006 Legislature provided \$3.2 million in one-time funding and \$3.2 million in recurring funds, in part to support instructional computing and data networking. With a portion of this funding, UW recently implemented an advanced remote student computing lab, which allows students to access their university computing profile and over 100 academic software applications from essentially anywhere in the world. The computing and networking initiatives, together with UW's participation in the nationwide Internet 2 consortium, have laid the groundwork for UW's supercomputing partnership with the National Center for Atmospheric Research.

The improvements made in computing infrastructure and bandwidth over the past few







years place the University of Wyoming on a level with any university in the nation or the world. The introduction of new technology tools, upgrades of systems and equipment, and expansion of services that support technologies enable the university to be more responsive through technology to the needs of its students and the residents of Wyoming.

Administrative support systems. At the time of AP1, the university's leaders recognized that UW's administrative student information system, in place since 1987, was out of date, nearing the end of its supported lifecycle and unable to support essential new technologies. Through the efforts of a university-wide team, the Division of Administration implemented the Banner student information system from SunGard Higher Education. Banner, and related products such as WyoWeb, have helped to streamline UW's business processes. They also have provided new options for the capture and dissemination of institutional data, and they sparked numerous discussions on potential uses of technology in

teaching, learning and administrative process improvements. Additionally, the successful completion of the product put UW on a stable, secure, data-driven administrative system and allowed for the development of sustainable support and budget practices.

Enrollment management. At the time of AP1's development, it was imperative to reverse declining enrollment trends. It was also clear that initiatives toward this end must bolster the aspirations of populations in the state and region with historically low college entry rates. The GEAR-UP and TRiO programs discussed earlier were among such initiatives. These and other recruitment efforts, initiated through UW's academic and support services plans, include the use of forecast modeling, sophisticated communications plans, and more precisely targeted recruitment strategies. Owing to their success, the number of student applicants, admissions, and enrollments steadily increased after 2001, in spite of a declining number of Wyoming high school graduates. The increase

occurred on the Laramie campus, and even more markedly in the distance education offerings of the Outreach School, due to a larger array of distance course offerings, technological advances in distance course delivery modes, and the incorporation of distance education processes into Laramie campus operations. By the end of fall semester of 2008, enrollment will reach 13,000, a substantial increase over the 11,000 students enrolled in 1998. The Laramie campus now has 10,000 students and the Outreach School boasts student enrollment of approximately 3,000. At the same time, initiatives were designed, implemented, and refined over the ten-year period to retain more good students at each class level. Programs such as Synergy and the learning communities discussed above, and the centers for Volunteer Service and Student Leadership and Civic Engagement identified in AP II and Support Services Plan II, helped ensure more students would stay on track to complete their degree programs.



Since the completion of the highly successful Distinction Campaign for Wyoming's University in June of 2005, private support has continued to grow and enjoy annual record breaking success, with over \$40M received from UW's alumni and friends this past year.

Summary

Many factors contributed to the achievements of the last decade, not least of which are the efforts of UW's dedicated staff, excellent faculty, involved students, committed leadership, and its many alumni and friends throughout Wyoming and the nation. An academic plan, no matter how astutely attuned to the institution's potential, can be only as good as the people entrusted with its implementation. UW is fortunate to have a multitude of such good people. That said, a decade of planning has had a large role in focusing and unifying efforts throughout the institution. Planning has provided UW with a set of guiding principles for allocating resources in times of both scarcity and plenty. Planning, we believe, has aided UW in building greater credibility with state leaders and with private donors as well, resulting in tremendous financial support.

Finally, planning has led to a greater sense of our academic distinctiveness and has heightened institutional pride. The job is not done; in fact, many recent accomplishments, such as the establishment of the new School of Energy Resources, the UW-NCAR partnership, and the newly signed agreements with several historically black colleges, to name just a few, are major but still nascent steps toward a long-term vision for UW's future. These steps and the other achievements of the last decade provide the foundation for the university's third strategic plan, forthcoming in 2009.

