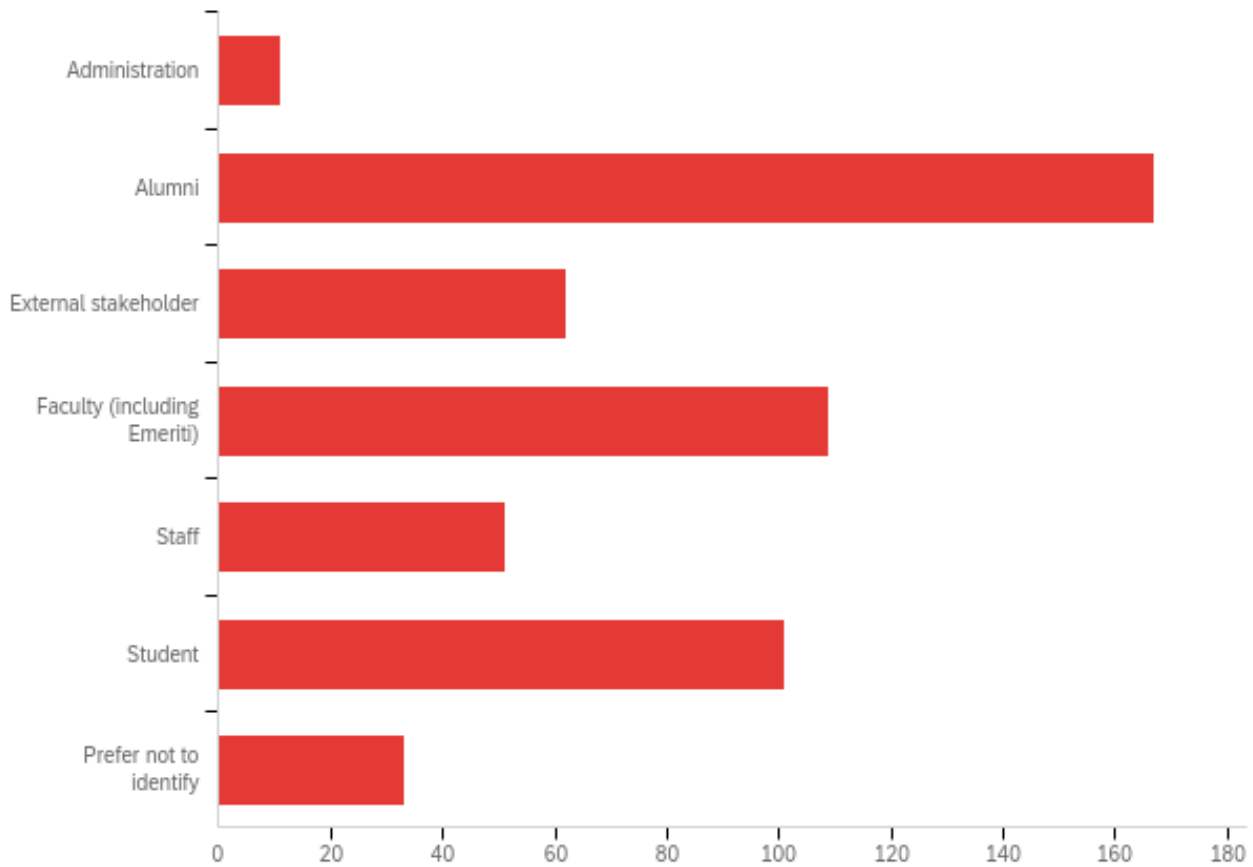


Default Report

UW Restructure Plan/ UW 2-13 Review Feedback Form

October 1st 2021, 11:12 am MDT

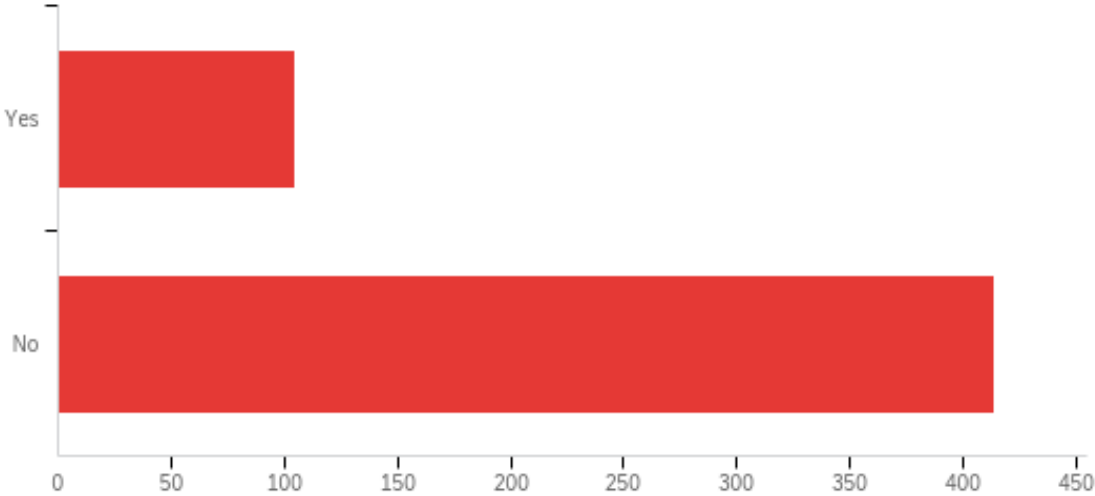
Q1 - Please select the category that best represents your interest in the University (choose below):



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select the category that best represents your interest in the University (choose below):	12.00	18.00	14.86	1.71	2.94	534

#	Answer	%	Count
12	Administration	2.06%	11
13	Alumni	31.27%	167
14	External stakeholder	11.61%	62
15	Faculty (including Emeriti)	20.41%	109
16	Staff	9.55%	51
17	Student	18.91%	101
18	Prefer not to identify	6.18%	33
	Total	100%	534

Q2 - The restructuring plan is designed to position UW for the future and to respond to a significant reduction in the University’s budget. In general, does the plan move the University in the right direction?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The restructuring plan is designed to position UW for the future and to respond to a significant reduction in the University’s budget. In general, does the plan move the University in the right direction?	1.00	2.00	1.80	0.40	0.16	519

#	Answer	%	Count
1	Yes	20.23%	105
2	No	79.77%	414
	Total	100%	519

Q2.1 - Comments on restructuring plan from above.

Comments on restructuring plan from above.

First, I want to acknowledge that I understand a change is needed given our current budget situation and cut from state funding. However, the proposed changes are not in the best interest of our university, our students, or the future success of us as a land grant institution. My primary concerns are in the clear lack of explanation as to the goals and objectives of this plan. It is imperative that our leadership understand UW is NOT like other major universities, and that is not a negative but rather a clear positive! We SHOULD NOT reorganize based on what works at larger institutions, or institutions that don't hold the unique values that we do here at UW (Code of the West). I am 100% behind improving efficiencies, promoting collaborative projects, innovation, and adjusting to the new budget we face. However, it appears, as a member of the group of folks that keep this institution running by working nearly round the clock and covering exponentially more tasks than what hired to do, that there is a clear lack of understanding of how our university currently operates at the university, college, and department level. I am unaware at what point those in charge of this plan sat down with those of us who do the work to see what aspects of our operations are working efficiently and what areas we can agree need improvement. Please, please consider a pause on the plan to give time for upper administration to truly learn our university, colleges, and departments and the folks within that make things work! We want to talk to you and are willing to improve, adapt, overcome, and advance but we do have a set of core values that appear to be completely disregarded in this proposed plan. Institutions like our will not survive if you kill the spirit and drive of those who do the day-to-day tasks of teaching, research, and outreach and that is what is happening campus wide with this plan. Folks are diffused, feel undervalued, blind sided, and like our leaders do not have our backs. I believe we can do better and all it requires is honest efforts to get to know the people who are in essence the "work horses" of this institutions (your staff, faculty, and students). Respectfully, I see very little merit in the proposed plan and would highly encourage a pause on the plan with increased conversation at the lower levels, not just upper ranks. I understand the desire to "mix things up" but you are risking losing the culture of UW and when that goes, the folks that come here for those values will also leave and students will no longer want to attend our school. Please, allow time for plans to be developed with targeted objectives, measurable outcomes, and the focus to retain the culture of UW.

[REDACTED] I am in support of the proposed restructure, but I am concerned about the proposals that I have seen for academic advising. This university has been in need of consistent, quality advising for students and I am happy that this is a goal of the restructure. [REDACTED] because I get to directly help diverse students meet their goals and I get to work in a constructive and positive environment. The advising proposals that I have seen do not address this university's problems in advising; the proposals potentially make the current issues worse. I am submitting comments to say that the college advising structure has been positive for students at most of UW's colleges, [REDACTED]. [REDACTED]

[REDACTED] I want to be able to support students to the best of my ability as an advisor but the current proposals for advising do not allow for that. I encourage that future work on advising for UW include all professional advisors on campus, not just ACES and not just relying on Deans to be the voices of their advising centers

I overall support this reorganization and think this is a positive and productive direction for the University. My biggest concern is the timeline proposed for this restructure; this process should be slowed down so that it can be done as thoughtfully as possible

I am concerned about the blanket 3% proposed reduction of all departments. It does not take into account the attrition they have suffered already, which is not equally spread, some departments may have nothing left to cut. Assuming they all do is very dangerous.

Discontinuing programs that you are not really discontinuing just so you can fire and rehire only those faculty you like will not produce the results you want. Engineering faculty here are already underpaid and overworked making it very difficult to hire in these departments. Removing tenure will not make the job more attractive to prospective new hires.

Speaking specifically about the potential cut to the graduate programs in the College of Education, I am not alone in saying this is a huge detrament to the State. UW is the ONLY 4 year institution, meaning these programs are the only in state opportunity for continuing education for credit and often leading to higher degrees available and needed by teachers, counselors, etc. I am appalled that the Higher Ed. Admin degree is even being looked at, [REDACTED]

[REDACTED] My second, and most important point that will probably fall on deaf ears, is that we are a LAND GRAND institution. WE SHOULD NOT SPECIALIZE IN STEM only. We have the capability to do some on the ground research with the resources and experts we have right here on campus (and we keep paying outside entities to do this, really guys, this is as fiscally irresponsible as it gets), and we cannot see the benefits to education, humanities, and to the arts. We let the "leaders" of the State over the hill pressure UW into decisions that are not good for the State. We should be leading by example as we are the only 4 year institution in the State. Choosing to eliminate programs is irresponsible, we need to look at the problem and have solutions that will keep us from coming back to this every 4-5 years (and honestly I don't think we go that long without getting out the chopping block!). Support recruiting efforts, get colleges and departments on board with recruiting. Show the State that we are not here for UW Football and Mens Basketball, that education is valued, even if its not engineering or science. Ask those of us with boots on the ground for solutions instead of firms and take that information to make decisions with. A program on the chopping block Higher Ed. Admin., teaches about the decision making that administrators must go through, we teach future administrators, and we cannot listen to them now. That says a lot about how the administration, board of trustees, and legislator thinks of this institution. Stand up for the institution and the programs that are currently serving our students. Make smart cuts and increase revenue in ways that are fulfilling to the mission of the University. AND utilize the resources you have on campus, they are much more knowledgeable than you will ever know.

The evidence is strong that upper admin is using the wrong numbers when determining which programs to eliminate. There is also wrong-headed reasoning when it comes to degree programs. If there are costs associated with those programs that can be eliminated, that is one thing. But if eliminating a degree etc does not reduce costs, that is a waste of time and possibly a serious deterrent to future students. Students LIKE having choices. So if German classes are full but the degree is not, what is the real cost savings of cutting that degree? And be careful to check course numbers. Graduate thesis and dissertation courses are not meant to have more than a few people for a reason - each professor may only have 1-3 graduate students working with them, but will teach non-thesis courses in classrooms of 15 or more and sometimes more than 50. Regular course vs thesis or dissertation enrollment? If you don't understand the difference, you are not qualified to make these decisions.

The whole thing is a shambles, with babble about synergies and entrepreneurial systems, and grants. You haven't thought [REDACTED]

[REDACTED] Computing has morphed into, but leaving out degrees in Computer Engineering etc seems direly stupid. On the budget in general, why not cut the non academic areas properly? Athletics, especially football, could go, with no loss. Many of the buildings proposed could also go. You are cutting academics and faculty/staff rather than the nonsense elements of the university. You could cut all salaries above a certain amount....it would be interesting to consider who does more work....adjuncts teaching Freshman Composition for around \$30,000 a year vs some of the pointless VPs invented over the last 5 years. The new schools will also need Deans...

Discontinuing the BA in Secondary Teaching of Languages: French, German, and Spanish would significantly hurt the future of UW. This program provides the state with language educators, which especially in Wyoming, is often scarce. In the ever-changing world market that we live in, having a second language proficiency is increasingly more desirable by potential employers. Students are becoming less and less encouraged in Wyoming to learn a

second language in high school, then arrive in college/university and either need to start from the beginning - which can be a daunting task - or never take any language classes and have a less than impressive resume when they enter the professional field. In order to continue to provide Wyoming's youth with the opportunity to learn a second language, we must be able to provide them with qualified instructors. This degree must remain in order for UW to continue to provide Wyoming the quality professionals that we need in our state. If you discontinue this degree you would be putting our state at a disadvantage. The majority of the world is multilingual, the professional world becomes more multilingual every year, Wyoming is already falling behind in this aspect as most of our residents are monolingual and have zero to no exposure to a second language until they are in high school, or sometimes even college. We need to be providing this exposure in the school system, and we need quality and qualified professionals in order to do so. The Modern and Classical Languages department has already been significantly cut over the last few years at UW. It is becoming more and more limited in its offerings every year. The BA in Secondary Teaching of Languages is already a skeleton of a program that the department is able to offer, but if you cut it you are taking away the future opportunity for countless students to learn a second language. I know firsthand how foreign the idea of speaking multiple languages can be for a born-and-raised Wyomingite. If it hadn't been for the language programs in our higher educational institutions, I would never have had the world open up to me as it has. [REDACTED]

[REDACTED] It is the best thing I have done in my educational and professional career. I constantly receive comments from colleagues regarding how they wish they would have had the opportunity to learn a second language and become proficient in it, they desire to open their world in the same way, yet they feel that it is impossible now as an adult. The best time for language learning is in the youth and that is why this degree program absolutely must continue to be offered at the University of Wyoming.

Much of this is destructive, and, in some cases, based on faulty data (see the actual enrolments numbers for German vs the "single major" quoted by the Provost etc). The shifting and rearrangement of depts is pointless (Creative Writing to English). It is fine where it is, and there is no enthusiasm from either unit. Details about other campus reorganizations are generally unavailable, so faculty are mostly in the dark. The process has been fiat from above much of the time, and then the Trustees will announce it all as fact. There still has been no detail on changes/cuts to benefits, so they will happen after the decision deadlines, again with no real information and certainly without consultation.

If this flawed plan goes through, we are not recommending our grandchildren go to UW because of the disruption caused by the new restructuring, pandemic, and budget cuts. The students deserve to study in an unvarying situation.

The proposed restructuring will significantly undermine UW's graduates success in the increasingly global career arena. A field of study that I would like to highlight is foreign languages. Having held a number of management positions in the private and public sectors, on CONUS and in Europe, prior to coming to UW I can speak first hand of the importance of being multilingual. Especially with the scientific collaborations with European colleagues, most of whom do speak English to some degree, showing an ability and willingness to engage with them in their native language goes very far in building trusting, cooperative relationships.

Hard to answer the question "In general, does the plan move the University in the right direction?" with a "yes" or "no," but certain aspects are decidedly wrong, and based on either faulty data or a gross misinterpretation of data.

While budget cuts understandably call for means of cost reduction, removing majors entirely is an admittedly effective, but ultimately poor decision. The foreign language secondary education majors in particular would be a tragic loss as foreign languages hold immense cultural significance and are among the few university programs that offer a view into the wider world culturally and politically.

Words escape me as to how poorly organized this plan has come about. The president and provost put this together without input from the stakeholders input and it clearly shows. Rather than taking time to thoughtfully organize a restructure, they have whipped up something to sneak by the board of trustees and the citizens of Wyoming. They have already revised the planned merger of Geology-Geophysics with Petroleum Engineering plus eliminated the 15% proposed cut. This in itself is enough to show the inadequacies of the proposal. The board of trustees should send Seidel and Carmen back to the drawing board.

The restructuring plan is an unnecessary action. Just reduce staff and keep disruption to a minimum. The students and faculty are going through enough trauma as it is.

I think the proposals will leave us as an Agriculture and STEM college with a football team. Programs in languages and the arts in A&S have been systematically weakened or destroyed over the last several disastrous presidents, provosts, and Trustees. Some proposals have clearly not been thought through from an intellectual perspective: what sense is there in cutting languages when one of the latest schemes is to have a Tourism Program? Why cut major European languages when UW stresses international study abroad? Of course, cutting Russian ignored geopolitics, and cutting French and German will do the same. What will happen to International Studies? Or does UW plan to cut that too, when numbers fall because students do not have languages available to round out their programs? How will UW supply language courses required by many depts, and needed in high schools? Just declare isolationism and a fondness for fossil fuels? Given that we do NOT have to break up A&S, why do it except to babble about "entrepreneurial" activity, and "synergies"? Many of the original proposals have changed...but I feel that is only because those depts have powerful, conservative outside stakeholders. The reductions in some distinguished programs (grad Sociology etc) last round led to predicted falls in undergrad enrolment. I think moving depts around for the sake of motion is nonsense. Think about how Creative Writing ended up in its current incongruous dept. It also appears that the consultants had incorrect data regarding class sizes (see faculty listserv Sept 28/29). In other colleges, requests for reorganization, reductions and eliminations follow previous rounds of those processes. Rather than ruining people's lives, UW could save money by killing the ridiculous building programs, not hiring any more expensive consultants, and cutting the pay of anyone making over \$120-\$130,000. It would be interesting to see a salary breakdown for all the new VPs/deans/heads etc invented in the last or this proposed round of budget cuts. The decisions about sick leave and final sick leave paying for health insurance for 3 years will not be made until after the period for comment closes. UW will, as always, decide without public discussion, tell faculty and staff their decision, and ignore people. Upper admin will also keep expanding, and being paid more, faculty will teach more, staff will cover more tasks, and our pay diminishes in real terms, as do our benefits. There is no rational reason not to cut football, or at least implement the regular suggestions from the CREG reports that football and athletics should find other external sources of funding than the block grant. This used to be at least a solid university. Under these plans, we will be substantially weakened, and unable to cover the proper range of courses offered at serious universities.

The restructuring plan is based on flawed analysis from consulting firms (waste of money) that doesn't understand how to actually look at university dynamics. It is based on feelings and short-term visions instead of long-term visions. The plan is flawed, no where is a concrete dollar amount of savings given, admin just keep skirting the questions.

The proposed plan is a disaster. We recently saw that Seidel has backtracked on putting Geology & Geophysics under Petroleum Engineering and not cut 15% from G/G. This shows the how dangerous this hastily put together plan is. People involved in the shuffling should have had input long before this restructuring was proposed. The board of trustees should demand a more thoroughly thought-out proposal and scrap this one, along with Seidel.

I am concerned about the proposed elimination of multiple departments/degree programs that enrich the University community and also enhance the prestige of our University. Moreover, the elimination of these programs would undoubtedly have a detrimental effect on the broader Wyoming community and economic competitiveness.

The messaging of the restructuring has caused much chaos and has demotivated large swaths of faculty and staff. First, we needed to massively restructure because of the budget crisis. Now, we are being told that the two are not necessarily related. The fact that a number of the large planned reorganizations seem to support this later message. (Which certainly begs the question: how are even fewer changes going to improve the budget?) Faculty of programs that have been proposed for discontinuance have been instructed that they absolutely must put together teach-out plans for students in those programs - which suggests either (1) that the administration has no intention of considering any feedback submitted during this time and the decision to eliminate has already been made or (2) faculty time is not valued, i.e. faculty must spend time preparing plans that may not be used -- all while there has also been repeated messaging that there is plenty of time to hammer out the details of the restructuring plan.

Make survey results public. The people of Wyoming deserve to know what feedback was received. This terrible plan will cause UW to slide on all fronts (enrollment, funding, faculty quality, and more) faster than a snowball headed for hell!

This process is LITERALLY tearing apart any goodwill and collaborative, interdisciplinary openness among the faculty in the ecology/conservation portion of the life sciences. If the Provost and President do not develop a meaningful, facilitated (not by parties with power, but parties with conflict mediation expertise) process, you're going to burn that whole research powerhouse down. I'm not saying this as a threat, I'm saying this as a direct, horrified observation of what just transpired in a faculty meeting about what to call the ecology/conservation department(s) once the implementation phase is underway. I know this sounds like catastrophizing, but the current 2-13 process is so ham-fisted and inept (because the people tasked with it lack any functional facilitation skills and are explicitly self-interested/jockeying to preserve their own departments wholesale) that you're going to see major breakdowns in integrated research, functionality of interdisciplinary degree programs is going to stalemate, and your high-performing folks are going to leave for other positions because of the toxic environment this is devolving into. AND IT IS ALL AVOIDABLE. Do some work across campus to identify folks with deep expertise in organizational change facilitation, conflict mediation, and stakeholder engagement. Give them meaningful salary top-ups, teaching releases, etc., and put them on this fulltime. And, don't do that gross, incompetent academic hierarchy thing where you assume people with PhDs are the only ones who could possibly have the expertise. Most of the folks who make this campus tick aren't PhD-holders, nor are they in tenured or tenure-track positions. It is a failure of inclusivity and imagination to overlook the facilitation skills of people clearly dedicated to the success of this institution's students, faculty, and programs. These folks should not simply manage meetings but should design a process that will actually produce what you say you wanted from this. That is...a contemporary, competitive, robustly integrated and inter/transdisciplinary research university. The total lack of process, and the changing of the rules every week (2-5 units for CALS, oh wait, no, 4, wait, do what you want, oh, but no, not 2 units, we want 3) is running any potential for your stated goals deeply into the ground. As someone who spent most of their career directing and consulting with organizations undergoing massive overhauls (re-branding, modernizing, disbanding, shifting mission completely), it's appalling to watch the once-in-a-century opportunity to re-structure towards an innovative, inspiring vision disintegrate into infighting and power-consolidation by people who are already too busy running too many things to recognize they've become bottlenecks to the university's growth. If you let the same people be in charge of the implementation process, you will kill the research powerhouse that is the life sciences research enterprise at UW.

I find it very frustrating that this reorganization was launched almost immediately after Ed Seidel became President. It does not seem as though any time was taken to actually assess how UW is operating, what is or is not working, or which changes would actually be beneficial long-term; rather, we're being forced into some predetermined, ill-fitting mold. UW and its various populations deserve a well-researched CUSTOM solution to its challenges, not this rushed approach. If President Seidel had waited a year or two and given some real feedback as to why the reorg was necessary - "position UW for the future" is meaningless - there would almost certainly be more buy-in for the proposal. The idea that the reorganization is going to be at all beneficial to the budget is also ludicrous. Reorgs are never cheap and any gain made by cutting the budget is likely to be lost - if not exceeded - by the cost of reorganizing. The attitude here seems to be "This is what I'm used to, so this is what UW must be. Damned the consequences."

A suggestion to save money---quit sending the expensive flyers and booklets to alumni! Send us an email with the information. I am amazed at your wasteful spending on advertising that is unnecessary! Plus, please think about the environment. Restructure with some common sense!!!

I am a world language teacher in Wyoming and view the proposed cuts in world language and in particular to the certification of teachers as a huge blow to our profession.

Why did A&S Dean have no input?

I would like to offer support for this three unit structure for the College of Ag and Life Sciences The 3 units will be: Something Ag focused Something Biomedical focused Something Ecology focused My support is based on: 1) this structure provide major benefits that out-weigh potential challenges, and 2) the administration of the two units model are very cumbersome and will likely increase tensions among different cohorts within the same large school. Benefits: 1. The three units model are likely to garner financial, administrative and personnel support to

strengthen three programs that has distinct missions and cultures. 2. The three unit model are important to allow AA and college to support growth potential for some of the areas University want to invest more in order to meeting the mission of the University. For example, last year, for the first time, two of the pre-med (including Pre-vet) majors advance into the top 10 most popular majors at UW. These two pre-professional majors are the fast-growing majors that is taught by relatively small number of faculty across three departments: Zoo Phys, Vet Sci, and Mol B. The Biomedical Unit brought in approximately \$30 Million dollar extramural grants from NIH in the past 5 years. The proposed Biomedical School will help protect the growth potential of this unit, and meeting the education needs of our undergrads. 3. The T & P standards, teaching methods, culture and loads tends to be different between the three proposed areas. While there are more extension and service components associate with Ag, there are larger lab and bench component with the Biomedical faculty. Therefore putting these faculty in different units help generate unified yet, discipline specific standards for T & P. Same for recalibrating teaching loads: ideally, this should also be discipline-specific as well. 4. The three Units won't cause any disruption of interdisciplinary collaborations because the nature of interdisciplinary collaborations are mostly in the area of research, UW faculty has the tradition of forming interdisciplinary research teams across the college and department boundary anyway. Challenges. 1. The three Units, although somewhat separated along the disciplines boundary, is still too large. Some units has developed more rigorous departmental culture, they bring more indirect research dollars. These departments should be protected and strengthened. 2. Very importantly, some of the smaller group (i.e. <10 faculty) within a school may actually carries largest loads in undergraduate education (e.g. Neuroscience and Physiology group). Identities for these small groups should be preserved. 3. Departments from A & S typically (2:1) has two times of teaching loads than the Ag departments (1:1?). It is a matter of fairness to have all faculty in the same School has the same teaching loads. 4. There are a few faculty who may thrive in larger schools and finding difficulty to decide which one best suit

The plan is a knee jerk pivot. A strategic plan like this requires thoughtful planning and insight from several perspectives before starting a Reg 2-13. UW is in a state of chaos right now and the best action is to stabilize the situation, not add to the chaos. We have talked with several WY parents with kids nearing college age and none of them are planning to send their kids to UW because of the mess this president has caused.

If our goal is to Position Wyoming to better attract and serve visitors, we should add language elements to that program (ie Chinese and German for our largest tour. Groups

Why do this? Don't just say to "pivot" -- give reasons! If it isn't broken, we don't need to fix it! In a time where we are in a pandemic, a budget crunch, and a low morale at the university, now is not the time to do unnecessary realignments. Students and faculty want stability in this type of environment. If this goes through, here is what will happen: Enrollment will continue to drop (students want stability) Key faculty who are grant writing successes will leave for a better situation Old, tenured faculty will be left and they are not motivated to excel at grant writing New top notch faculty will not be recruited Grant money will decrease Donations will drop precipitously This president will be fired in a few years The legislature will have to infuse several million dollars to bring UW back to it current status The outlook is very pessimistic! I will not send my kids to UW, as will many other alumni.

The University of Wyoming is not the only educational institution going through budget challenges. It is key to have a thoughtful and transparent process.

This type of restructure needs a recommendation from a committee of deans and faculty who have studied it for 6 months to 1 yr

It is difficult to understand the mindset of the UW administrators who put this plan together. It is as if they have no knowledge of the history behind the establishment of the University. The College of Agriculture was established to address the needs of Wyoming ranchers and farmers. The Zoology and Physiology department has a much larger mission and has gained national recognition. Putting Zoology under Agriculture is a counter intuitive move and will damage what has taken years to develop.

World languages are extremely important in an every changing globalized world. Reducing the few opportunities Wyoming students have to receive an education with higher level language skills is fatal. If anything, a future-oriented university should strengthen such programs.

Discontinuing the MA in Sociology is a mistake. Sociology is a foundational field that informs many other areas of study; removing this graduate level degree weakens the university's position as a research institution, and is a disservice to undergraduate students of Sociology who wish to continue their education at UW.

Currently, the MA in Sociology has been on hiatus status since 2017 with efforts by the Department of Criminal Justice and Sociology to re-establish the program under the new combined department. The department has continued to apply for extending the review of the program as we would greatly benefit from a Master's program. We have many undergraduate majors and many express interest in a Master's program that allows them to pursue graduate school in Wyoming. Faculty are active in research and graduate students would have access to work on research projects and grants with faculty. Since the program has not been re-established, it should be considered for discontinuation, as there is a future need for graduate education in the Social Sciences.

The only justification we have received about these proposed changes have been a host of platitudes. It's "modern;" it's "what [some] other universities are doing;" it will "help us focus on XYZ" (but with no detail as to how. In all the meetings I have attended no one has offered a rationale as to why, precisely, this restructuring is needed, why now is the time to do it, what problems it purports to solve at our university, or any information specific to UW. Sure, some universities are organized this way but many aren't. I feel like a host of leaders who showed up in the last couple months now purport to know what is best for us. In reality, I believe they are eyeing their next job. Well, many UW faculty are doing that too, now. I do not believe that the president, provost, or many others care about this university at all and I do not believe that they intend to stay here. I resent the fact that the alleged town hall where we could allegedly ask questions was not at all an open forum. Rather, it was broadcast to us, we could only type questions and hope that whomever was fielding them might deem them tepid enough to ask and then watch as they were inadequately answered. I feel deeply demoralized by what is happening and even though I do not feel that my job is at stake, I am looking for opportunities elsewhere. With respect to the budget cuts, I realize that they are, to an extent, beyond the control of UW administration. It would be nice therefore if someone would simply say, "this sucks," rather than pretending like all of this will somehow make us a better institution, and not a worse one. I resent the claim that cutting a bunch of faculty and moving everyone around will magically make us an R1 school. It's insulting to people whose jobs are on the line, and to everyone's intelligence generally. What school achieved R1 status by slashing faculty?

I think it is a good idea but by cutting some programs from the University doesn't sit well with me because these are good programs. I do not if this is the only solution the university can propose to the budget reduction.

Some of the data is skewed from the pandemic and that needs to be considered rather than just looking at numbers especially for internationally based/dependent programs like Modern and Classical Languages and International Studies. The university cannot be globally advanced if cut such key programs.

The University should focus on how to be the most effective educationally beneficial entity to and for the state of Wyoming, with a focus on retaining graduates in Wyoming.

I think this negligent. These are the programs that critically connect us to the world and keeps us current. Cutting access to learning in such an important field in the humanities isn't the answer.

Need to hear more

Often times, tough decisions must be made. This situation wouldn't be present if leadership didn't see a case and need for it.

Do not cut the MA programs in International Studies and Political Science. It is vital for the university to have an interdisciplinary field that interests a wide scope of students. Instead of cutting the programs, I would suggest the International Studies program implement a 4 +1 MA program.

I don't think the significant reduction in the budget would move the University in the right direction because it proposes the elimination of some programs due to budget cuts. These programs has an important role and purpose for the future aspiring careers of the students under that department and has an essential part in their growth and education.

Don't booger up the sciences by putting Zoology & Physiology in Ag and Geology/Geophysics in Petroleum Engineering, they should remain in the sciences as independent departments.

I think funneling more funds into STEM related areas, new constructions, etc while discontinuing essential programs like MA in polsci does a disservice to the student body of UW. I know there are no good or easy answers, but I think finding a way to restructure that doesn't entirely eliminate programs is essential.

This is an ill advised plan. This is what you get when an awarding scientist, with no management skills, moves into administration -- the sciences loose a good researcher and the institution has an incompetent leader, a lose - lose situation!

The reorganization sounds like it was put together by a couple of hacks over lunch on the back of an envelope. If this goes through, I will stop donating money to UW.

While the consolidation of our departments is necessary due to new budget limitations and an overall lack of considerations made for the boom and bust economy we exist in, there is a blatant disregard for the value of almost anything other than engineering. The humanities and arts are disproportionately being pushed out, despite the importance of these programs to so many people at our university and the merit of our programs to our communities. Additionally, there is a war being waged on our language programs by our administration, which seems ironic for a university that prides itself on comprehensive study abroad opportunities and on having the largest study abroad scholarship fund for a public land-grant university. In an increasingly globalized world, how do you plan on producing competitive professionals prepared to succeed if they don't even have the opportunity to learn other languages? Are we simply preparing our students to enter the Wyoming workforce where the only secondary language our administrators think is important is Spanish? The entire restructuring plan is a blatant attempt to retain STEM and business graduates for the benefit of the state of Wyoming. Aside from the obvious value the UW administration places on STEM over literally anything else, we are going to be overrun by too many engineers in a state that has very little economic opportunity for our students anyway. Where are we as graduates going to get jobs with competitive pay and benefits and that allow us to grow? Wyoming doesn't have many options, and the only way it actually gets away with paying people so little outside of the university is because the cost of living is low, but it's looking like that may change soon. All you've really created is an echo chamber of engineers and STEM degrees in the administration who are so far removed from the realities of being a young person in Wyoming that you have no idea what we're up against or what will actually get us hired. The vast majority of us are not in STEM, and we could never succeed in that area because that's not where our skills lie. We're communicators, artists, activists, linguists, politicians, teachers, and so much more. How do you plan on running a successful state without these things? I feel it has been made clear to us that you don't support us and aren't willing to invest in our futures? How can I recommend anyone attend UW when I as 1) a student and 2) a student in the humanities do not feel valued by our top leadership today? There is a blatant disregard for people, who should be at the core of absolutely everything we do, throughout this pandemic. This massive era of trauma and hardship has not brought us together as a Wyoming, or UW, community because you have made it clear that the people at the heart of this university are not important to you. I cannot believe we have been reduced to a football and engineering school.

I'm concerned about the future of a general, all-purpose liberal education at UW. Can our students still obtain that? It may be possible, but the discourse is much more about training workers to find jobs that may not exist yet, as opposed to shaping students to think, feel, and act responsibly and humanely in today's world. I don't think it has to be either/or. But the discussion needs to be more balanced than it has been. Players in Old Main, please take note.

I believe that the reorganization provides a useful realignment. In particular, I like the move to make A&S into a College of Arts, Social Sciences, and Humanities with one big caveat: the new college must be funded and resourced in a way that will support it and give it the chance to flourish. Research active faculty in the new college must be given the chance to demonstrate R1-level production. If you let the college wither into a teaching only/service college, UW will be shooting itself in the foot. STEM without Arts/Humanities is like a stool with only two legs.

This is not a well thought out plan -- one such plan would include input from deans, faculty, students, and stakeholders before triggering Reg 2-13. Giving students a first class education in computer science will result in more students leaving the state because of higher paying jobs -- defeats the purpose of keeping students in state! Focus on training students in the healthcare industry to keep them in state after graduation.

Initially I was supportive of the re-structuring plan. I was ready to forego my long investment in and commitment to my department (Z&P) for the sake of helping save the university some money and hopefully improving our teaching and research capacity. Having watched the original ideas devolve under political pressures (e.g., Ag econ stays in Ag college, failing departments stay intact because of temper tantrums, no need for cost savings), I am no

longer willing to accept this as a good faith effort. The end result of this plan will be the destruction of the one and only integrative, interdisciplinary, functional department on this campus - Z&P. If the goal is to promote cooperation to improve our teaching and research we should immediately stop this ridiculous, ill-informed, and ill-conceived idea. Leave Z&P and Botany where they are so our undergraduate students get the liberal, wholesome education they deserve and promote our interdisciplinary graduate programs (PiEE and Neuroscience) by financially investing in them. I intend to vocally and publically oppose the reorganization plan from now on. Merav Ben-David, Professor

It is hard to answer the question above definitively. I would have checked "unable to answer" if that option had been provided. Regarding the re-merger of English and Creative Writing, I frankly think that it would be good for both English and Creative Writing. English has an investment in writing--rhetoric & composition, literary fiction and public-facing non-fiction, professional and technical writing--that Art does not historically hold. This is not because Art is antithetical to writing studies, but because their teaching focus and creative production and scholarship lie elsewhere. It is poorly reasoned (suborn? naive?) to think that Creative Writing will be stronger in a department that doesn't hold writing studies as part of its core research and teaching mission. And of course the English major will be stronger with Creative Writing faculty back in English, delivering a wider range of courses and, hopefully, a new undergraduate major track in Creative Writing. (Note: a large percentage of CW undergraduate minors are already English majors). What's more, I think the possibility of a PhD program that will allow students to merge their critical scholarly interests with their creative scholarly interests is just the kind of program that will attract top students, as both the MFA program and MA programs (plural, English has two with an anticipated 60 students enrolled by next summer!) have already done for the last 5-plus years. That said, if the core Creative Writing faculty aren't interested in re-merging with the department that initially hired them, then perhaps they should not. Sadly, I worry that the MFA will not survive if that is the decision they and administration make: with the departure of last year's director; a junior professor connected to the program openly looking for work elsewhere; an associate professor who does not (refuses to?) teach MFA classes; the tragic death of the world-famous professor Brad Watson; and the current director only devoting 50% of their job percentages to the program, it seems like the MFA will eventually fade away. If not by the administration's degree, then because of their reticence to rejoin an English department that is one of the healthiest units on the entire UW campus. Whatever is decided, English wishes Creative Writing well.

I have already written this in a couple of questionnaires. I think moving the sciences in effect to Engineering and Ag will greatly diminish these powerful, endowment-rich, and grant-winning departments. Why they won't be put in a college of their own is a complete mystery. Especially since one of the rationales we're given for a College of Liberal Arts (the best name, in my opinion) is that this is how many universities have restructured over the past 50 years or so. Is there any other university that has pushed its most stellar scientists into Engineering and Ag colleges? No. Also, the plan ignores the fact that students have to take languages in order to qualify for the Hathaway. I was a member of the original statewide committee that argued for months to have a language requirement for our best high school students, since it is crucial for students who are going to be citizens of the world. If you get ride of the masters programs in German and French, you'll have Spanish offered in high schools across Wyoming. Not that Spanish is already the second language of the U.S., but other languages should be available since not all scientific or historical or social scientific works appear in English. I also think that the MA in Global / International Studies needs to continue. Some of our top students are drawn to that degree.

The board of trustees has made another huge faux pas in hiring Seidel.

Name the people making these decisions, they need to be exposed to the citizens of Wyoming. How could a group of university administrators ever decide to put Zoology & Physiology in a college of Ag? Did they not look at other higher education institutions to see if this ideas exists elsewhere? To my knowledge, no universities put Z&P under an Ag College -- for obvious reasons, it does not belong there!

I agree with the comments by the Wyoming Stock Growers Association. They have studied the changes more than I have, and are better at articulating my views than I am. Ranching is one of the main pillars of Wyoming's economy and the ecology. I hope you will seriously consider our views.

In the long run, this is going to be not a very good decision. Because religious studies day by day is going to be important.

I wish "maybe" or "potentially" were an option. I think this plan doesn't have a enough details to be a plan. It is an idea. Ideas can move in the right direction, but without details, it's hard to say what direction it will take. As of right now, what I feel and see for the future of my child is an institution with ever narrowing options, especially in the humanities. I don't see an institution that will offer all the options I want her future to hold.