Athletic Highlights

1999 – Joins the newly created Mountain West Conference

Facilities:

- Completion of Curtis and Marian Rochelle Athletics Center (RAC)
- Renovation of locker rooms for men's and women's basketball, women's soccer, women's volleyball, wrestling, men's and women's swimming and men's and women's track and field/cross country
- Renovation of AA weight room
- Installation of Artificial Turf in War Memorial Stadium
- Completion of Fieldhouse weight room
- Renovation of UniWyo Sports Complex
- Completion of Louis S. Madrid Sports Complex and Memorial 8 Track
- Completion of Indoor Practice Facility
- Completion of Indoor Training facility for men's and women's golf and men's and women's diving



- Renovation of War Memorial Stadium (structural repairs, concessions and restrooms)
- Continued renovation of War Memorial Stadium to include installation of club seating and suites (begins winter of 2008/2009)

Athletics:

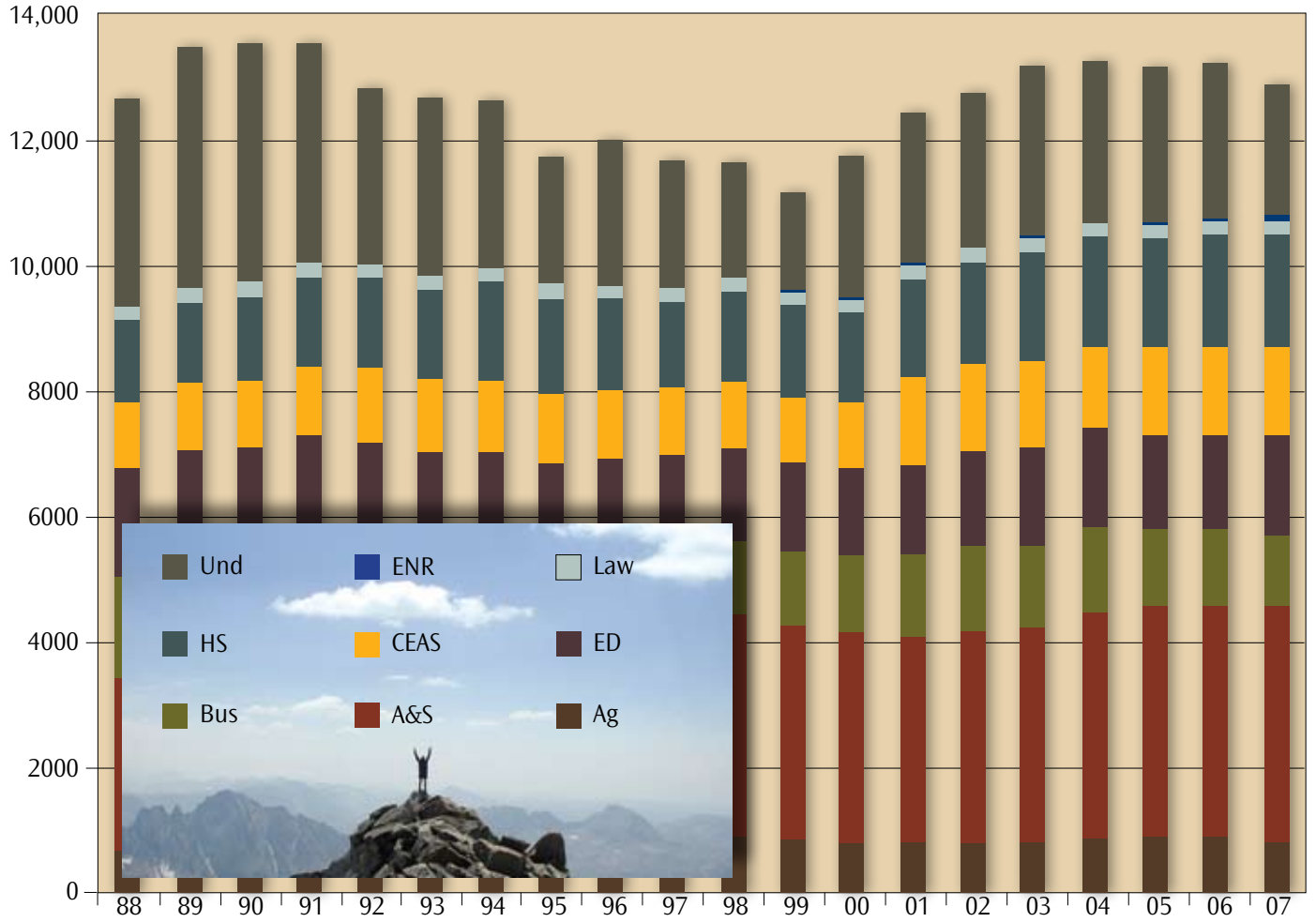
- 2001-2002 – Men's Basketball NCAA Tournament (defeats Gonzaga 1st round)
- 2004 – Scott Usher finishes 7th in the Summer Olympics in the 200-Meter Breaststroke
- 2004-2005 – Shauna Smith wins NCAA Championship in the 400-Meter Hurdles