It will only work if the Colleges and administration facilitate department mergers carefully. They will have to make sure the Departments are leading this and stay out of the way until they can get rules and operations procedures set up to function correctly Upper Administration does not know how to do this.

Fundamentally the idea that you want strong engineering programs in the future and you think the best way to achieve that is to give them the largest cuts now makes no sense. I taught in an under-resourced high school and even there they had figured out that you had to give struggling schools more, not less, funding. President Seidel has repeatedly stated that funding for the College of Engineering will increase in the reorg. This is somewhere between extremely misleading and a direct falsehood. While the college will have a larger budget, this is entirely because chemistry, physics, geology and Math/Stats will join it. The engineering departments will suffer some of the largest cuts in the entire university with 3 of them having 15% cuts. No plan has been presented that describes how you go from a situation of struggling departments (largely struggling because they are already under-resourced) that have been cut yet again to successful programs. The State legislature and industries have told the UW administration loud and clear that they want a successful engineering program. This reorg should be adding resources to engineering, not cutting them. If you want something specific, a chemical engineering department needs a technician or engineer to run all their equipment. They also need AP's to teach some of their courses.

What the state of Wyoming needs most right now is STEM. This will save Wyoming. Cut all else out and focus on STEM majors that will stay in Wyoming and create and promote business in Wyoming while counteracting any outside influence from other states. The state needs industry and innovation while absolutely retaining its culture. The conservative and patriotic culture of Wyoming must continue to live on as it is very unique in what it has when compared to every other state. We are the only university here so this is incredibly crucial. The nation cannot afford to lose the university and thus the state to becoming like the rest of the nation.

I believe that cutting a French BA would be a terrific mistake for a few reasons. 1. The university prides itself on inclusion and diversity, French brings people together. Learning a new language is hard but a lot easier when you have people around you that want to be there as much as you do. 2. The university has a large abroad population and having a multitude of languages taught here helps bring those student to Wyoming. And last but not least, I think this is a beautiful language and it deserves a place at this university

French is such an important language and there lots of French-speaking students at UW including myself. Eliminating this language will have a great negative impact on our students and those who wish to learn this language for their future. Please keep this department.

Geology and geophysics should, without a doubt, be the department overseeing Petroleum. It is embarrassing and discrediting on so many levels to believe that this is even on the table.

I understand that UW is considering making cuts including the BA in French and also German studies. We need to remember the importance of language arts for students and for the University. Wyoming public schools will continue to offer French classes thus the importance of the BA program is insurmountable. Also, the culture aspect that language art teaches our young adults. I remember the quote for the movie Mr. Holland's Opus that stated "If you keep cutting the arts, our kids will have nothing to read or write about". This is true and our higher education system needs to have language arts in the curriculum. I'm familiar with the Wyoming Business Council, and I recall the importance of economic diversity for our State. We know that the statewide budget cuts are due to the decrease of mineral revenue. The importance of alternative sources of revenue and diversification should be the prioritization of recruitment into the State. As the State of Wyoming seeks expansion in foreign industries we need to remember the cultural impact. The University of Wyoming should be a partner in the economic development strategies by offering language and cultural classes. Specifically French. French is in the top three of the most common languages spoken in the United States. I understand that decisions are being made soon and we need to keep the French BA offering in the studies of the University of Wyoming.

This is one of the lamest plans I have seen. First, where are we pivoting to? What evidence is there that this pivot is needed other than big talk? Without evidence of need and facts to support a change, this is a "stupid pivot".

There is a wealth of creative minds available to the president from the deans and faculty, but they need to be included in the planning stages before launching a Reg 2-13 event. UW need an "intelligent pivot" that is well planned with input from several types of stakeholders, not this "shoot from the hip" thing.

Restructuring should best benefit the needs of students. Even if a program does not have enough students, if certain programs are eliminated, talent will seek education elsewhere and their talents will possibly be utilized elsewhere as well

What facts point to this need? If Seidel is a scientist, he doesn't know much about the scientific method -- no steps were followed in this plan.

The plan lacks any intelligent thinking. What are the objectives (not "we need to pivot")? How will these objectives be reached? Everything changes, but there needs to be some kind of release of facts for the change -- none, only big talk. I have heard enough big talk, I want to see facts and data!

This is a very harmful plan and poorly executed.

I have seen no facts to support the restructure, only talk and talk is cheap.

This is a poorly organized plan. Data should have been collected from stakeholders (students, faculty, deans, community colleges, concerned alumni,...) and analyzed. Then a number of options developed for review by the board of trustees. Finally, a the chosen plan reviewed by launching Reg 2-13. The way the current plan was exposed shows the incompetence of the UW administration -- they should be ashamed of themselves!

It's abundantly clear that my time at UW in the Department of Theater and Dance was critical to creating the career I am in now, designing major projects for significant studios in film, TV, and themed entertainment. Switching my major to Theater from Physics, and continuing my studies at UW, was among the wisest choices I've made. As noted in my recent gift to the department, the people teaching at that time had a huge impact on me, and I still carry their lessons on in my daily work. Part of why they were able to make such an impact was the sense that we were all a united community, that we were this mighty band of people forging something special in the mountains of the West. I believe that sense of community sprung at its core from the idea that this was a tight department, operating on its own needs and the needs of its students, within the context of the broader university. Having spent a long career now in entertainment, keeping a strong interest in the fine and visual arts, and in music, it is clear to me how each of those spheres has its own needs and prerogatives. These three spheres, while relating to each other, and responding to one another, and often very collaborative, are very different ways of experiencing, processing, and responding to the world. The visual arts operate mostly in individual spheres, responding to the broader currents of the world. Musicians work within their groups, large or small, and ply their craft in a way that starts with a deeply personal and individual effort. Nothing in theater can exist in an individual effort, it must be expressed, and experienced, in a communal way. And it must be taught in the same way. I truly don't believe that the three worlds operate within the same educational exigencies. While they need to interact, the students of each need their own methodologies, their own spheres of growth, their own mythologies and histories, and their own emphasis. As a student, why would I chose to attend a college, to devote my time - and my funds - to study there, if the college will not acknowledge the deep value of those differences. Lumping all of these disciplines together shows a disregard for the needs of the students in each and shows the outer world that the University of Wyoming does not truly value those disciplines. And in so showing, it seems to me that the Administration's goal is exactly that: to minimize the value of these programs - and thus kill them through attrition. I recently chose to contribute a decent sum to UW's Department of Theater & Dance, not to CalArts, where I got my masters degree and made the connections that got me moving in the world, precisely because of the ethos and the passion of UW toward theater and toward its students. I am deeply disheartened to learn that the University does not now share this passion, that it is willing to send kids who grow up in Wyoming to other states rather than create the best possible environment for them at home.

Important to continue the hiatus for the MA in Sociology as revamping is important and perhaps more important is the skillset that graduates have for state government and agency leadership positions.

Having served another state university in administrative roles for 20 years, I understand the desire of the university to both manage budget reductions and align academic programs with the planned future direction of the university. I do have concerns, however, regarding some of the planned program discontinuances.

Although we can all appreciate the economic circumstances under which these proposed changes are being developed, it seems as though particular decisions are being made with little regard for the potential impact on Wyoming residents who choose to go to UW instead of educational and employment opportunities outside our beautiful state.

I think that while it is rational and sensible to restructure the university, because the budget is tight and revenues are down due to the fall in oil prices and the pandemic in general which have affected the state; we must proceed with caution so that we do not destroy the university itself or eradicate the identity of the "only" land grant university in the entire state. Discontinuing vital degree programs that need today than ever before is not the right way to restructure.

Many elements of the restructuring plan are positive and help position the University of respond to changing conditions, both those market- and society-based changes that give rise to new opportunities as well as the more short-sighted budget reductions imposed by a Legislature seemingly bent on reducing the efficacy of the State's only graduate-degree producing and research generating university.

As an alumni of the university and practitioner in the field, I'm very concerned about the proposed reduction of Family and Consumer Sciences. I think the field is misunderstood, therefore undervalued. I deal with such misunderstandings every day on the job, since many still have the very mistaken impression that the field is somehow a "lesser than" area of study. FCS supports the family as a system and all components of that system-- food, health, relationships, shelter, and clothing. So many basic life skills necessary for living and COMPLETELY RELEVANT to society are both taught and researched in this area. They are synergistic. We also make a big mistake when we think that these skills are automatically learned at home in today's society. When you start to pull them apart, as proposed, you lose the power of the trio of fields and how they work together to support the family system. I worry about losing the ability to send professionals into the field that actually know about delivering quality nutrition programming to communities, with the natural connection to Extension and the focus on the family unit. FCS serves the whole person. Why break it up?

The University already does a disrespectful job honoring students. The buses have much longer wait times (upwards of 30 minutes for the commuter), the buses are always packed because of this (students sitting in all seats and pushed up against each other standing up, in COVID-19 nonetheless), the construction makes it extremely difficult to get to campus and then navigate the campus when you finally get there, and all while unnecessary buildings are still being completed and spending is still being spent on frivolous things. Restructuring the education department to remove counseling feels absolutely backwards. Wyoming has one of the highest suicide rates in the country and contains a large percentage of the demographic that is most likely to die from suicide or stress related deaths (white men). The counseling department does not put a financial strain on the university, as the counseling department is small and consists of few instructors who are always churning out well educated mental health professionals to counter Wyoming's problem with mental health. Wyoming desperately needs more counselors in mental health and in schools, so removing this program will be a huge negative effect on Wyoming's culture and development.

I think that the plan create a College of Ag and Life Sci has some merit. In general, there are redundancies across some of the life sci departments, and the existing structures don't necessarily align with the composition of faculty within the departments. So, I think there is some potential to come out of this with a more logical organization. The tradeoffs are that "agriculture" does not only include life sciences, and by proposing to pull all the non-life sci ag disciplines OUT of the college, we limit our ability to use an interdisciplinary, systems-based approach to conduct cutting edge research, teach our students, and serve our stakeholders. So, basically, by reorganizing the colleges you are just silo-ing us in a different way, that is not inline with the interdisciplinary pillar. Also, it is confusing to me that Haub School is not part of these discussions. Perhaps some of us life scientists should move into the Haub School.....????

By doing it so quickly, we will lose precious resources. No company would make such a change in so little time without considering the opportunity costs involved and how long it would take to recover them. Companies charge shareholders a reorganization fee to cover those costs. In other words, the reorg will cost a great deal of money and we won't have enough time to come up with a good plan, which will cost us even more resources. What is the rush?

To whom it may concern:I received my MA in Sociology from UW in 2011. The degree provided the breadth and depth of sociological knowledge I needed to transition into a PhD program. I am now an associate professor of sociology at ██████████, and I wouldn't be here if it wasn't for UW's MA program. I can't thank the Department enough for expanding my horizons and starting me on an ideal career path.I strongly support continuing the MA program in Sociology at UW.Sincerely,██████████

While I understand the difficult position the University is in, one must recognize the benefit the programs currently offered provide, even with a low number of students.

Please keep the M.S., Ed.D., and Ph.D. in Learning, Design, and Technology programs! Now more than ever, there is a need for advanced degrees in educational technology. This past year has shown schools (K-12 and higher education) must be able to pivot to more virtual forms of education. To be effective with this shift requires a new skill set for educators. I have a master's degree in Educational Technology and felt very prepared for the move to emergency remote teaching in 2020. I have also seen many educators struggle given the challenges of virtual learning. I am pursuing an Ed.D. in Learning, Design, and Technology because I recognize that schools must be more flexible for disruptions to face-to-face classes. The future of education will need leaders that understand how to use technology to reduce the barriers of time and place. I cannot see the future of education without educational technology.

Cut travel, business expenses, other nonessential expenses first. In particular, cut the president's travel and business expenses significantly. This plan does nothing to assist the students' needs.

This plan is short on facts and long on talk -- very bad plan!

How about some input from current and future students -- they are the ones who decide where to go to college. This plan should have a 6 month window to analyze all of the options plus have input from several more stakeholder than the president and provost.

The M.A. in sociology was vital to my development as a social scientist and allowing me to build my skills as a researcher.

My concern is with the consolidation of the geology program into petroleum engineering. I fear the focus will be on petroleum geology and not as well rounded in other geoscience disciplines which may be more marketable in a changing job market. Students who desire to become hydrogeologists, engineering geologists, mining geologists, and environmental geologists may simply choose another school, resulting in fewer students. In addition, the market for petroleum geologists follows the boom/bust cycles of the industry. The proposed decrease in fossil fuels will further reduce the availability of jobs for graduates. Questions I have include, will geology degrees be earned and will the curriculum support licensure in the state of Wyoming.

Now more than ever, there is a need for advanced degrees in educational technology. This past year has shown schools (K-12 and higher education) must be able to pivot to more virtual forms of education. To be effective with this shift requires a new skill set for educators. I have a master's degree in Educational Technology and felt very prepared for the move to emergency remote teaching in 2020. I have also seen many educators struggle given the challenges of virtual learning. I am pursuing an Ed.D. in Learning, Design, and Technology because I recognize that schools must be more flexible for disruptions to face-to-face classes. The future of education will need leaders that understand how to use technology to reduce the barriers of time and place. I cannot see the future of education without technology.

As a UW Alumni and current HS principal in Wyoming, the Computer Science Dept at UW has directly supported our students in Comp Sci. If the dept and/or the staff were lost we'd lose out significantly.

Other universities aren't structured this way because they know better

Zoology and Physiology is a major science and does not fit in Agriculture

Need input from deans and faculty before launching a Reg 2-13

It's really hard to answer that question with a simple 'yes' or 'no'. Is the *overall* College restructuring idea worthwhile? Probably - realigning the scientific research units and the humanities units is probably a good idea *in general*, but that's the sort of thing that will save money in the long term and not necessarily the short term. The University is almost chronically, intrinsically, and comically shortsighted, and it is shortsighted in a way that is

no one person's fault. I think that's why we're always so screwed -- if one person was to blame, or several, that's a solvable problem. The entire philosophy of the University relies on valuing people as little as possible, which leads to inefficiencies that up the real operating cost, and inevitable crises set up a feedback loop making all of those problems worse. I actually love it here, and these issues never cease to break my heart. The mere *announcement* of the proposed restructuring has already cost the University money, probably more than they'll even make in the realignment. Some of the best researchers and teachers in the University are already looking elsewhere, and it will be even more difficult to bring in quality replacements than it already is. They're the ones doing the research that changes the future of the people who live, study, work, and raise families in Wyoming, and they're only going to continue doing that if being here helps them more than it hinders them. That is already happening and is at this point unavoidable, because even a backtrack would highlight how poorly planned this all was. Maybe a lot of it is unavoidable -- the Legislature has put the University in an impossible position, so it's hard to fault the University for taking strange positions when the only positions to take are strange. But that's just how it is currently, and the University's position is now *worse* than it was before the announcement. As such, I don't know how to answer the main question of, "does the plan move the University in the right direction?" The right direction would be any one that makes it easier to teach and do research, and none of the plans actually seem to do that when examined at a granular level. Speaking just from a research perspective, rearranging Colleges *might* help, but what would help more is making sure the Research Office is adequately staffed (it's not even close). Making sure that Operations makes things easier rather than harder. Making sure that the Safety Office has all the resources (and connections) necessary to ensure research is conducted safely. Making sure that new hires are given all the information they need to do what they need to do to succeed (it's a mess). Ultimately, this place simply does not value people. At all. People are viewed as a liability instead of an asset. I don't see how the current plans are anything but an extension of the policy of viewing people as a burden.

In my household there is one student in the theatre and dance department and one in the visual arts department. While these two departments and music both focus on art and enrichment, combining all three of these into one department will cause a HUGE disservice to these departments, the students in them, and the work they have done in making a name for the University of Wyoming in their respective fields. Attempting to consolidate these departments into one shows that those behind this restructuring plan has a complete disconnect from the students and faculty in them and the work they are doing, because if they did have any connection they would know that they have vastly different needs from one another. Every art student who has finished an undergraduate degree at the University of Wyoming has been accepted into at least one graduate program that they applied to, theatre and dance students have been chosen as Regional Irene Ryan Nominees for performance at the Kennedy Center nearly every year for the past 10 years. If these programs were combined into one and forced together it would overwork the faculty in them, even more than they already are, and cause the resources available to their students to diminish and the University would not have these wonderful credits to their name anymore. This restructuring plan states that it is working to "move the university forward" but from my perspective it is just further trying to elevate STEM programs at the expense of art programs. Arts are important. There are jobs in the arts. There is work in the arts. The arts matter and they deserve the same care and attention that is given to STEM programs. I understand some things have to change and some sacrifices have to be made, but I would propose combining ONLY Theatre and Dance with Music, and keeping Visual Arts separate. Doing this will allow the visual arts program to maintain their independence and great work. Combining theatre and dance with music will increase collaboration between the two departments that DO experience overlap and already do collaborate quite often. It could give technical theatre students more opportunities to design music performances, will build a relationship between dancers and musicians, and could create a richer program for music theatre majors. It is a change and it will be a hard adjustment, and I understand these are hard decisions. But I think by creating a "Performing Arts" department that is separate from the Visual Arts department, the university will be able to better serve their students, faculty, and themselves.

The Masters program for International Studies and Political Science are critical in order to keep the university involved and prepared in the world of politics and relationships. I graduated with my BA in International Studies from UW and I can honestly say, that it was such a positive and enriching program. Coming back here for my MA was an easy decision and one that I look forward to continuing through for the next 2 years. The faculty and staff have so much experience and knowledge to instill in Masters students that they keep the learning process fun and

engaging. Keeping this program active will bring international students into Wyoming and send our students out into the world to bring new knowledge back to the university.

The plan is likely needed due to budget issues. But other area outside of academic programs should be cut prior to cuts in these programs. The purpose of a University is to learn, not to play sports, not to get to have field days, etc. The focus of any college should be on continuing the learning environment. Look for ways to continue that and the university will be successful.

Removing programs like the MA in International Studies and Political Science that have brought students to campus from across the nation and around the world to UW, as well as funding opportunities, should not be measured only by number of graduates. Although small in size, graduates in these programs go on to carry forth the name and reputation of UW. In my time as a faculty member in International Studies [REDACTED], our MA program produced graduates who went on to work in politics in Georgia, for the Community for Security and Cooperation in Europe, for the Peace Corps and federal government, for environmental firms, for international technology firms, people who went on to obtain PhD s and are now in academia, etc. They have taken the UW name across the world, and that has value.

The university of wyoming greatly benefits from the MA in political science and international studies. It brings Wyoming to the world and allows students to gain valuable education abroad, to then bring it back here to Wyoming. Please do not get rid of the program.

This is a copy of an earlier submission: The direction that is proposed moves us backward, not forward, when it comes to our global economy and the importance of a liberal arts education. Eliminating French and German majors will cause a terrible trickle down in the education of children across the state of Wyoming. Without world language teachers to teach the next generation, we will be setting Wyoming up for a very insular perspective, which is not the right direction for our state or world. Having foreign language knowledge gives students a competitive edge in careers, analytical skills, and deeper connections with other countries and cultures. We need to strongly reconsider the trifle drop in the bucket that comes from cutting these essential majors and look elsewhere. This elimination does not seem to save any money since the Modern and Classical Languages is already one of the poorest departments at the university. Removing foreign language education would also move our university and the state of Wyoming in the wrong direction. "Restructuring" by pulling the sciences out from the College of Arts and Sciences pushes humanities to the edge of importance in our world when it should be at the center of a liberal arts education. While an education is necessary for career preparation, that is not the sole purpose of education. Learning what it means to be human and think critically as a citizen should be at the center of higher education. I am proud of my German degree earned in the College of Arts and Sciences. I am proud to be a Phi Beta Kappa scholar, which requires knowledge of a foreign language. When I discovered that college was meant to teach me how to think, I was able to find my path to happiness. It makes me sad to think that I would have had to go out of the state of Wyoming, my home state, if I wanted to get a good liberal arts education in today's world. My children may have to do just that if the university takes the direction it is proposing in this regulation.

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While recognizing the University has an obligation to be financially stable, I think how we budget our money says a lot about our priorities. The discontinuation of the MA in POLS and INST will be a huge loss for our institution. Giving students the opportunity to pursue a graduate degree within the School of Politics, Public Affairs, and International Studies is imperative for UW.

In reduction of UW Budget, these last 2 covid years have change the services here at UW. Have people only working maybe 4 hours a day for an 8 hour shift. Why don't we outsource some of our services like the UW store to Follett which is where all of the others 2 year college of Wyoming have business ext, Powell/LCCC are all with Follett. Barnes and Noble is very common at others Universities

I'm only answering no to the above question because you didn't provide "not sure" as an option, and I'm genuinely not sure.

No

The elimination of international studies and Political Science MAs seem pretty short-sighted. How is that really going to improve our budget? Students do look for programs that pique their interest in IS and Poly Sci. We only have to look at the chaos in both Washington as well as internationally, and how our leaders messed up so much to get a sense of how important understanding both policy making and international relations are. Students that could come here will pass us by. Though I have not had the opportunity to sit on a Political Science MA, we've had some really good IS students.

While I only have expertise and a close relationship with one of the proposed mergers, all of them make logical sense to me except perhaps the computer science shift to increase our ability to achieve the triple mission of UW, even before accounting for any fiscal efficiency gains.

The restructuring plan is moving in a direction that is STEM-related. The humanities are just as, if not more, important.

The proposed restructuring plan on the university sounds like it is very promising with the inclusion of STEM related degree programs and several other that seem to indicate that you all are preparing a very robust stream of educational degrees for the community and the state. While I do support your plan to implement these new programs and initiatives, I am not in support of discontinuing the Master's degree program in Family and Consumer Sciences for several reasons. I will not go into great detail at this point but will share that information later as to some more details as to why I think that the decision deserves further research and review with

hopefully a different determination to keep the program. The main two reasons that I think that the institution should keep the degree program in Family and Consumer Sciences is because there is a proven need in our communities for the program. The area does cover 5 content areas: Apparel & Textiles, Nutrition, Child Development, Human Development and Hospitality and Tourism. This programs supports individuals who can pursue degrees in this field. It also supports professors and research at other university worldwide. For those reasons, I think that you should reconsider discounting the Master's degree in Family and Consumer Sciences and realigning the other program areas that are within Child Development and Nutrition.

Two specific comments: 1. Regarding the moving of life sciences to agriculture to form one college (written by an academic advisor in another college altogether who works closely with students & colleagues from both): Please do not forget the staff in the mix here. The combination/morphing of the Advising Office in the newly-formed College of Ag and Bio Sciences will require some significant discussions concerning salaries for advisors, hopefully with salaries and promotions NOT being tied to the advising fee. Currently, there are NO senior academic advisors in the College of Ag office (meaning they have no way to internally advance within the office), but there will likely be some senior advisors moving over to the new college (since they specialize in the biological sciences degrees). The advising office there should take into account that the academic advisors already in Ag should have an opportunity to move up within the college if they so choose (i.e., there should be more than one SENIOR academic advising position available in the near future). 2. Although some of my colleagues (including faculty in the social/behavioral sciences) are quite distressed about the creation of a College of Social Sciences, Humanities, and the Arts, I see some significant possibilities for future growth for these degrees / departments, especially if they have the right kinds of funding directed towards them. In other words, the status quo will not work for this new college to stand on its own two feet. One thing that ABSOLUTELY needs to be done, especially if we want UW to be considered for R1 status, is that the Graduate School must create pathways for solid funding for Ph.D. students in this area. Currently, there are only two Ph.D. programs that would remain in this new college (psychology and anthropology), but that will not be enough to get to R1 status. As such, other programs in this college should be considered for branching into a Ph.D. (including the funding to pay for additional high-quality faculty). I transitioned to work at UW after having been a Ph.D. candidate in history at Brandeis University. Their Graduate School of Arts & Sciences (GSAS) created a partnership with the Mellon Foundation to ensure that humanities Ph.D. students were getting better funding all around, including research funding and dissertation completion fellowships, etc. I helped run some of those competitive programs for GSAS, and I can tell you that any and all research funding and livable stipends made available to graduate students in the humanities, social sciences, and the arts will go a long way to ensuring that we achieve and maintain R1 status. I'd be happy to be a conversation partner around this, if helpful ... you can find me with a quick internet search based on the identifiable info I provided above.

Why??? No substantive reasons, other than budget, have been put forward. We've cut budgets before without dismantling Colleges and Departments.

Discontinuance/deliberate elimination of programs that address the President's Pillar goals is foolish and dilutes his profession of value. Consolidation of Arts programs into one huge department violates national accreditation regulations (in one case) and will result in one Department Head overseeing 500+ students and nearly 60 faculty. Not possible.

Budget cuts are necessary, on that we all agree. Discontinuance of advanced study programs that directly address what the President professes to value, is not a cut worth making, unless the Pillars also mean nothing.

No substantive reasoning behind this; re-structure for the sake of the exercise is time-consuming, takes away from teaching and time devoted to students, and futile as the majority believe we will have no say in how this "we know you better than you know yourselves" game is played out.

We have still not received appropriate response to our question; "Why?" There are offered adjectives like "align," but no explanation has been put forth that is pragmatic and sensible.

My name is [REDACTED] and I am currently a freshman at the University of Wyoming. I am a Political Science major and disagree over the proposal to remove the Master degree programs for Political Science and International relations. When deciding to go to school here, a big factor in my decision is that the university had a masters program in political science that was available in a 4+1 mba option, as well as a public administration option. The most important thing to consider for a young college student like myself when deciding to go to a

school is having options in terms of what specifically I can study. I worry that limiting the options of students interested in political science will in the long term make the university less appealing to prospective students interested in political science, and in turn will hurt the department.

The MA in Political Science and the MA in International Studies are unique. UW does a fantastic job preparing graduate-level political scientists and internationalists that serve the State of Wyoming at a local level and in the Foreign Service, Department of State, academia, political campaigns, international organizations, and the private sector. As an alumnus of the program, having obtained my MA in Political Science and a graduate minor in International Studies can speak about the programs and how they have helped enhance my career immensely.

I think it's a great idea to try and differentiate UW from other schools in the area and attempt to focus on supporting the state of Wyoming first, but I think this is the wrong way to do it. In all of the presentations and proposals I have seen about the restructuring, it all mentions how Teir 1 engineering is a goal going back to the Engineering initiative in 2012, however three of the eight CEAS departments are being discontinued.

I'm only going to say this. It is time that the campus community have the opportunity to review their leadership. That includes everyone who has an impact on faculty, staff and students in Old Main. I've only seen this happen once in the time that I've been here. I've been here for over a decade. At the college level, I've seen leadership fail to meet 6 year review requirements over and over. This is a serious problem. If leadership in Old Main refuses to do this, it is a sign of their unwillingness to accept feedback that they are so readily directing at the rest of us. Open yourselves for review. And note the snide public comments that have been made lately are being recognized.

There has been no clear explanation of how this plan actually saves money. And, simply as an observer, it's difficult to see where any significant savings would come from.

As an [REDACTED] in the international studies program, I believe that eliminating MA in international studies and political science will affect the University of Wyoming and its academic programs in a negative way. The programs allow a diversity of research and culture on campus. I have encountered many students who are from different parts of the world who are willing to share their cultures and knowledge with American students. The programs are also an opportunity where both Americans and international students can discuss ideas about politics, international relations, and cultures in an academic setting. Furthermore, the University of Wyoming is in need of more intellectuals in social sciences and international subjects to improve its fields of research and compete with other schools.

As a political science student, I was excited to take it at UW because of the phenomenal law school here, so fund cuts in the political science unit will not be beneficial to all of those hoping to help Wyoming as a whole with law/politics/ ect.

Removing the MA programs in International Studies and Political Science makes no sense. These are the sorts of programs that produce thinkers that have the opportunity to change the world in real ways that other disciplines really don't hold a light to. As a prospective student of the International Studies MA, this news deeply saddens me, and I know that the University would be greatly amiss removing it. Please, do not make that decision. History will show that it was the wrong one.

So many valuable programs are at stake because of this restructuring plan. A fellow graduate assistant, and friend, is in the MA program for political science. She told me that her experience has been amazing in the program, and she even decided to get the MA after getting her undergrad at UW. She also expressed how great the SPPAIS community is as a whole, and losing this program would be a loss for us all. These programs are also an opportunity for us students to learn from different fields, share knowledge, and make connections. It would be a shame to lose a part of that community.

The MA programs under SPPAIS are necessary for the future of Wyoming government and for the well-being of the student body. Wyoming needs able-minded policy analysts, well-formed policy research, and people who are raised and educated in Wyoming to be running our state and localities. The MA programs provide different learning opportunities than the MPA, and deserve to continue independently of the MPA program. The thesis requirements, community that is built, and opportunities for research are unique to this program. UWyo would be missing an integral part of its Graduate Education if they discontinued these programs.

It seems ill-considered, a plan without a vision. An 'if we build it, they will come' approach that exchanges a university for a tech school.

You guys want to -Cut the German major. Now I'm a German minor, so while this doesn't affect me really I still disapprove. There was a Russian program a few years ago here and I am disappointed that was discontinued as well. -From what I gather, cut the international studies master? I was planning on getting a masters in that at some point in my life, so if you cut that it won't be from here. Currently I'm still working on a bachelors.

I understand that distance learning is much easier with Zoom and recent technology advances. I am not certain whether or not it is a less expensive delivery method. However, as a Master's student who has been both in live classrooms and now four semesters via zoom, I can say that the quality of content and learning is grossly inadequate via Zoom. The restriction of interpersonal interactions and limitations on interacting with the reading material has reduced the quality of instruction for most of my Master's courses to what I would consider sophomore level content. If I could go back, I would not have entered a Master's program yet, I would have waited until standard classrooms were available again. I will pass all of my classes and graduate without breaking a sweat, and for me that is a problem. There is no challenge in the materials or the instructor's content delivery, which means that there is no growth or deepening of maturity. It isn't worth my time or money, to be frank. But I want the degree and feel that I am too close to the finish line to start over at another institution.

I strongly feel that the proposed elimination of the political science and international studies MA programs would be a massive error for the university. Our international studies program is very well regarded world-wide and our funding for international research and study abroad programs are an essential part of our university's identity. Elimination of the international studies MA program in particular would damage this positive reputation we have built up over the years. Taking resources away from the humanities will also damage our ability to attract new students since it shows a lack of commitment and respect for these disciplines. The amount of scholars these two programs have attracted this semester at the tail-end of a global pandemic show their value to the institution and the suggestion for their elimination feels out of touch and would irreparably harm the institution as a whole. I dearly hope that the institution reconsiders this course of action for the sake of our collective reputation and success. Thank you for your time and consideration.

I am primarily concerned with changes in the College of Agriculture and Natural Resources.

Don't get rid of the international relations and politicians science MA

You should not be eliminating programs that are effective and beneficial in advancing the lives of students. This won't have a large negative impact on the students

How can you get rid of the MA in INST. We are the only 4 year university in the whole state. How can we not offer just an essential and diverse masters program. Not to mention the staff we have is phenomenal. This is an injustice to the university, students, and our state. Please reconsider removing the INST MA program.

There is widespread agreement that changes do need to take place to make UW a more attractive destination locally, nationally and internationally. This, in turn will increase revenue and help to alleviate perpetually budget woes. That said, it is unclear how the majority of the restructuring that is proposed will do that. There has been dollar amounts and figures thrown out as to the amount of savings this will create, but Nothing most of us has seen makes the correlation between destruction of departments to dollars in the bank. Additionally, although computers are an essential part of life now and will be more prevalent in the future, increasing technological dependence at the expense of teaching people how to interact with others, or feed, cloth, and provide for themselves and above all, to be good humans, is not the right way to go.

As a holder of a BS degree in Agribusiness and long time donator to the UW Foundation I am compelled to state my concerns over the proposed restructure of the College of Agriculture and Natural Resources. This proposal removes two of the top three departments from the Ag College and replaces them with non Ag related disciplines. This serves only to delute the College of Agriculture. Delution will have the following negative consequences to the University as a whole: A reduction in students. Persons who wish a degree in Agribusiness will go to other institutions that are focused on Agribusiness. A reduction in donations to the UW Foundation. A deluted Ag College will give those of us who are proud to be an alum little reason to support a University that does not reflect the needs of the state of Wyoming. A failure to meet the Land Grant Mission of the University of Wyoming. The dilution of the Ag College cannot be viewed as upholding this mission. As a result of the three things listed above less support from the Wyoming Legislature going forward. I appreciate the fact that the University needs to reduce it's budget. The current proposal on the table for the College of Agriculture and Natural Resources will not

serve that end. The unintended consequences will only serve to negatively impact future educational opportunities and support, not only for this particular College, but the University as a whole. I would strongly urge the President and Trustees to work with all stakeholders of the College of Agriculture and Natural Resources to develop a plan that mitigates the unintended consequences that are found within the current proposal. Thank you for the opportunity to comment!

The plan positions UW poorly for the future.

Wyoming Farm Bureau Federation (WyFB) is an agricultural organization which represents over 2,400 farmers and ranchers in Wyoming. Part of WyFB's mission is to work to keep the agriculture industry profitable. The University of Wyoming College of Agriculture and Natural Resources plays an integral part in keeping Wyoming agriculture profitable. What happens in the College of Agriculture and Natural Resources is vitally important to WyFB. We would like to offer the following comments concerning this College's proposed reorganization. WyFB supports the proposed integration of zoology/physiology, botany, and biology teaching programs into the College. We believe this would greatly strengthen these programs. There is at least some overlap of the programs currently, and the integration furthers the land grant mission of the University of Wyoming. Information garnered in these fields of study are applicable to WyFB members. Strengthening these fields of study are in the best interest of Wyoming agriculture. WyFB has concerns moving Ag Communications into Communications. The agriculture industry, much like other industries, uses a vernacular unto itself. Not understanding the terms used in agriculture reduces the ability to interact with the industry. We suggest at minimum facilitating a Minor within the Communications degree for in Agriculture Communications. Agricultural students value learning more about the agriculture industry in addition to learning the discipline of communications. WyFB is strongly opposed to moving Agricultural and Applied Economics (Ag Economics) to the College of Business Department of Economics (Economics). This would be a marriage doomed for failure. While the two divisions often share some similarities, there are sharp differences. Ag Economics is much more applied, while Economics tends to be more based on theory. Ag Economics takes existing models to solve problems, while Economics looks for new methodologies to solve past situations. Ag Economics has served the agricultural industry very well. For example, when questions were raised concerning the economic impact of agricultural activities, answers were received quickly. Questions concerning the economics of growing new crops were also answered quickly. WyFB has grave concerns these types of basic questions will not be responded to should the two entities combine in the College of Business. Based on the results of other state universities combining Ag Economics and Economics, agricultural issues tend to take a back seat, then after a while, are not given the due diligence the issues deserve. WyFB fears the agricultural industry will not be served should the two entities combine. Many other institutions have reversed their decision to combine the entities, finding out it just does not work. The most impressive concern WyFB has with the proposed reorganization is the potential loss of Cooperative Extension programming. Cooperative Extension is

I think that the college of arts and science doesn't make sense as you have women's studies in the same college as physics so already the plan fixes those issues and makes things cleaner. I am unsure how I feel about the chemistry merging with chemical engineering. As a chemical engineering student, I want to make sure that my degree will not be affected and I won't be forced to change majors or have my major's curriculum be affected.

Combining the geology department with engineering is a terrible idea. Science and engineering require different thought processes. In my work experience, geology and engineering were frequently in conflict with each other due to this difference in approach. If the geology is merged with engineering, geology degrees should no longer be granted. The degree should be changed to geological engineering, so that both the student and future employer understands the student is neither a geologist nor a scientist.

With the inevitable reduction in the university's budget, the plan to restructure will move toward a feasible future for the University. The decision to cut degrees and restructure departments is unimaginable, and I believe that communication of the restructuring needs to be clear as to why it is happening, especially when talking with the alumni/current students who have strong connections with their alma mater, which all have dedicated professors.

It is my opinion that the proposed reorganization and program consolidations, reductions and discontinuances will harm the CANR immensely, and will weaken it as an ag college. The school will lose students, faculty and alumnae support. This plan will severely cripple the states 3rd largest industry and is a poor choice.

I think that some of the changes-- mainly the change to the College of Arts and Sciences-- could adversely impact students interested in interdisciplinary degrees and student research. Not only am I alumni who took both Arts (fine arts and creative writing), Social Science (Women's Studies and Sociology), and Science (geology, biology, and ENR) courses at UW 20 years ago (graduating with an interdisciplinary degree, double major, and minor in 5 years time), but I have had the pleasure of working with students drawn to both the arts and STEM fields here at UW. My past in creative writing has allowed me to excel in my profession. I have held positions in higher education as a program coordinator, an instructor, researcher, and program director at other institutions and UW. If changes go through, please consider the following: 1. Ensure students who change majors from one college to the next can do so with great penalty or added time. Meaning, create consistency between the colleges for general required classes and consider developing combined or interdisciplinary degrees (see #4 below for more). 2. Allow for ease of double majors and minors between the new colleges. 3. Create educational requirements that encourage exploration of the Arts and Social Sciences by students in outside colleges. 4. Develop structured interdisciplinary degrees that allow students to take course between colleges. Consider the following: Interdisciplinary Sciences degree (combine a social science and life or physical science); Science Communication and Writing degree (combine Communications, Creative writing, and life and physical sciences); Design, Structure, and Architecture (combine Fine art with engineering and architecture). 5. Ensure equity between colleges and encourage student research and scholarly works by providing programs that do not traditionally bring in grant funds from NSF, USDA, DOE, etc. a means to support student research, provide faculty summer salary to support student research, and create programs that encourage research and scholarly activities in the Arts, Humanities, and Social Sciences.

All seems to make sense except the elimination of chemical engineering?

Sadly, UW needs to make these changes and cut budgets beyond imagination, but eliminating departments and programs makes us less than a well-rounded institution. I don't know how anyone could answer "yes" to the above question.

The meshing of departments with ecological-based faculty into the College of Agriculture and Natural Resources and the movement of key departments (e.g., Ag Economics) from the College of Agriculture and Natural Resources out of the college and into the College of Business will lead to competition among units for limited resources and diminish current degree programs within the College of Agriculture and Natural Resources. While these changes may satisfy the whims of new administrators on the University of Wyoming campus, the benefits are likely to be far outweighed by the negative aspects of this move. Cost savings are the least of reasons to make these changes as was noted by Provost Carman in a recent university-wide townhall.

I am an Agricultural Communications graduate. None of the survey options recognize the changes to this degree - how are alumni of this program able to raise concerns with moving this degree out of the College of Agriculture & Natural Resources?

The plan proposes sweeping changes with tremendous disruption. Budgets must be cut in recognition of Wyoming's fiscal picture, but this plan is too aggressive.