- 2004-2005 – Football defeats UCLA (24-21) in the Las Vegas Bowl
- 2006-2007- Women's Basketball wins WNIT
- 2007-2008 – Women's Basketball earns 1st ever NCAA Tournament bid

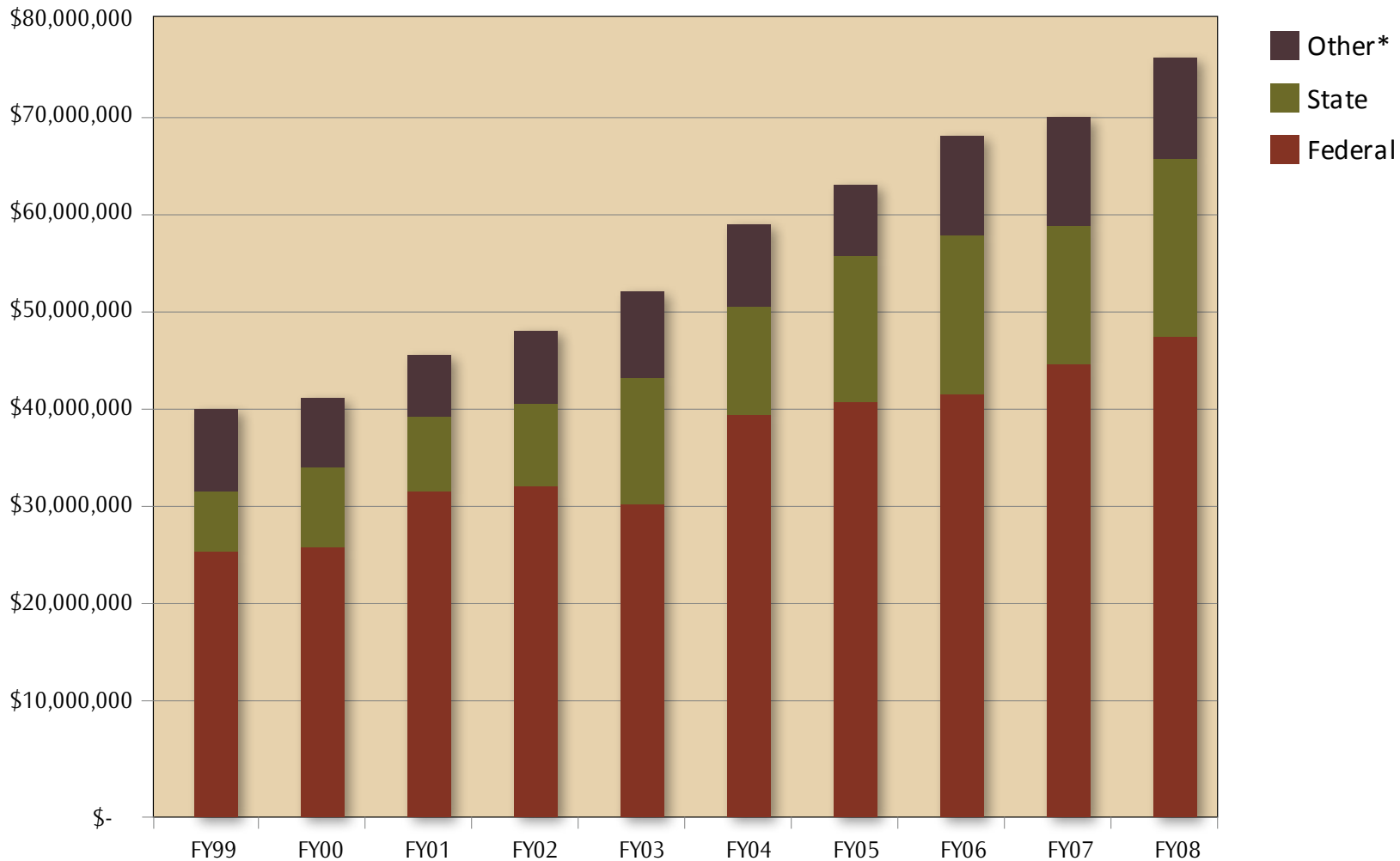


Indicators of Success

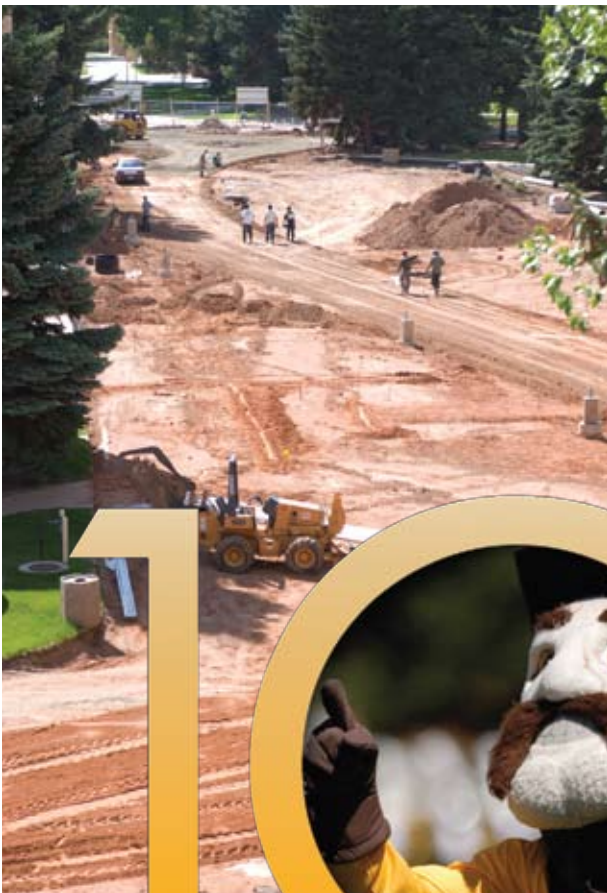
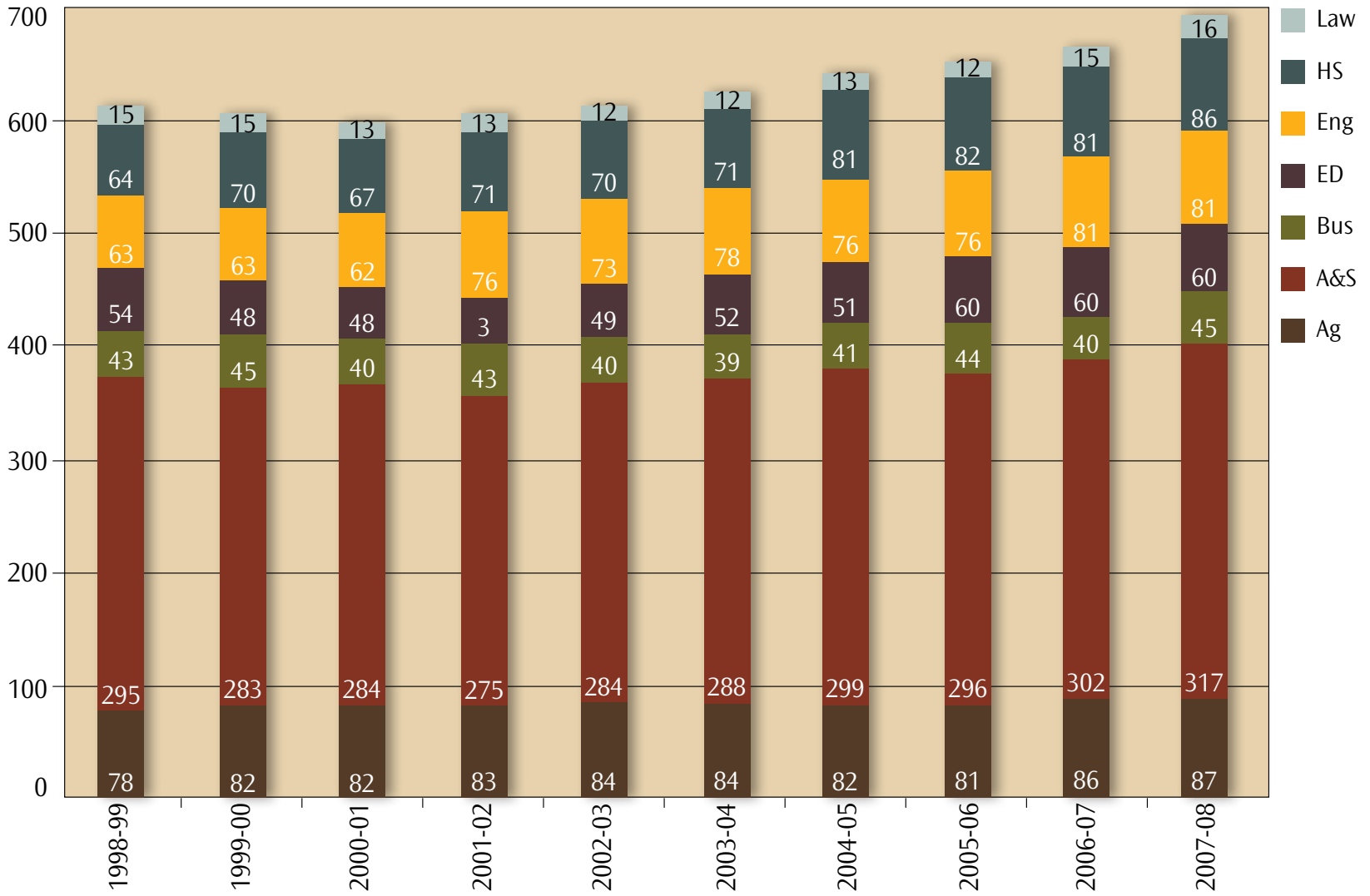
Total UW Enrollment