I agree that restructuring the A&S College makes sense, but only if funding for the Humanities and Social Sciences is maintained to provide real research-based curriculum by line faculty and not a haphazard accumulation of courses taught by underpaid adjuncts. I'm also troubled by the plan to cease the MA in International Studies. At a time when the US needs more experts in international cultures and languages, this plan deprives UW students of any pathway to enter those careers. While UW will never compete with schools like Georgetown, etc. in training people for international careers, dismantling this program means UW will retreat to be known as a third tier regional technical school. Surely Wyoming students deserve better, especially since UW's International Studies program has a strong history and has produced alumni who have gone on to impressive careers based on their training in this program.

As the only University of the great state of Wyoming, it is in the interest of the University of Wyoming to keep programs such as MA in Global and Area Studies (formerly known as the International Studies). The prestige of such University of Wyoming programs is not only known in the USA but across the globe.

A wholesale restructuring of this magnitude requires far more thought and preparation than what has been put into the plan thus far. Specifically, announcing this kind of restructuring of the entire university just a month

before the new semester begins, apparently to be implemented in the coming year, is simply unacceptable. First, there has been no listing of money saved from these various restructuring programs. Will one of the new colleges require an additional dean as well as associate deans with the associated salaries that go along with those new hires? How much money will be saved, for example, but restructuring the entire A&S College versus how much will need to be spent on things like salaries for deans/associate deans/assistant deans? This does not even get into the additional, though smaller, costs of things such as changes to letterheads and business cards and so forth. A restructuring of this magnitude requires a careful examination of every aspect of these changes. Yet the announcement and timeline proposed for this restructuring suggests that little such thought has gone into the costs of these changes, let alone any kind of careful analysis of those costs and potential savings. Frankly, the entire process appears to be driven by a desire for restructuring for the sake of restructuring instead of any sort of goal of budgetary savings. This includes not just the reshuffling of departments across various colleges but also the proposed elimination of programs. Again, when the elimination of programs was announced there was not any kind of cost savings assessment provided. How much money will be saved, for example, by eliminating the BA in French and German? How much will be saved by eliminating the MA in Sociology? Nobody has provided this information and therefore the UW community is left to merely assume that some savings will be gained and to trust that these savings are sufficient. Put simply, this entire process has been handled in a way that creates distrust among the UW community and has completely lacked any form of transparency, let alone any semblance of rational budgetary decision-making. It leaves the UW community with a sense that these changes are more about what some high-level administrators had wanted to do beforehand and are using the budget cuts as an excuse to enact these changes.

pk=huilhuo;

I get it. its a tough time. But don't follow a fashionable path that others are by focusing on STEM or computer science only. Its not viable long-term if it makes UW the same as everyone else.

The diversity of majors and focus against what matters most makes an institution a WORLD CLASS UNIVERSITY. The moves being proposed will reduce academic diversity while completing the second part of the mission. In addition if any phasing out of programs would be discontinued the removal of any programs with-in four years (for incoming UW Freshman) would be a travesty. It is understandable if cuts are to be made sensitivity and planning should ensue vs immediate cuts. In order to keep faculty and staff retention bonus should be offered and students should be allowed to fulfill their academic dreams at UW.

The BoT hire and task new presidents with their directives. We all head off on the "new" direction following the BoT's orders. In 3 years, they change presidents and task them with their new whims and we head in the new direction, never really going forward. This is just another BoT whim. The BoT is more worried about power and notoriety than progress. They really have no concept of how higher education works from the inside. This is not a corporation. I am not convinced that the people of Wyoming want a 4 year University in the state. The voters, tax payers, legislature all seem to resent money spent by the University. Maybe Wyoming should just have community colleges. There seems to be more support throughout the state for those. Some of the plan is good. Eliminating sparsely enrolled degrees makes sense. The Super Departments might make sense but only time will tell on that. If the decision making powers are paying attention, the University is losing, on a daily basis, exemplary faculty and staff. Those with great institutional knowledge and dedication are leaving. It will be difficult to find top notch faculty who will want to come to this place, given its recent past, lack of resources, lack of support for the institution, the at-will hiring. The campus morale is low. The administration and the BoT can not be trusted. If I did not work at the University, I would probably not believe that the University is short of money, with new programs coming on board and new buildings being built. I know the money comes from different allocations but it appears suspect.

I disagree that life sciences should be moved. I teach in a social science department at the University. Many of my students are life sciences majors take a class as part of their degree requirements, and continue to take additional classes in my department that fulfill their interdisciplinary curiosities. I doubt that these exciting interdisciplinary opportunities will be as common within a restructured University. If it is the University's goal to become more interdisciplinary, I cannot think of a better way to facilitate this than within the existing structure.

It's extremely disappointing that the University of Wyoming is seeking to discontinue its mental health program through the college of education. As a counselor that graduated from UW and has worked as a school counselor

in Wyoming for the past 20 years is disheartening. I have seen increased mental health issues with students and families within the community that I work. Often there aren't even counselors to help with the magnitude of mental health issues. It's my hope that this can be saved to help many people within the state of Wyoming. Please reconsider your position and allow the high-quality education to continue with the school/mental health counseling programs.

The reorganization plan does contain several solid recommendations that will better position the University to move forward. At the same time, it fails to fully reflect the position of UW as Wyoming's only university. Most importantly the plan demonstrates a lack of understanding of the close relationship that UW has historically maintained with the citizens of Wyoming. While I am supportive of steps that raise the national or global status of UW, this should not be achieved at the expense of serving the needs of our state.

By cutting some of these majors there will be a huge change in the Wyoming community.

It is a poor idea that will overall negatively affect the students in the Chemical, Electrical, and Computer Engineering fields.

My biggest concern is the elimination of language courses. For us to be a state that can trade and work in an international economy, the need for language and language education is paramount for our future. Additionally, the counseling program is extremely important as students with SEL concerns continue to grow.

The university is not moving in the right directions. Language classes are very important to students, the community, and it is an expectation in any university setting to have a strong language department. Language, and having a second language is the very essence of educated.

French is an incredibly important aspect of American culture, in both linguistic and historic terms. By cutting the possibility of such a degree you are denying hundreds of students to fulfill their desired path by denying them the degree needed in the only university of this state. It is both reckless and irresponsible to deny the importance of this program.

I think the LDT doctoral program is very important as technology must be an important part of the learning and teaching process especially in the age of post-COVID.

Every time I think UW could stoop no lower, you somehow find a way. The bar was the ground, yet you brought a shovel. This is low, even for the UW board. You have the money to construct a brand new Ag building, with a greenhouse in the roof, but you can't allow people to study French and German. Or even certain masters. You should be ashamed. It's clear that you all care about nothing more than money. French and German don't have high enrollment, but that's not why you're against it. You're against it because people like Mike Enzi won't donate for a state of the art language center. They only donate for things like STEM. You have no interest in the wellbeing of the UW student population. Your only desire is in the selfish advancement of yourselves. This idea is loathsome. If you really cared, the minuscule amount of funding already given to the language arts wouldn't be an issue. We all know the UW board doesn't care about us as language students. That's why we're banished to Hoyt Hall, where the doors aren't even of normal height. So stop pretending that you care whatsoever about it. We already all know that this will be passed, for the selfish, egotistical advancement of the board. Stop playing the game of charades, and just do it. So we may all move on with our disappointing lives. While you may not care whatsoever, I hope my critiques stay with you all, and occupy a place in your minds. Thank you for doing your part in cementing the legacy of UW as an educational comedy act.

If we don't have the money (which you certainly do, you just don't want to use it) (i.e the massive expenditure on new buildings so that people will donate) why would we be trying to add new degrees. It's idiotic, and yet UW does not surprise me.

Eliminating foreign languages department is a grave mistake. This act will narrow students' views of the world and reinforce Americans' isolation and ignorant assumption that America is the center of the universe, and other cultures are inferior. The UW language professors are excellent professionals and should be retained at all costs.

Cutting degrees, such as the BA in French, in the only university in the state, gives a huge disservice to those who choose to continue their education in Wyoming and will push students to go to different universities outside of Wyoming. French is one of the most popular language courses taught at the secondary and post-secondary levels. As a student of Natrona County High School, French was one of the only language classes taught at my school as we did not have the option to take ASL (a Kelly Walsh only course) or Japanese. The languages offered were

French, Spanish, and German. I have always had an interest and passion for French culture and taking French courses in every level of school since 9th grade has been the best way for me to learn more about French culture. French is also one of the few language courses at Casper College that meet the requirement for language credits. Taking away this bachelor's program and the French classes that go with it would cause thousands of students to have to completely start over on their language courses once they reach University status (as most degree programs require a 3rd language credit). ASL is not accepted as a foreign language by the majority of universities due to its lack of a written component, and therefore, students are that much more limited in their foreign language options. French is the second most widely known language only below English in the number of countries that speak it. Traveling anywhere in the world, French would be an invaluable tool. Removing the French BA program at UW would make it impossible for Wyoming students to become interpreters or teachers of French in Wyoming. As stated before, French is one of the only consistently taught languages in Casper schools at both the middle school and high school levels. If the goal of the legislature and school boards in Wyoming is to keep people in Wyoming during and post-education, removing BA programs is going to continue to drive students out of the state. It would be foolish for the University of Wyoming to remove BA programs that are needed not only for those majoring in that department, but also for students who have requirements met by the classes provided for that major.

Taking French is very important to a lot of people. It should not be cut from the University.

We need the French department!

The University prides itself on having huge international outreach. After all, if the world needs more cowboys, structuring out world language programs is antithetical to that statement.

I think the plan in general is a good one but eliminating the Learning Design and Technology program should not be part of it. I researched every online doctoral program in the country looking for one that focuses on the ever-increasing role that technology is playing in education. I narrowed the list to three and settled on UW because of the course work offered and its real life application. The LDT program is at the forefront of where education is heading in the post-pandemic world. COVID-19 has shown us how important technology is to ensure the transfer of information at all educational levels. I believe that UW should promote the LDT program as one that is placing leaders at the cutting edge of this paradigm shift.

Something must be done but one worries at what is happening to A&S.

I think it would be more pertinent to pull funding from athletics and building new structures than from educational programs. While some (like a B.A. in German or something like that), don't hold much value and could stand to be removed, many programs that are looking at being discontinued or merged into another could stand to stay. I realize this is an unpopular opinion and would never in a million years happen, but it seems much more logical to remove sports that don't usually end up going anywhere after college than to remove a career choice.

If the restructuring is done properly. The current design has some weaknesses that require input from industry and advisory boards that have more information about outcomes if the reorganization is not properly thought through.

The School of Counseling, Leadership and Design would be discontinued in the College of Education, and the college would be reorganized. Why not just reorganize CLD instead of discontinuing it?

Eliminating language programs at a university? Really? When universities should be progressive, moving toward the future? This is shameful and embarrassing. I will no longer encourage my hundreds of high school students to attend UW. The fact that the French language, one of the most valuable skills in today's work world, one that the US government is desperately trying to teach their employees, one that is the working language of global terrorism, is going to be eliminated from a state university, is shocking and ignorant. Let's invest in valuable skills that any major can use, instead of eliminating them to save some money. French is the second most taught language in the world, yet UW thinks it isn't important. Your action to eliminate these majors will eventually delete feeder programs, and jobs for dozens of Wyoming teachers. Keep up with the times and do your research. Bilingualism is in the top 5 skills that Fortune 500 companies seek today. Why? It creates employees who are empathetic, problem-solvers, and creative; those who can see things from a new perspective; not to mention language learners are better writers, readers, and speakers than their peers. STEM is a gimmick that serves to

market 4 entities that already exist! Pour money into languages, and your graduates will remain successful, you will attract more recruits, and you will be a better university.

separating the arts from the sciences is contrary to what "complete learning" and the mission of a university is all about. I am very much against this plan.

I wish there were an option to select, I have a crystal ball and know whether this is the right direction or not. If it is to provide students with a quality educational experience, then I would think we are moving in the right direction. Some of the suggested consolidations and reconfigurations make little sense to me and I think more transparency would provide me with more information from which to make an appropriate decision about the above question. A simple yes or no seems short sided.

Dr. Kevin Carman Provost and Executive Vice President The University of Wyoming 1000 East University Avenue Laramie, Wyoming 82071 RE: Proposed Academic Program Transformation and Reconfiguration Dear Provost Carman: The Wyoming Mining Association (WMA) is a statewide trade organization that represents and advocates for 28 mining company members producing bentonite, coal, trona (natural soda ash) and uranium. WMA also represents companies pursuing exploration and development of rare earth minerals and gold. Through our associate member organization, the Mining Associates of Wyoming, WMA represents 120 member companies providing services and supplies, one railroad, and two electricity co-ops. Collectively, Wyoming's four main mining sectors, coal, trona (natural soda ash), bentonite and uranium, annually contribute over \$670 million in revenue to state and local governments in taxes, royalties and fees. This revenue funds state and local governments, schools (including the University of Wyoming), and roads and highways among other things. The industry employs over 8,300 people directly, and every direct mining job supports another 2-3 jobs in the service and supply sectors. Mining is critical to Wyoming, and we appreciate the opportunity to offer initial comments on the proposed academic program transformation and reconfiguration. WMA is deeply concerned with the possible reorganization of key academic programs at the University of Wyoming (UW) as outlined in the proposed transformation plan, in particular the College of Engineering and Applied Sciences. WMA member companies, particularly in the coal and trona/natural soda ash sectors, rely heavily on the targeted department programs (Chemical Engineering, Electrical Engineering and Computer Engineering) for developing and maintaining their highly trained skilled workforce. These graduates and ultimate workforce are integral to how the mines produce all raw materials that are critical for production of goods used in the United States and around the world. Discontinuation/ Reduction of Departments, Loss of Applied Focus As announced by UW and described in public information, the proposal would "discontinue" these departments. WMA is concerned of the impacts of department discontinuation on existing faculty and staff. While the plan proposes to continue to offer certain degree programs under a "new academic unit," questions remain as to unintended consequences caused by the possible loss of highly trained and experienced academics responsible for producing skilled and sought after engineers.

The changes being made to the university to improve budget issues have some good ideas, but I am concerned about how some of these changes affect how other universities and employers view certain degrees. I also have first-hand experience with undergraduate students who are close to graduating and had originally intended on pursuing graduate school at Wyoming but have since decided against it due to removal of programs and consolidation of colleges. These students have said that they are worried that once they finish their M.S. degrees, the budget cuts might have an effect where they may not be considered for positions they had applied for due to the thought of decreased degree quality from employers. I know that it is necessary to reduce the budget in coming years, but I am worried that it will have a very negative effect for current/former students and faculty at the university.

Need more information about maintaining program integrity and ability to market themselves to meet the needs of the state, employers, etc. within the fields associated with Family & Consumer Sciences. Each program is a discipline but each also is a part of a common philosophical base that should not be lost as it relates to the land grant mission and philosophy.

The proposed elimination of the EdD. Learning, Design, and Technology program I am currently in, is confounding. Yes, from a budget stand point, it appears there is low enrollment. However, the consideration of eliminating education technology when our nation just shut down due to a pandemic and forced every school to conduct education online seems counterproductive to a future that will be data and technology driven. Revenue issues:

Consider other revenue streams. Numerous universities have not had the minerals industry to support their institutions. Therefore, they have had to figure out other ways to bring in revenue. Take Oregon State University which depends on grants and patents for their primary source of revenue because most of the state is agriculture. Professors are required to write grants to pay for assistants. They are encouraged to create patents so the university has a continuous revenue stream and is not caught in a cyclical rise and fall of enrollment. Consider reading this book: *The Leading World's Most Innovative Universities* Authors Abdulrahman Obaid Al-Youbi Adnan Hamza Mohammad Zahed Mahmoud Nadim Nahas Ahmad Abousree Hegazy Ideas for patents: & Consider the current problem, recycling plastic, in the USA because China is not taking it. UW could be innovating a way to recycle plastic and patenting it. Even recycling in general! & Geothermal exploration for energy similar to Iceland. With our volcanic activity, it would be incredible to engineer something to harness it and patent it. & Agriculture could be creating a way for all climates to produce locally sourced food. If a wise man in Nebraska can grow oranges, why can't we? <https://www.youtube.com/watch?v=UsZgCz3PQks> There are so many opportunities for UW to maximize ingenious minds. Marketing: UW needs to utilize media to increase enrollment and improve communication! How many people knew there was a learning, design, and technology program? With algorithms and data mining, it is much easier to target potential students. Especially those, such as myself, who are older and wanting to continue their education? Thinking outside of Wyoming for students and globally is an incredible opportunity! We are literally the very best cost effective education out there! We have high Niche scores. We could be doing a better job of marketing our published works. Are these works being talked about on pod casts for example and being promoted? Enrollment limitations: It seem counterproductive to offer programs and limit enrollment to 4 or 5 students and have a 2 year waiting list. Who wins? No one. The university is losing enrollment and the prospective student is losing a program from an incredible university!!! Communication: The lack of email response to prospective students when they are directed to a department is inexcusable. There is a necessary opportunity to improve response time. Marketing will say you have 3 seconds to make an impression. No response, no impression!

The latest information I know is that "the Department of Family and Consumer Sciences would be reduced, with the nutrition program moving to the College of Health Sciences, and the Early Care and Education Center moving to the College of Education." Therefore, it does not affect the Design, Merchandising, & Textiles degree...yet. There are perks to the reorganization, but I also have some qualms. Honestly, it makes a lot of sense to organize concentrations this way. As the sections of FCSC have become more specialized, they become more like other degrees (nutrition like a health science degree and early childhood education like an education degree). It also would increase career opportunities with more descriptive degree names. However, students would lose any Brand of Excellence opportunities they currently have, and the smaller class sizes and facilities might not be maintained with the reorganization. It is rumored that Design, Merchandising, & Textiles might also face reorganization into another department like art. On paper, being in Arts and Sciences makes sense, since DMT careers like interior design are both an art and a science. It is also somewhat difficult to find the DMT degrees when entering the college. However, that could mean that extra A&S requirements would have to be followed, like having language credits which are unrelated to DMT tracks like Interior Design. While DMT and its tracks could benefit from some more descriptive degree names, I see the DMT tracks as much more business and architecture related than to art. Additionally, Interior Design majors have a wonderful, close-knit relationship with peers and instructors in the FCSC department, and required textile labs and graphics technology resources are housed in the Ag building. Core classes that DMT majors have to take have been beneficial, though. Instead of just being theoretical, Nutrition and Personal Finance require students to examine their actual habits. However, nutrition does not apply to DMT majors directly; personal finance does. Personal finance classes really should be required for every student in the university for practicality's sake. Therefore, reorganization would help as far as naming goes and it might focus degrees, but resource allocation might not be the most beneficial for students.

I think the plan is good if only considering the budgetary concerns but I believe the benefits that students get from some of these degrees especially the MA International Studies degree outweighs the budgetary concerns

There is no contemporary world without computer science and electrical engineering - the proposal to discontinue the departments is absolutely heinous and antithetical to the idea of "moving the university forward". From Netflix suggesting shows you might enjoy to implementation of life saving medical care computer science and electrical engineering build the foundation for many amenities of daily life. Further, engineers go off and

make lots of money and then endow their alma maters - how is that going to happen if you discontinue the department(s). Lastly, this proposal is so jarringly nearsighted that I've considered discontinuing my graduate education here entirely. You don't get to pull the rug out from under students and still get their tuition dollars.

Please do not cut the MA International Studies program.

Please reconsider the discontinuance of the POLS/INT MA program. As an alumni of that program, it saddens me to hear that the department with which I received my degree may no longer exist. My decision to attend UW was based solely on the INT program. The professors I worked with, the rigorous coursework, and incredible opportunities made me a better person and became a sense of pride that I shared anytime I was asked about my time at UW. Attending UW for my MA was one of the best decisions of my life and to this day, I sing the praises of the school. Soon after I graduated the restructuring began and it is a shame that it continues. Hopefully, another option presents itself other than the discontinuation of the POLS/INT MA program. The chance of truly showing current and future students what international reach means from a program that is making a difference in the world is one that university should value and support.

Overall the engineering restructuring and focus on computing is sound. Reduction of some smaller programs is an issue.

Though some restructuring and discontinuation makes perfect sense, some of it should be given more consideration. There are certain degree programs/departments that still hold a lot of significance for the community of Wyoming itself.

In general, most of the restructuring plan, especially plans for engineering and computing moves the university in the right direction. The closing of some specific programs, however, is concerning.

Based on where our society is headed, in a very technologically advanced direction, our population will need computer, electrical, chemical engineers to program and design products for new computer and processing systems. To discontinue those crucial programs would be a major mistake for the university.

Keep the MA programs in Political Science and International Studies! These programs helped fuel my desire to keep learning about how the world works and how we can make it better. The faculty are incredible and deserve to teach graduate students in ways that will further their careers and the world. In these changing times, we need more and not less focus on political systems and cooperation around the world!

Restructuring does not move the university in the "right direction" if it's a result of budget cuts. This is something that should occur over a longer period of time instead of railroading everyone into a new structure in a few months.

The reorganization of departments and programs after the Great Recession was a major body blow to the International Studies Program, an interdisciplinary program I headed for ten years. It was among the very best degree-granting BA and MA opportunities at UW, especially for coeds who made up 80% of my majors and 70% of my graduate students. That damage cannot be undone, but eliminating the MA program will further diminish UW's effort to be a major university that offers and encourages study abroad, the learning of second languages, international research, and internships with international organizations. UW will appear even more parochial and inward-looking than at present, and its appeal of students who might apply to UW - and not only those who would like to major in international studies - will diminish.

It has come to my attention that UW is considering discontinuing the graduate degree program in Political Science/International Studies for the 2023 academic year. As a graduate of UW's International Studies program I am saddened to hear that such a unique and beneficial program may be discontinued. UW's international studies program provided me with an amazing array of resources through research grants, unique classes, and collaboration with other international studies students and faculty that no other program offered. These resources allowed me to travel to West Africa and conduct the first ever human footprint study of the Upper Gambia, Senegal, and Niger River watersheds, a critical biodiversity hotspot that millions of people across West Africa depend on for their livelihoods and long-term well-being. This research and its findings were later shared amongst dozens of local NGOs and government agencies and helped shape resource management policy in newly created conservation zones in Guinea, Senegal, and Mali. I don't believe any of the other great programs at UW are capable of supporting and nurturing this level of international research. When I was considering graduate schools in 2008 I specifically chose to attend UW, over many other schools, because of its unique international

studies program. Coupled with ENR, it was the perfect match for my interests in international development and conservation. In our ever more connected and inter-dependent world I think it is critical that UW continue to engage with people and cultures beyond Wyoming and the United States. The international studies program enriches the UW experience by bringing new ideas and perspectives back to Wyoming. Please reconsider discontinuation of the international studies graduate program. Sincerely, [REDACTED] MA INST/ENR, [REDACTED].

So far the plan does not equate to the budget reductions, as far as I understand. Restructuring for the sake of it or the whim of one individual doesn't support working interdisciplinary but rather, supports silos. Innovation and creating well rounded thinkers and citizens of tomorrow will be squashed.

The plan tears down academic departments to make room for new initiatives. This is not about budget cuts. It's an assault on tenure. UW should be embarrassed. From the outside, it looks like the university is falling apart.

September 9th, 2021 Dear President and Provost of the University of Wyoming, the Board of Trustees, and the Legislature, As a Spanish language teacher for 36 years [REDACTED]

[REDACTED] I am devastated by the news of a possible decision to drop the Secondary Education major for three languages (Spanish, French, and German) and the major for French and German at the University of Wyoming. As a recent graduate of a "Masters of Arts in Spanish" from the University of Wyoming, I hold our International Studies, Study Abroad and Modern & Classical Languages Departments in the highest esteem. I am grateful for the Cheney Scholarships that made my studies and travels to Peru and Argentina possible. The first day of school I tell my high school and college students about the importance of "college and career readiness" to support Gillette College and the University of Wyoming's language programs and the importance of becoming life-long learners who embrace diversity in this global society. In an increasingly globalized world, where technology is making communication faster and more efficient, it is vital that our students be able to compete and communicate in other languages. In this interconnected world, companies and businesses are expanding their existing networks, and if the United States is to succeed in commerce, diplomacy, and in other careers, knowing other languages is essential. Knowing other languages opens a world of opportunity to our students, especially in Spanish language here in Gillette, Laramie, and in our nation, where one in five Americans are Spanish speakers or speakers of other languages and origins. World Languages Day, a foreign language competition held at the University of Wyoming, has been a catalyst for me to build excitement about the opportunities available for language students through the Modern and Classical Languages Department and the International Studies Program. Picture buses from all over the State of Wyoming representing every school, full of young minds waiting to explore possibilities for the future that the University of Wyoming has provided for our language students. The World Languages Day Competition has been a big part of Wyoming secondary foreign language teacher's promotion of the importance of world languages education in our state and nation.

I do not have enough information or understanding of the proposed changes. However, adjusting to changing budgetary conditions should not mean creating new silos instead of embracing a full spectrum of arts and sciences education. Educating well-rounded citizens with a complete skill set of science, technology and arts will serve the students and the State of Wyoming.

I think the restructuring plan generally helps to move the University forward but the loss of the International Studies Master's Program would be a step backward for the University and Wyoming in so many ways.

I'm a Wyoming native and have been in Laramie for many years, some affiliated with UW and a majority not. Every single time a new administration arrives they think that they will magically fix UW and usually end up breaking it even more. The great part is, they stick around a few years and then leave the state and the mess behind. I am so sick and tired of the upheaval surrounding UW. No one wants to work at UW because it's not stable and appears that it never will be. The administration doesn't care about the people in this community or the lives they are impacting.....oh no, they only want to make a name for themselves. I am at a point that I am considering not only leaving Laramie, but also this state. I understand the "forward thinking" and that things need to change because of the budget, but these changes just shuffle things around, cost money, and impact the overall morale in a horrible way. I've heard stories of employees changing jobs only to find out days later that the department they just moved to is being restructured, eliminated, or reduced. If the administration had actually taken the time to look into these changes and consult with the university community, these hires should have never happened. Instead this plan was concocted in secret and dumped on everyone's feet on July 13th. It's

completely unethical of the university to hire people knowing that in less than a year, these positions will no longer exist. I wouldn't recommend to my worst enemy applying for a job at UW knowing what I know now. Go ahead and make your changes....we all know this survey and everything else is a waste of time because you've already decided. I guarantee that in ten years none of the administration will be at UW, but the lasting negative impacts will take many more years to overcome. As far as the price tag on these changes, I heard that no research was even done on the cost to re-brand colleges, departments, etc. Who proposes such a drastic plan without knowing all of the details, including the price tag.

There is no tenure at UW anymore. The administration is willing to fire all faculty in a department and keep only the ones they want. It's just a few departments right now, but we are all vulnerable. My department might be next. There are more budget cuts coming. I'm planning to leave. Everyone should. I will discourage my colleagues from applying to UW.

It's clear nepotism. The President is willing to burn the existing computing departments to the ground so that he can install his partner as the director of a new School of Computing.

Stop constructing these expensive new buildings and focus more on the academics such as hiring more qualified instructors and offering more senior level elective classes. If there wasn't so much money going toward buildings that are never full and greatly unused maybe you could keep the programs the way they are.

Although this proposal will probably happen because of the budget cuts, I think this proposal will negatively affect the students and professors in the Chemistry Engineering department, Electrical Engineering department, Computer Engineering department, and Computer Science department. It is a wrong decision to negatively affect thousands of students, right after those students had to deal with very difficult majors forced online by the COVID pandemic. Firing all the professors and faculty in those departments just to get rid of a few tenured professors is a wrong decision. Students do not want to have their professors fired mid-semester or after the academic year. Especially since those professors would know that the university will fire them and those professors would not stay or teach as well for the university. If this proposal happens, there needs to be a plan for the students being negatively affected by the proposal. If the university decides to fire all the department professors after the academic year, then those professors will not stay. The university needs a plan to keep a professor to teach for the students in those departments.

A broad discontinuation of entire departments will harm the academic integrity of the degrees offered by these departments. Restructuring should be done through efficient merging of programs, where budgets are then reevaluated at the completion of a merging. Transitioning positions as opposed to axing and rehiring should help preserve the good within our department instead of starting from scratch with the potential to aim the new departments in the complete wrong directions.

I feel it is a good but having to cut people might be problematic, moving the university in a bad direction for not being able to hire good professors.

I understand that tough decisions have to be made when budget is reduced. It does not make sense to start new programs at the expense of others just because of a reduction in budget.

As an alumni, I am constantly singing the praises of the value of my undergraduate degrees from the University of Wyoming. I worry that the proposed changes would do away with some of the degrees and departments that make UW unique. UW is special because it is the only University in the state. As you know, most states split degrees and programs between their state school (landgrant, science focused) and their "university of" which focuses more on humanities, fine arts, and social sciences. My education and career was enhanced because I had access to both of these assets throughout my time at UW. I currently work for an organization that brings people together to solve the world's most complex and controversial sustainability related challenges. We are involved in everything from international negotiations as well as designing local agriculture solutions. I work with the private sector, government officials, and the research community. The skills I need to be successful in this work came directly from my BA in International Studies and Environment and Natural Resources. The problem solvers and leaders of tomorrow need an education that combines both leading science, engineering, and research with the human dimensions (policy, psychology, social sciences, and arts). Wyoming is at a crossroads. The energy resources that have supported its jobs, government and institutions of higher education will not be as abundant and accessible in the future as they were in the past. And there is unlikely to be political support for their extraction and use. It is time for the University of Wyoming to double down on the programs and degrees that

help future leaders identify solutions--and not just technology/engineering solutions that will always have their limitations. We need well rounded scholars who are able to see problems from multiple perspective. This requires a well rounded University rich in both the humanities and the hard sciences. I know there aren't easy solutions to the new budget reality, but please strive to keep this balance when finalizing future plans. I hope that my two sons will decide to go to the University of Wyoming ten years from now, and that I can confidently send them to the same institution that has served me so well in my career. I'm happy to share more thoughts or be part of solutions-oriented discussions. [REDACTED]

Although the new programs proposed could be beneficial to the students of UW, the elimination of the World Language programs at hand would be a major loss. The new proposals are not worth the cost of these language and teacher-training programs being dissolved due to the value they add to our students, as well as to our state, seeing as UW is the only 4-year college in the state currently offering these programs.

I am very disappointed to hear of the proposal to remove the MA in political science degree from the program options at the University of Wyoming. As a graduate of the program, I can attest to how much this degree has changed my life. After earning my MA in political science, I went on to earn an Ed.D. in Education Administration and I am now employed at [REDACTED]. In my position, I work with faculty members to prepare them for online teaching and help with their course designs. My knowledge and experiences earned through the MA in political science program is a firm foundation that I have used daily in my career. I credit the thesis work and honest and supportive guidance of [REDACTED] in the success I had with my dissertation just this last May. I have now been asked to consider publishing my findings alongside further research that is being conducted over the coming months. The MA in political science program teaches learners not just about the relationship people have with their government, but also the relationship people have with authority in general. The removal of this program would send a signal that the UW administration does not support potential learners from further understanding this important cultural and social relationship. Administration does not help boost enrollment numbers by simply cutting programs. This is the easy way out, has the university considered moving content online to be more competitive with other schools? In this post-pandemic world, more education will be presented online. What is the University of Wyoming doing with this new reality? Cutting programs means cutting off potential Cowboys, is this what the University of Wyoming wants? Dr. Seidel, have you considered fundraising like SDSU? Our recent "One Day for State" fundraiser raised nearly \$1.8 million in ONE DAY! Surely, the administration at UW can follow this outline as a guide to come up with some funding. Grassroots fundraising has become a great way to raise funds and that is relevant with our numbers here. Cutting programs limits student enrollment engaging faculty, staff, students, alumni, and Wyoming businesses to support the university increases enrollment. Look at the numbers Dr. Seidel and do not take the easy way out, program and degree cutting in an old tool that slowly guts a university.

I think it can be great to restructure things not serving Wyoming, it's students, and the university. As an alumni of the counseling program I hope this continues to be an option as it is the only program in the state and Wyoming continues to be in need to quality counselors in our school and community. I was heartbroken to hear that there is consideration to reduce/reorganize this program and hope this is just gossip. This program helped me and so many others provide services to Wyoming and I hope to continue that legacy as I work on a PhD and hope to format my future university program in a similar way.

I am writing to support the Foreign Languages with the Secondary Certification Education in the Department of Modern and Classical Languages. Let it be known that there are many cognitive benefits of learning languages including improved memory, problem-solving, cultural diplomacy, competencies, and front runners of the 21st Century work force. Therefore, I resolve that Foreign Languages with the Secondary Certification Education in the Department of Modern and Classical Languages is essential education for UW and statewide: Whereas a vast number of public schools are seeking highly qualified certified teachers in the state of Wyoming; Whereas Foreign Languages and certified programs increase cultural competencies which meet the Higher Learning Commission Accreditation: Support the development and assessment of cultural competence; Whereas the demand in foreign language skills, especially Spanish, is a top trend in hiring legal staff, law enforcement agencies, banking industries, non-profit organizations, publishing companies, and corporate businesses. Resolved: 1. Wyoming Latina Youth Conference urges UW to give priority and sufficient support to the Foreign and Modern Classical Languages to remain a strong program at UW.

Though I think the plan has merits, I think getting rid of certain programs, such as the MA INST and MA POLS programs go against the plans overall goals of the way of the current higher education landscapes. Specifically the trend of global interconnectedness, which these two fields contribute to. Furthermore, these programs bring in student not only from the US, but also abroad, effectively diversifying campus.

Wyoming as a state cannot support a tier 1 university. The legislature and board of trustees have been chipping away at UW for decades now, and are particularly focusing on eliminating arts, humanities, and social sciences. They need to be called out on their hypocrisy; BoT and Legislative representatives seem to only want a college of science and engineering.

Obviously wrong direction. In a time when the US is falling behind in the world in higher education, budget cuts like these seem destructively short-sighted and don't show commensurate responsibility from the governor or the state congress. I would pay more in taxes for the U if I trusted the government, which is something more primary than the U. I didn't see that on the docket. Did the governor or state congress take 25% pay cuts before passing the buck completely? Funny how the only people paying for this maneuver don't get any real say. So also from a process / responsibility standpoint this is flawed I don't know what the department consolidation will do, but guessing the eliminations will provide less attention for students. I don't see the weights on the decisions. I don't see alternatives proposed. I don't see any skin in the game from those making the proclamation. I don't see the work that the board of directors or president did in the years leading up to the current situation to develop a more resilient university system and I don't see where they are showing real responsibility, but sure, cutting other people's positions and then adding a computer center, an innovation center (isn't that like 25 years late) make up for it. If there are such structural changes and they look 20+ years late, why does the head of the university get to keep his job? I think the computation center may have potential but there wasn't enough information to make a determination. In particular, I'd think that "information" may be primary and "computation" is a support mechanism. I think dropping languages is to underrepresent their value in broadening minds. And killing secondary education could solve the whole problem of having (to find a) university... Where are the plans to scale education where it can be scaled and determine focus on where it can't? Where are the longer term plans for the university and it's broader impacts? If they're is a petroleum college, shouldn't it be part of an "energy" college?

I think that some of the restructuring would be helpful from an economic stance but I am apposed to changes to the agriculture department.

Wyoming is not a place that should be isolated. Cutting politics and international relations is turning the state more inward facing and discouraging pupils from being part of a global economy. Today's world issues are ones that require a worldwide perspective and international cooperation. Pandemics, climate change, terrorism, trade, innovation and education are all issues that require the state to look outward. With a shrinking budget, UW will need more international and out of state students paying full tuition to subsidise instate learners. This means keeping programmes that foster interest in issues that transcend borders. Additionally, if Wyoming is to lead the nation it needs well educated leaders who are efficiently trained in public policy, which goes hand in hand with political science. I am a UW graduate who has lived in Scotland for 17 years. I am looking forward fo sending my children to UW but want them to have the great education I had and cutting key programs like international relations and political science will lessen their opportunities. Wyoming can only have so many range managers and outdoor expedition leaders. It needs leaders, thinkers with a wider perspective and ones who understand how the world is all interlinked. Please do not cut the Political Science Department.

This is a state with one of the highest suicide rates, drug and alcohol abuse and untreated mental illness rates. Cutting the counseling program is one of the most irresponsible choices that could be made. What is the purpose of this university? To turn out Agriculture graduates and add tourism programs? Is this a 4 year university or a trade school?

Keep the masters programs in international studies and political science. Programs like these can be used to make money for the university.

I understand that we need to make cuts. However, we are currently (to name just a few) still building new buildings that we don't need, constructing a new parking that is unnecessary and spending money on things that don't matter for goals of the University. I don't understand why we are only making cuts on faculty and programs which will and has already lead to:Brain drain E.g. Why get a job here in the Computer Science faculty when you know the department is going to be discontinued? Why stay here in the first place when you go to a University

that actually has a future? One of the obvious downsides of brain drain will be the eventual destruction of many majors. Eventually they won't be enough professors to teach classes for the major and the major will have to be cancelled. With many majors cancelled less people will come to this University which will effect the income of the University. Many members of the faculty that are early career and young will move on to a different university and older members of the faculty will retire. Eventually the high quality faculty that we have in many majors (for example ██████████ in political science) will be gone and will be replaced by not as good people because again why would anyone want to work here when they can get hired at a university where they will have a Department? The eventual result of all of this will be the slow death of the University. Some of the best research is done at the M.A and P.H.D dissertation level. The cuts that the University has been doing may help it in the short term but long term it is destroying the University from being a good undergraduate University to just a bad University.

I graduated with a MA degree in International Studies in ██████████ and I am incredibly grateful for what the program has done for me. Coming from ██████████, I would have never been able to get an education in the US and to position myself for success. I currently work in the top lobbying firm based in Washington, DC, and live in New York City. My success is thanks to the UW's MS program in International Studies and the support and guidance of ██████████ ██████████, and others. Through this program, I got to meet Richard Fontaine who currently serves as the CEO of the Center for New American Security. We had an opportunity to learn from Magdy Martinez-Soliman - a top UN Development Program Official about the intricacies of war in Syria at its height and much more. More importantly, I got to travel around the beautiful state of Wyoming presenting my research in Australia and engaging in thoughtful discussions with the local youth, and inspiring them to pursue a college education, studying abroad, and graduate school. I truly believe that w/o this program, the entire state of Wyoming and its people will lose a lot and the young generation will never have the opportunity to expand its horizons, meet people from all over the world, and represent the state across the world. I strongly believe that with the right benefactors like the Cheneys and others that the state is rich with (think Jackson Hole) the University will be able to sustain the MA program and to give incredible opportunities to many more international students and Wyomingites.

As a public official I understand the need to reduce spending. So yes, there needs to be cuts, but don't cut the future of advanced study in political science and international relations from UW. This is the only institute in the state where you can complete those studies, and as Wyoming tries to diversify economically in a global marketplace for goods and services, this would be the definition of cutting off your nose to spite your face.