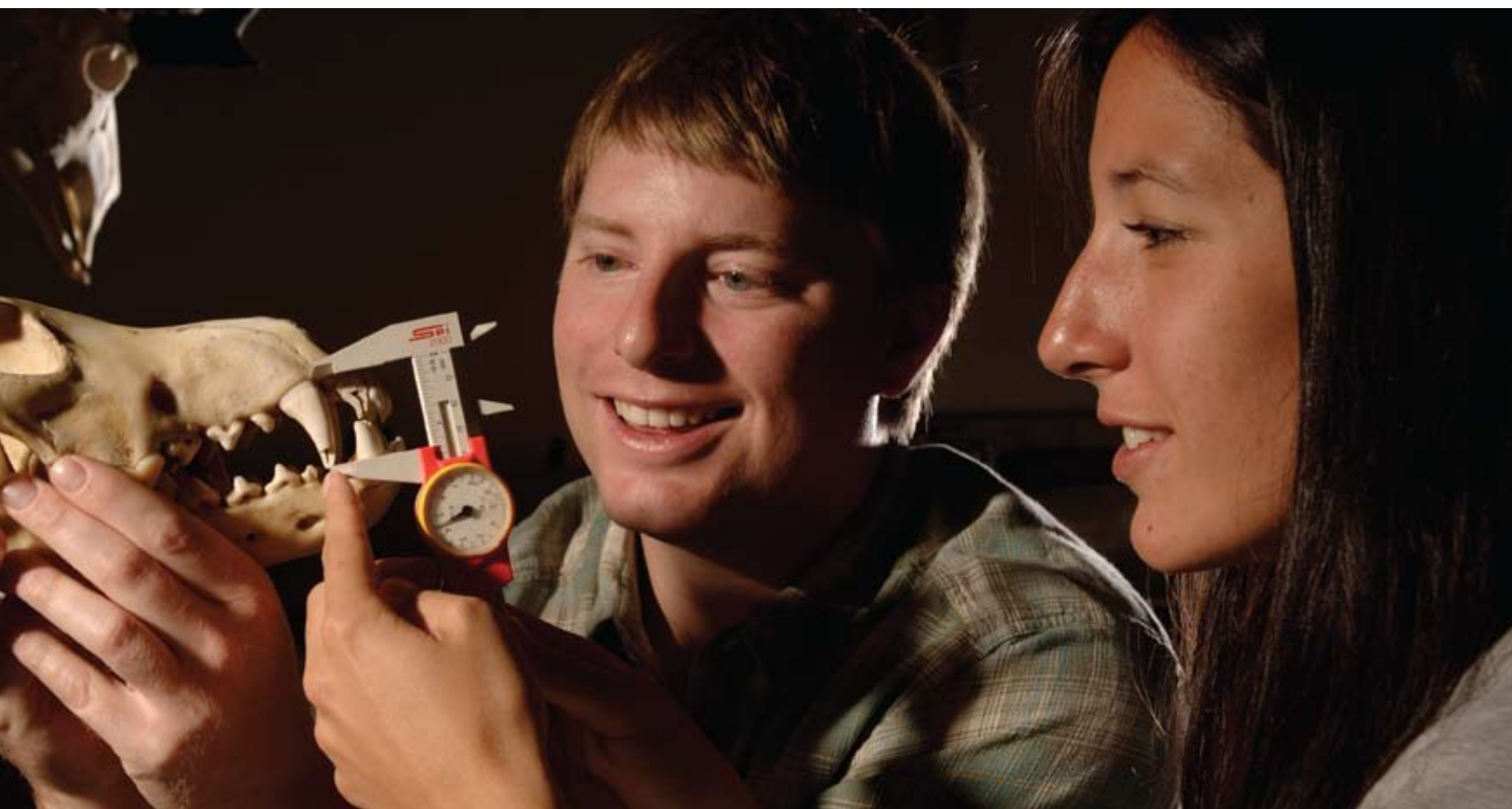
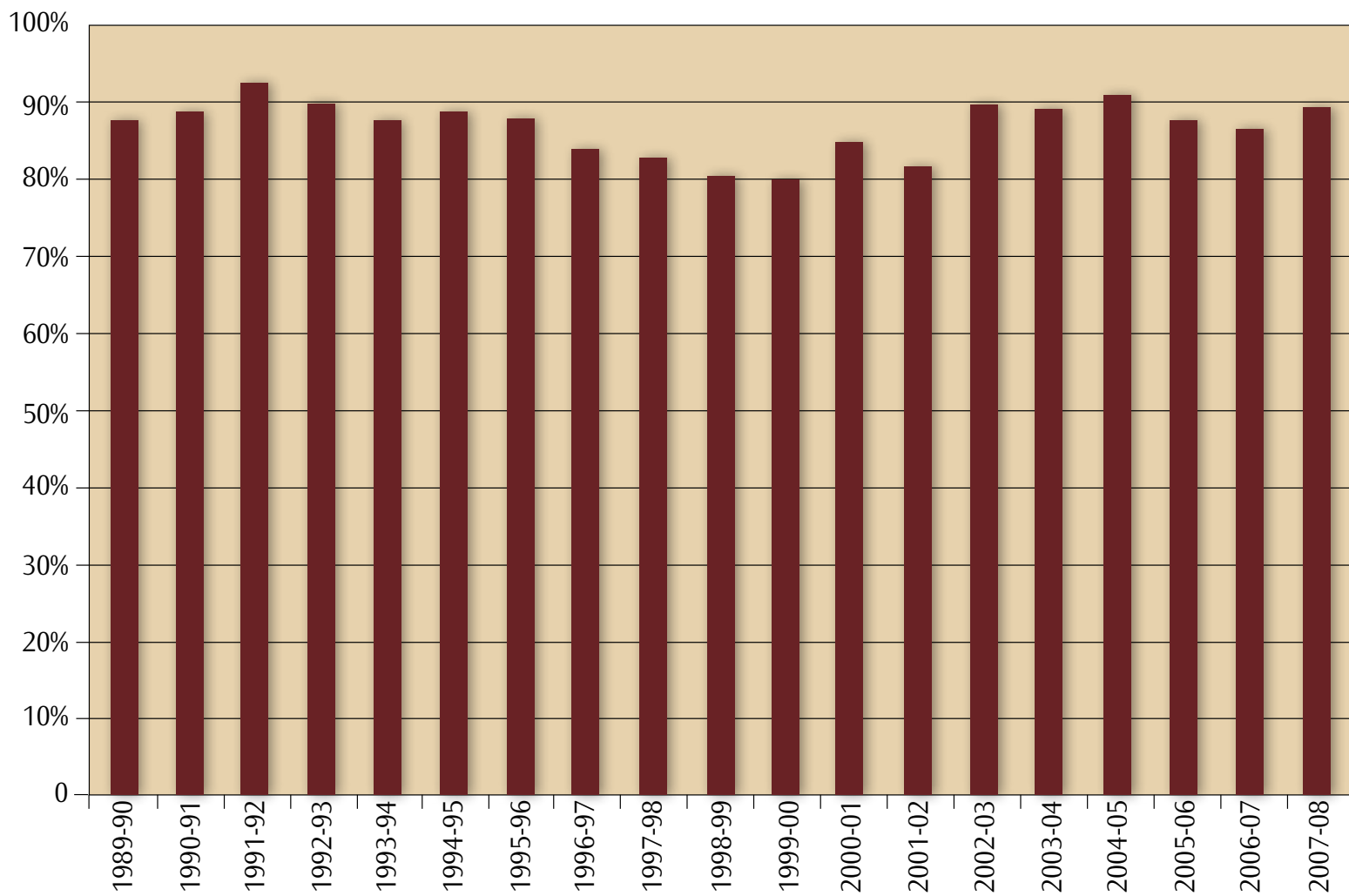
UW Summary of External Awards



Full Time Instructional Faculty by College



UW Faculty Salaries as a Percent of the NASULGC Average





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