I think the biggest issue with the plan is moving the Agriculture Economics and Agricultural Communications to different colleges. Specifically the Ag Econ department being moved to the College of Business. This department needs to stay in the College of Agriculture. It is an agricultural degree and that's where its focus should stay. To move the entire department to another college also affects those with Extension appointments, who add extreme value to the Extension program and would be a great loss to not have them. This is the second largest department in the College of Ag, why would it be moved somewhere else when the main focus is on ag, not general business practices. With such a large department moving, this causes less money to come in from tuition and lower numbers. Feedback from students should also be taken into consideration and a further conversation needs to be had with everyone before making this drastic change.

This plan and Regulation 2-13 will shake the University community to its core. It is unclear how any of this will result in any direct cost savings. Why introduce more unease within the community by threatening jobs, programs, and departments when none of these measures have tangible monetary benefits?

Eliminating courses and degrees in the international studies program is a mistake for the university. It is important that Wyoming students have ample opportunity to develop their skills to perform on a global stage. I have a degree in international studies from the University of Wyoming and it was pivotal in directing me to my current career as a senior policy advisor at the U.S. Treasury Department. My international studies degree from UW enabled me to represent Wyoming ideals in senior policy making discussions in Washington DC and also enabled me to earn a salary that is comfortable enough to make donations to UW. The globe is only getting smaller and Wyoming students need to have access to programs that prepare them for this internationalization. If the university eliminates international studies degree programs, I will be forced to reconsider my alumni donations.

<p>In [REDACTED] received my MA in Political Science, focusing on International Relations. I education and the excellent mentorship I received at UW as the start of my successful career as a Foreign Service Officer in the State Department, with my most recent posting at US Mission to NATO in Brussels, Belgium. Any budgetary restructuring at UW that would undermine the strong POLS/INST program at UW would be truly tragic.</p>
<p>I believe the re-organization is being rushed through with thorough planning. Doing this now in the midst of the COVID crisis is not good planning.</p>
<p>I am not sure in the long run what will be accomplished other than shuffling the deck</p>
<p>The president has repeatedly alleged in public statements that the changes are not driven by budget. How can you now say that is the reason? Virtually destroying the College of A&S is a mistake and I plan to restructure my past gifts to the University to reflect my concern.</p>
<p>Having read through the documentation and watched the presentation from the Trustee's meeting in Torrington, the general direction of the restructuring plan is sound.</p>
<p>You can restructure (badly) all you want - it will never move us forward because we don't have basic support here. It takes over a month for a grant to be setup, it takes over two months to hire a soft money position. We don't have basic delivers like dry ice. We have nothing that suggests we actually want to move forward. We have a bunch of knee-jerk reactions, supported by outside consultants, who probably never actually worked at an R1 university.</p>
<p>I would like to respond to the proposed discontinuance of the POLS/INST MA Program at the UWYO. I would like the University to reconsider the discontinuance of this program, as I believe it serves a crucial function to the University and its students. I received my master's degree in Political Science, attending in the years 2000-2002. My experience in the program was one the best educational experiences on my educational path. In this program, I was challenged and rewarded with how the professors taught academic excellence, and I was impressed by how they treated the MA students as professionals and colleagues. The MA program is essential for the students to develop analytical and critical thinking, while continuing to advance their reading and writing skills. The skills learned, and the experiences had in the program, benefit all career paths that may follow. In this regard, the POLS/INST MA serves a vital function to both the school and its students, and I hope it continues to serve in this capacity for many years to come.</p>
<p>The restructuring plan seems to neglect the humanities subjects that are vital for not only becoming better citizens but ultimately wiser policy makers. Excessive focus on tech and tourism will be detrimental in the future. Why not reduce the funds spent on football ?</p>
<p>Cutting world language programs is the same as shutting Wyoming's doors to the rest of the world and our students' opportunities.</p>
<p>The restructuring is too focused on business and, I fear, UW will look more like a trade school than a university. A university is a place to grow knowledge not just skills. Creating a student body whose focus is on the bottom line and immediate fixes, creates community leaders who lack vision and the ability to tackle large, complex issues. The Administration is caving to the demands of a myopic, legislature. Wyoming is a place of big skies and big ideas and freedom of thought. UW is in danger of losing track of guiding principles and values that have guided it through history.</p>
<p>Condensing of certain study fields will assist in the budget issues but complete drops of certain courses could greatly harm both students and faculty</p>
<p>French BA needs to be continued. Until Gillette Colege gets going (a decade?), where will Wyoming's language teachers trained? And yes, we need more international awareness, not less.</p>
<p>Do NOT destroy/rename your successful departments (Geology) in your efforts to a. Appear to be modernizing, b. Rebranding to attract a narrow minded donor group that o it cares about Wyoming minerals. Do NOT destroy Arts and Sciences, an effort to destroy programs that encourage cross curricular critical thinking, leadership, problem solving.</p>
<p>I believe that the University of Wyoming is taking the direction of becoming an Engineering and Science university by moving away from other degrees. It is unacceptable that the University continues to delete humanities degree years refuses to acknowledge that the colleges focused on STEM have only seen massive growth with no funding cuts. Humanities creates citizens. A person can be brilliant in math but with no knowledge of the humanities,</p>

they can not be a contributing member of society. And who will be there to teach people the humanities when you cut those programs? Those from other universities will step in and take those positions. The University of Wyoming will fall into the past and lose their prestige.

In general I feel the streamlining is helpful and will make things more efficient. Where I think we always get this wrong however it is in the elimination of degree programs that have the potential to bring in additional notoriety, legitimacy, and revenues for the University.

I believe the plan is misguided in that it threatens to remove valuable programs from the university while bolstering programs that ideologically fit in with a manufactured 'Wyoming' identity. This plan doesn't consider the ramifications of a failing extraction economy and seems to be based on the whims of a select few elites who are out of touch with the general population.

I am disappointed that the plan proposes to cut a number of internationally-focused degrees. I have a BA in French and Political Science and an MA in International Studies from UW, and these programs have helped me launch a successful career in the international development realm. I also took extensive classwork in Sociology and PolSci for my International Studies MA. The knowledge and skills that I gained getting these degrees from UW has really served me well over the course of my career. Because of the education I got from really great professors at UW, I was highly competitive and walked into a job at Johns Hopkins. I really benefited from a close relationship with excellent professors, a wide course offering and assistance with tuition and travel experiences. In this day and age, we've realized that the future is GLOBAL. This is exactly the wrong time to cut back on programs that expose Wyoming's young people to the rest of the world, and teach them skills to understand and navigate that world. At this point in time, all students should be learning about global issues, studying abroad, learning a language and becoming global citizens. It is not enough to have hard skills - Social Science courses teach students how to think and interact in a sophisticated way with a variety of different peoples and cultures. Without these skills, Wyoming's young people won't be able to function in the modern world. I urge you to continue to educate Wyoming's young people in foreign languages, in cross-cultural studies, in international economics and politics - in short, in all those areas which make a fully-rounded individual in today's global and interconnected world.

Organizing the life sciences will be tricky but I encourage the groups to consider a unit that highlights Wyoming's role and expertise in conservation science to better manage fish and wildlife.

As an alumni of University's MA program in political science with a graduate minor in International Studies I am deeply concerned about the proposed discontinuance of these programs. My education at UW was critical to my current career as a practicing attorney and conservation advocate in Wyoming. The political science curriculum gave me not only the academic expertise, but also the practical experience to work in Wyoming politics. I had opportunities to meet and learn from professionals in the field and build working relationships that continue today. Through the INST program I was able to conduct field work on natural resource politics and economics in Chile, and present that research throughout Wyoming. As Wyoming's economy shifts we would be wise to learn from other country's experiences, understand global markets, and facilitate strong international relationships. I can confidently say if it were not for the MA programs in political science and international studies, and the excellent faculty that instructs them, I would not live and work in Wyoming today. Please reconsider eliminating these valuable programs.

Restructuring the A&S college by removing all science units fundamentally prevents the college from completing its liberal arts mission because the liberal arts entail the sciences. The proposed restructuring compromises the ability of students in the sciences to become empathic and globally competent. Majors in the College of A&S, who currently are the majority of undergraduate majors at UW, must complete at least one G (Global Awareness) and one D (Diversity in the US) course. The College of A&S voted to adopt these requirements, effective Fall 2015, to ensure that its majors in all disciplines would engage with pressing issues about identity and systemic oppression. The members of the College of A&S voted for these changes once it became clear that the G and D courses were to be dropped from the University Studies Program 2015. It is vital that undergraduate majors in the physical and life sciences continue to receive these courses to develop lifelong skills that enable them to compete in a multicultural, global economy. The proposed restructuring for the College of A&S entails no clear cost-saving and threatens the stability of the science programs scheduled for transfer to the Colleges of Engineering and Agriculture. On the most superficial level these changes will entail new expenses for new

branding, such as new stationary for departments and colleges. Moreover the cultures, procedures, policies, regulations, and governance structure for each college will have to change, requiring considerable time commitments to achieve consensus. How many employees will choose to resign their positions to seek employment elsewhere? Although these resignations may initially contribute to required budget reductions, if they are substantial, they will result in cost increases because replacements will have to be offered their market value, and most longer-serving employees are currently earning less than their market value. Restructuring colleges would entail hiring new Deans and Associate Deans, for instance, whose expertise align with the new content of each college. Colleges would need to review college requirements for majors and college assessment practices. Also would not these proposed changes affect which college is responsible for maintaining which buildings on campus, adding costs to the budget for the Colleges of Agriculture and Engineering? The decision to restructure these three colleges seems shortsighted and designed to result in more stress, more mistakes, and more time spent on fixing problems created by restructuring. That will deter employees from focusing on providing the students of Wyoming and their communities with the skills and programs necessary to be vital and competitive in the 21st century.

I believe POLS/INST MA Program should not be eliminated. In my opinion discontinuation of this program will be a substantial flaw of the University of Wyoming.

Program movement not well thought out. Factors such as statewide engagement, program accreditation not considered.

In general, I think it makes sense to emphasize degree programs that will make students competitive and that the University of Wyoming is uniquely positioned to offer. It therefore makes sense to focus on STEM fields, which are attractive to students, and which can be lucrative to the university. Creating degree programs on tourism, recreation, etc. also seems smart, as this is something Wyoming seems uniquely qualified for. However, eliminating some degree programs entirely does not seem to be the best move from a financial standpoint or for future planning.

Untimely, need to decouple budget reduction from a reorganization. Costs need to be provided for the reorganization (these have not been provided) Input should have been garnered from university and statewide community before the proposal was launched.

I believe POLS/INST MA Program should not be eliminated.

My belief this is probably only budget motivated. It has nothing to do with education or any other reason.

I am an alumni from the MA-INST degree program. I cherish my experiences in this program and its unique design. It would be a tragedy to get rid of these degrees. These degrees not only provides the University of Wyoming international exposure, as it requires its graduates to do research overseas, but also shaped students with real world academic experiences. It is a model program for other universities in how to allow students to shape their coursework based on individualized interests. It also integrates other already existing programs, maximizing the university's 'bang for their buck'. This program draws students from around the country, and even the world. As someone from Southern California, where there are hundreds of universities to choose from, UW stood out as my top choice because of this program. I always tell people about the University of Wyoming and what a great experience I had. My degree at UW helped me to be a contributor in a peer reviewed book alongside other scholars in my field. I also worked as an educator at a dual language school, and as a project coordinator in support of marginalized and minority populations. Furthermore, I have lived in other cultures and been able to apply principles of my research in building a business in Puerto Rico. This is in addition to my own personal fulfillment and enrichment as a more engaged citizen. I ask that the University keep MA-INST and MA-POLS. Dr. [REDACTED], along with the other professors involved in this program, are incredible University Assets, and best utilized in these degree programs.

The modern trend of organizations consolidating positions and increasing responsibility of individual employees is good for the organization's bottom line but detrimental to individual employees. For an academic example, the trend of having contractual lecturers in favor of tenure-track positions is a disincentive to loyalty, and a real slap in the face to younger MA and PhD graduates for staying in academia. Why should people who have dedicated years of study to attain degrees be relegated to no better than freelancers? Personally I never desired a career in academia, but that trend even as early as 2009/2010 made my decision for me. I remember vividly a conversation

at the laundromat with a PhD temporary lecturer at UW in 2012. This was after my MA thesis defense, at which one of my advisors had been absent due to a Californian university offering her a tenure-track position. Reducing the budget by directly affecting the livelihoods of the staff is cowardly. I'm in awe of my former supervisor here in Korea. After working closely with him as a fellow manager, the following narrative is fact in my mind. Given the pandemic and low sales, he singlehandedly convinced the Korean management to close one of their 9 centers (their most expensive location, the flagship school) and transfer staff instead. No one who wanted to keep their job was dismissed, let go, demoted, or anything else. That is thinking outside of the box. So I urge you not to take the easy route and reduce staff, but to get creative with it. More specifically, I was asked to comment about the cancellation of the MS-POLS and MA-INST programs. Apologies if I Aot the name wrong. Why, in this time of disillusionment and bipartisanship, would you even consider cutting these programs? Yes, I live and work abroad, but I keep up on US current events. Vaccine deniers, anti-maskers, I've heard. Not to mention BLM movements. Every day life is political. Let's get more people smart about politics. These all require intelligent responses to the political binary "opinions". Let's put these Karens in their place. Additionally, the recent hatred toward Asians and Asian Americans is repugnant. Why, oh why, would you cut a program which allows students opportunities to get international perspective. If you don't have your own passport, your opinion is invalid, please abstain from the vote here. Modern US trends are awful and largely the reason I don't live in America. I value my time at UW in the international studies MA program, as well as learning a lot in POLS seminars. To sum up, to reduce budgets, you shouldn't reduce staff. Additionally, cutting important programs isn't the key to making yourself a relevant university. Be well, [REDACTED], MS-INST, [REDACTED]

I don't want to really talk about this reorganization because it looks good to me unless some decision can be reconsidered. For example, canceling CHEME does not make sense since this department brings many students and money to the university and its cancelation is really very strange to me. I talked with a few of my colleagues about the whole process of this reorganization and we all agreed on what I am going to say here. This also reflects the feedback I got from my other colleagues. For several years, UW has experienced many different people with very distinct personalities. I don't want to sugarcoat my comments and would like to say them directly. Because this has been the only opportunity that has been given to faculty to talk about some big issues in University without revealing their identity. I am writing about some faculty in ENG college, in particular [REDACTED]. I cannot imagine how a faculty gets a salary of around \$400,000. How does the university allow this? When other faculty apply for raises, they are all declined, but the university is ready to pay \$400,000 to a faculty while 3-4 more tenure-track faculty can be hired using this money. The previous administration was really biased and inefficient and that is why we see something like this. I have not seen anything like this in top universities as they always want to respect science and keep the environment in a condition that other faculty think they have been acknowledged and respected. But, honestly, this environment does not exist in UW. For instance, a faculty like [REDACTED], whom I know as a great scientist is getting 1/2 of the above salary, which makes sense to other faculty. But having someone with 1/0 of productivity as [REDACTED] and getting such a salary is totally unacceptable. This environment has built a condition for faculty to think that the real scholar work is not appreciated in WY, but one should have connections and be friend with upper management. [REDACTED] [REDACTED]! and is spending UW's money somewhere else and still, the university wants to help the state, seriously? [REDACTED]

[REDACTED] This is totally unacceptable. I really want to bring this to the attention of Porosvot and the President as this concern is shared among 99% of faculty in ENG. Other universities are very careful about such a radical difference between the faculty and they judge them based on their science, not having connection and using something that is called as matching fund is only used by [REDACTED]

I am an alumni member from the MA international studies program. The program would be eliminated by this restructuring. My experience at UW in this program provided me the research, foreign language, and analytical skills that have secured my career today. As a result, I have served with the United States Department of State, Department of Homeland Security, and International Trade Administration working as a diplomat in the foreign service. I grew up in the rural mountain west, and had aspirations for public service overseas but no access to the knowledge and insight needed to reach this goal. UW, through its MA international studies program, gifted me an

opportunity for education and career preparation I could not find elsewhere in the mountain west where I grew up. I am indebted to this program and to UW for giving me the foundation upon which my career has been built.

My response here is related to the MA in International Studies. Had the program not existed when I sought out graduate programs, I would not have attended UW. The program aligned perfectly with my goals and objectives, and the size of the program fit my needs and interests. I received intensive guidance and mentoring from faculty members in INST that proved instrumental in completing my studies and thesis work. While conducting fieldwork to collect data for my thesis, people would often assume that I was a PhD candidate, such was the level of preparation we received before conducting our independent research. I believe reducing or eliminating such programs would be a mistake that will set UW back years, or even decades, given the amount of effort it takes to build quality programs. I think it is disingenuous to say that restructuring and eliminating programs such as the MA in INST is in the best interest of the university, because they achieve so much with so few resources. In summary, as an alumni, I will be very disappointed to see any reduction in the MA in INST program or restructuring that does not strengthen it.

Great idea to incorporate tourism and entrepreneurship.

No plan that decimates our College of Arts and Sciences is a good plan, especially for a single statewide land grant university. The plan as stated seems to envision a Wyo Tech, like a Georgia Tech and a Texas Tech, not the University of Wyoming. A&S is the universal link of the University. It is our common ground, the uniting academic platform for all of us who have earned UW degrees. Separating sciences away from arts may leave us with fine technicians, but not humanists and critical thinkers. Not, I fear, leaders for a future age. Not people prepared for complete living. It was mentioned to me that A&S can't be managed. It's not something that has ever been brought forward as far as I know. I am a member of the A&S Board of Visitors and am immersed in four successful donor-led academically grounded programs in SPPAIS and COJO. I am enormously proud of what these programs have done and will do for our UW students and faculty, our K-12 students and teachers, and our communities around the state. They succeed in part because of A&S's unique ability to manage and provide interdisciplinary leadership and support. Such a drastic step as dismantling the College of Arts and Sciences deserves fully proactive engagement and transparency with existing stakeholders regarding any management-related decisions. Particularly when we have just welcomed a new Dean, whom most of us have yet to meet in person. So no, the information provided does not justify to me an appropriate 'new direction' for the University of Wyoming.

While restructuring can be positive in most cases it doesn't change much

The MA-Inst program was an incredible educational experience for countless students including me. In my experience, it brought together people from diverse backgrounds and gave us the tools to successfully accomplish our goals. During my time at the program, I also was a Peace Corps volunteer. My successes in life have come from this program and the amazing faculty that make it possible. The restructuring that proposes to cut this program does not take into account the immense value that it adds to the university and community. I hope that this restructuring will be reconsidered because it would be a tremendous loss if the University of Wyoming no longer had an MA in International Studies.

While restructuring may be an economic necessity, I hope the University of Wyoming reconsiders the elimination of degree programs like the MA programs in political science and international studies. These programs are especially important in today's social and political climate as we strive as a society to encourage civility, tolerance, and civic engagement. A focus purely on building STEM programs, misses the importance of these two programs in building community and civic engagement not only on the UW campus, but in the broader community as graduates take the skills, knowledge, and passion they gain in these programs into their own lives and careers.

I graduated with a MA in International Studies in [REDACTED]. I would not be where I am today, without my degree, lessons, and experiences at UW.

While I support cleaning out the dead wood, combining the College of Agriculture and Life Sciences is a move I don't agree with. We are an ag state and UW is a state University.

-The purpose and objective of a "School of Computing" should be better defined -There should be a focus on providing healthcare, including telehealth, in a rural setting such as the pandemic

Electrical Engineering and Computer Science are often very important areas and departments of any university in the US. Not necessary to say these two areas are attracting the highest number of international students to study in the US. I don't believe that discontinuing these 2 departments is an improvement for UW. UW is going backward with this action.

Merging departments together is no better than eliminating the departments completely. It completely destroys their individuality, recruiting power, and students' and faculties' interests to remain in a program that doesn't give them the full extent of an education.

Getting rid of foreign language education (teaching) programs is short-sighted. Also, turning parking into green space is nice for optics, but dumb when it comes to parking revenue and convenience.

Cutting the Counseling program is taking the University in the wrong direction. This is a high need throughout the State. While these two other programs could provide some financial support for the State in the future, it is important to take care of the mental and emotional needs of the people who live and work in the State.

The University of Wyoming has experienced chronic funding problems over the past several years. These issues have been exasperated by continued poor management and bureaucratic gridlock. The proposed restructuring plan will not adequately address the funding issues nor will it set the University on a solid foundation for the future. Some key weaknesses of the plan include: 1. The programs that are subjected to dissolution are the most important programs to the University and the State. The criteria and evaluation of the proposed program changes is opaque and questionable, evidenced by the conclusions reached. An obvious example is the dissolution of several engineering departments. A key to any growth and economic development is a well-educated engineering group. These plans seem to specifically target a group paramount to future expansion in the state. The criteria for department dissolution should be 1) job placement within related careers, 2) importance to those careers within the state and 3) financial viability of that department. The financial viability of programs needs to be carefully evaluated as some programs have been chronically underfunded even though they educate students for critical, and well paying, jobs necessary for the economy, whereas other departments seem to continue to exist even though they fail both criteria 1 and 2. If a department is underperforming that meets the criteria above, then the first question should be why it is underperforming. Careful consideration should be given to if the faculty are underfunded or have poor incentives, which seems to be prevalent throughout the University. 2. The plan does not address poor resource allocation of the University. Even though this weakness has plagued the University for years, it must address it now, as opposed to sweeping it under the rug, to overcome the financial crisis we are facing. Funds have to be allocated to the departments that carry the heaviest loads and properly responds to student demands. This means a profit center (business vernacular) or a responsibility centered management model (the higher education term) allocation process. The effects of refusing to adhere to this system is clearly evidenced by high levels of classes with low enrollments and the University purposefully funding weak programs at the expense of successful ones. A simple example is cutting a finance minor even though it had high enrollments. 3. There is simply not enough funding to run a university, let alone an aspirational tier 1 university. Student tuition and other fees only account for approximately 14 percent of total revenues for 2020. Given the State's reluctance to continue to fund the University, there has to be additional funding sources. This has to be properly addressed as currently, the administration continues to call on faculty to work more hours, often on tasks that are not related to education or research, for less pay. Ran out of space, typi

The entirety of the plan seems logical and makes sense. Components of the plan should have occurred years ago; some had minimal to modest traction but in the end did not occur. The lesson has been learned and the UW cannot keep kicking the can down the road. The leadership has an evidence-based plan that will advance UW and the state - bringing new and needed innovation, economic development, and stability. Leadership, including the BoT, cannot succumb to every external/donor pressure. A great example is the proposed restructuring to join Nutrition, Food Science, and nutrition related extension CentSible Nutrition with the strong, robust, and growing Kinesiology and Health department. The academic/curricular/educational fit is well aligned, well broadly benefit students across the departments related concentrations, and allow for training of a cutting-edge 21st century workforce. The research collaborations, synergies, and interdisciplinarity will benefit from being housed within a single department and are likely to further elevate the caliber, competitiveness, and success of externally funded

research. I am confident that innovations will spawn, specifically those that will benefit rural and frontier America.

There is obviously a need to evaluate all programs, and this effort may accomplish that. At a minimum it begins some hard conversations. With that said, there are too many general assumptions about combining departments (like Chemistry with Chemical Engineering and Agricultural Economics with Economics). This is a novel approach, but fails to grasp all the details that will be lost, thus making the university worse off than before.

"cost-saving measures related to end-of-appointment sick leave; reduction of sick-leave accruals;" Newly appointed administration is (again) taking away a well earned benefit to employees who have been loyal to this university for a long time. This is not a "cost saving measure". This is a quick and dirty plan to save a few dollars at the expense of staff. The few long-serving employees who are still here should not have to continue to give up these small benefits in order for to pay new administrative actions. At a minimum, there should be a grandfather date for this, someone who has earned this for 15+ years of service should not be equal to someone with 2 years of service.

If there is no money, there can't be programs that are not producing graduates. Something's gotta to give.

The money has to come from somewhere. It makes sense to cut problems with low enrollment who are not pulling their weight.

Two points for your consideration: 1. I could be convinced that some restructuring would be wise; however, THIS restructuring plan is in many places remarkably strange. Extremely little has been communicated about the theory or evidence supporting specific moves. The broad statement that it brings us in line with other institutions is not supported upon inspection of other institutions, except in narrow instances. Without the rationale and evidence that these changes will, in fact, position us for the future, many of the changes have the appearance of having been driven by similarities in name only - the kind of changes someone without much familiarity with the disciplines and the history of the university would suggest if they hadn't consulted with the people who have access to better information. Further, it is clear from comments made by numerous administrators that this restructuring plan is not all that related to the budget reduction strategy and the potential for savings have not been measured against what are, at present, unanticipated costs of the restructure. All the detangling of revenue streams will be messy and it appears has not been much considered. I have a strong suspicion less savings will be realized than are planned. Finally, many fewer moves can be made to achieve the proposed reductions, which will limit disruption to operations while a better plan is conceived and limit the unanticipated costs of unnecessary moves. 2. This is more of a process point. This administration's longevity will partly be determined by whether they adopt more transparent processes and better communication. How this plan was put together and how the community was informed about was a shocking debacle that could only be justified if it was the first such plan any university administration had ever put together. Of course, it isn't. I urge that the administration look around at how these things are done when they're done effectively to limit the soul-crushing effect on morale that heavy-handed, top-down proposals often have. It feels cyclical here, with each new administration coming in hot with their great ideas. In a few years, there'll be new people with new ideas. In a nutshell, please consider doing things differently and leaving a lasting positive impact - not just on the "institution" but the people who make the institution what it is. There is no institution without the people, and no plan to change the institution will be effective if you don't have buy-in from the people.

The neuroscience program should be placed in health sciences as it makes more sense than the new proposed location.

While the admin is interested in moving the university forward, they seem to be at a loss as to what that students actually want. Students struggle with finding available sections for courses, many of the professors care far more for their research than students, students delay graduation because of scheduling issues with departments scheduling all senior classes for the same times, and only offering one section. There are hundreds of pre-health students, split between many of the science majors, who don't have access to important physiology courses because the nursing department doesn't allow students to take their sections of the courses. The nursing program has freshman start, which allows for high rates of NCLEX failure from students who were not prepared to be nursing students at the age of 18. Course content often overlaps, causing students to take classes that teach exactly the same thing multiple times to graduate. Today's college students want to graduate and enter the

workforce, but these scheduling issues, improper course overlaps, and other issues set students up for failure. Seniors spend an extra year in classes because courses are offered once a year or every other year. This may be good for the university's wallet, but it is not a good way of retaining students or preparing students for the workforce.

The proposed reorganization reduces core programs and curricula integral to the land-grant mission. Budget reductions are a reality and cannot be avoided, but many of the proposals lack an appreciation for on-the-ground needs. If budget reductions can be achieved through an alternative scenario the Administration should be open to those suggestions as many are influenced by stakeholder, alumni and donor feedback.

I think it is fiscally responsible to combine programs where you can. I'm not in agreement with discontinuing the Counselor Education program.

In general, restructuring and consolidating certain programs for the sake of efficiency seems very logical. However, I would like to provide feedback about the elimination of a degree program that from my understanding would not be provided with any sort of reimagined alternative: B.A. in Education programs for World Language.

In general, restructuring and consolidating certain programs for the sake of efficiency seems very logical. However, I would like to provide feedback about the elimination of a degree program that from my understanding would not be provided with any sort of reimagined alternative: B.A. programs in French and German.

The World Languages Department has already experienced a reduction in majors that students can receive, which took away the opportunity to become a language teacher through UW. I would urge you to try to offer as many different options for majors as possible instead of solely the number of students in the program. Though Spanish is a commonly spoken language, French and German programs attract highly motivated students and many students would prefer to learn these languages. I am a High School Spanish teacher, but I have many students who choose to self teach themselves other languages, and often German and French are at the top of the list. I understand that cuts have to be made, but a variety of things that students can study is important. I would say that the Language Department has already been limited over the years due to policy change. Many of my students take two years of Language to fulfill their Hathaway Requirements, but there is a clear disconnect in how Wyoming values language at the Elementary and High School level compared to the secondary level. Over my time at UW, I saw no language requirement changed to two years prior language classes as a prerequisite of admissions, and then the requirement dropped again. At the Elementary and secondary level we are fostering bilingual students in at least 4 Dual Language Immersion schools, but programs and jobs related to Language continue to be cut at the College level. I would ask that you not eliminate these options, but instead look at how you can restructure in other areas. For a budgetary argument to keep Languages is that students who are successful in language classes statistically are more likely to do well in college, which means that they will continue to pay tuition. Thank you for your time

My understanding is that the Counselor Education Program is to be discontinued. As a Mental Health Practitioner in a neighboring state, I have participated in several continuing education conferences over the years. Terminating the program in this rural area seems ill advised.

I would like to express concern regarding the dissemination of the Department of Agricultural and Applied Economics into the College of Business. Ag Econ has long served agricultural producers, land owners, conservationists, and many other stakeholders in our state. Splitting faculty appointments between two colleges (with Extension service remaining in the College of Ag) will make performance assessment difficult and result in less attention paid to outreach and engagement across Wyoming. Our Ag Business degree is popular with state and regional students, many of whom remain and work in the state. Likewise, Ag Econ master's graduates benefit from a Wyoming focus and often stay to work in state agencies and businesses. The loss of Ag Econ will be felt across Wyoming. Moving these faculty out of the College of Ag generates little savings to the University relative to the loss in service to the state.

In an ever connected world in which organizations and companies are begging for people who are proficient in multiple languages, why would UW end entire language programs out of hand. Perhaps a restructuring is necessary, but eliminating the teaching of French entirely seems unwise. French is spoken on five continents. Many international organizations conduct business in French. Have you considered creating French classes for the

purpose of doing business? In 2015, I was impressed that engineering students had opportunities to go abroad and become proficient in other languages while still pursuing engineering degrees. It saddens and angers me that those opportunities do not seem to fit into the new mold. Did you know that French is spoken in more countries than Spanish? Did you know that those of us who speak Spanish as a second language cannot readily converse with those who speak a different Spanish? I can speak French with Canadians (our biggest trade partner), French people, and Africans from a variety of countries as well as those who have learned French as a second language in other parts of the world like Asia.

Restructuring - to include budget cuts or otherwise - should plan for a future where Wyoming students can study a wide variety of interdisciplinary topics, and serve their communities through a wide variety of careers, not just traditionally lucrative careers in engineering. The future of Wyoming can be so many things (especially with the trend towards remote work), but only if the University and the state promote it.

Excellent plan. I hope the university and BOT sticks to the plan in the face of political and special interests that will push for the status quo and the resulting mediocrity that would result from the status quo.

My main comment is that there is a lot of bad information that was utilized to make decisions. I find it completely unacceptable that neither the Provost or the President has found the time to meet with all the discontinued departments to discuss potential issues with the data. The provost meeting with an interim Dean is not a substitute for meeting directly with affected departments.

I do not like the way UW is looking at the future at all. I think these changes will be a huge mistake for the state of Wyoming and the university of Wyoming. As the only 4 year university in the state of Wyoming UW should be catering to all aspect of a Wyoming college student. Removing many of the programs being proposed is going to greatly hurt the state and the K-12 students in the state. If UW wants to be responsible for continuing to lose young people to other states maybe you are on the right path. I am greatly disappointed in many of the changes being proposed, especially in the counselor education program. Without school counselors from UW who will guide Wyoming students to your college? Wyoming counselors, whether in the schools or private practice have a unique set of skills that will be lost from the state without UW's support of this program. I cannot imagine a school counselor effectively encouraging the Hathaway scholarship without having been able to experience they way the scholarship can change the outcome of Wyoming students' lives. At this point, if I were a high school student I would not even be considering attending UW for my future goals. What a shame.

Finally, the university is making strategic decisions! Death by a hundred cuts only leads to weakness across the board. I applaud the leadership in creating critical mass around key research areas across campus while maintaining the breadth in academic programs for students. I'm sure it is tough, and there will be pushback, but this must be the way forward if we want a strong, relevant university.

-The 2-13 reductions seem largely focused on eliminating certain individuals who may not have been research productive despite apparently meeting expectations- this is an end run on tenure and the evaluation process not necessitated by cost savings. We will likely need to hire new people in some of these areas to maintain the programs. Faculty have received the message that tenure can be eliminated by presidential fiat. -The president and provost seem unable to articulate actual concrete benefits that will be realized from reorganizing colleges. Saying it is the wave of the future or best practice does not indicate what we gain at UW. The proposal differs significantly from other schools anyway, in particular failing to move fields like economics into social and behavioral sciences or keeping all the sciences together. This move likely will undermine what is left of A&S and give administration more control over the direction of science departments. -There is no vision for how UW will deal with the next round of cuts in state funding, or conversely increase enrollment to diversify our funding stream. -If the proposal is aimed at increasing grants, there is little to no recognition or the underlying problems- understaffing of departments and a dysfunctional research office. Undermining tenure also drives away productive senior faculty. -Across the board cuts are completely counterproductive for departments that are generating revenue and growing. We were promised strategic cuts and this proposal does not deliver them. - Proposals to combine departments with zero prior input from affected units reveals that UW continues to absolutely reject even the most basic principles of shared governance. Several parts of the proposal are laughable (department of arts would be 75 faculty) and would not have been made if even basic inquiries had been made. - There has been only vague information about how the school of computing will work, particularly who will make appointments. It seems to involve putting an inappropriate amount of power in the hands of the president.

This is what happens here at UWyo a bunch of tenured faculty model things after their schools or even worse after consultant ideas and then in <5 years, a new team comes in. This is unsustainable. If you want to position UW for the future, you need broad faculty input from every department - particularly those who came from well-known R1 schools. Not just one tenured representative from select departments that was chosen by some secretive process.

The broad outlines of the restructuring may be fine, but the execution is horribly heavy handed. The spreadsheet used to make decisions has serious errors, both in the measures used to evaluate departments, and in simple things like budget amounts. The budget discrepancies result in a spurious \$1.4M savings, of a 10% error in total savings, raising a lot of questions about the execution. It is hard to see the idea of discontinuing departments while keeping degree programs intact as little more than a convenient end-around tenure protections. The budget reductions could be met much more easily and cleanly. Again, that is just unnecessarily heavy handed. I do not understand why the administration thinks it will be able to easily replace faculty in Laramie, so the degree programs are in real jeopardy in the short term. And replacing faculty long-term will be complicated by the black eye that discontinuance will give UW.

PLEASE consider the impact of reductions on working conditions for all members of the UW community... As an example, there currently is no custodial staff assigned the entire 3rd floor of the Earth Sciences Building resulting in unsanitary conditions during a pandemic. Some of this is OK, but needs to be stated as part of a job description. Specifically, to maintain some basic sanitation, active faculty on campus need to - 1) empty trash (personal and bathroom) 2) sweep floors (personal and bathroom) 3) notify other staff of lack of supplies (paper products (TP, paper towels, etc), soap, etc), and use bathrooms on other floors for several days until this can be modified • cleaning/sanitation of sinks, toilets, water faucets, etc has not taken place on any regular basis for at least 3+ months, and only occurs if a complaint is filed through the department administrator. NOTE - faculty do not have access to cleaning supplies • public hallways, etc are not swept. NOTE - faculty do not have access to large brooms, mops, floor polishers, etc for cleaning/maintenance

These comments are regarding the proposed discontinuation of the ECE department and the COSC department and the creation of a new unit that will be a combination of both. I don't understand why the departments have to be discontinued in order to be combined, other departments in the plan seem to be doing just that. The university says it is because they need to make 15 % cuts, but these cuts can be made without discontinuing the departments. I suggest that we merge the two departments into one without discontinuing the individual departments. To achieve the 15 % cut, just require that each department (ECE and COSC) make a 15 % cut to its budget.

The restructuring plan was once again developed by a bunch of white guys or senior faculty who are remembering the good old days and merging departments in the likeness of their alma matter that pushes us neither forward or efficient.

As a former graduate Ph.D. student from the College of Education, I wanted to highlight the importance of both the International Studies Program and modern language programs in my professional and personal life. With respect to International Studies, I was lucky enough to have my minor in this area, as my professional goals are related to international education. My minor in International Studies helped me write critical articles and publish my research work in top tier journals. The professors were strong enough to discuss and help us understand the conceptual lenses and how to use them in practice. If we do not offer German and French languages, it means that we do not provide language instruction in those languages in schools around the state. I see both programs growing by providing graduate certifications and encouraging students from all departments of the University of Wyoming to take at least one of the offered classes from the departments of international studies and modern languages. As we speak about the global world and being ready to be competitive, we have to offer interdisciplinary courses that prepare our students for the job market. I am sure there are ways to create meaningful curricula and increase enrollment into these programs in the future.

I've heard, but wish more details were provided above on the discontinuing or reorganizing of programs, so I could comment more specifically to those. That said, I support building on the existing Tier-1 Engineering & Science initiatives, and the WY Innovation partnership. I also support launching a school of computing, a center for entrepreneurship & innovation -- and a WY Outdoor Recreation, Tourism, & Hospitality initiative. My hesitation comes in the 'details' (which I have not seen) of the programs listed in paragraph 2 above. Based on

the % of public lands in WY, I would like the university to include more land management programs in the future - in partnership w/the College of Ag & Natural Resources -- and the Haub School.

I will be immediately ashamed of my alma mater. My resume would have to specify that I got a degree "pre school of computing era" and I would still be ashamed. Instead of running the school like a business and tightening the squeeze on professors, do something where you could be proud of yourselves and prioritize learning and student development. Putting more students in fewer classes with fewer TAs and SIs is a terrible idea. Forcing researching professors to take on higher workloads with less compensation and less stability because you might just F***ING FIRE EVERYONE ON A WHIM is, obviously, a terrible idea. Get your head out of your ass Mr. MBA, the students and faculty aren't inanimate resources that you can allocate when you feel like it, we are people, and we expect to be treated as such.

As a graduate student, I am particularly concerned about the future opportunities (or lack thereof) for graduate students in the Arts, Humanities, Education, and Social Services. The reorganization plan fails to outline a cogent plan for graduate education at UW. Further, the plan fails to acknowledge the impact of dismantling the School of CLAD, which has been a critical route for non-traditional students to obtain higher ed degrees which feed essential roles in higher education, school leadership, and public education around Wyoming and beyond.

It seems crucial that the president and provost account for a deep loss of morale and an entrenched feeling of being beleaguered by numerous bureaucratic and administrative changes in the past. At this point, folks do not have the stamina (nevermind the will) to keep doing this when there's a terrible track record of accounting for people's valid concerns. Most people at the university are highly literate, in numeracy as well as language. The hodgepodge and handwaving around rationale for what gets cut, who gets merged, etc., is totally debilitating people's abilities to (a) have any faith in this process, and (b) engage with it in an evidence-based way. Without meaningful clarity around what it means to take 7 departments, add 2 more, and reduce to 3-5, we cannot effectively contribute to planning anything. Furthermore, OSP needs to be re-merged with ORED, as is standard at most functional universities. People in our department and colleagues in other departments have waited 1.5+ years (no exaggeration) to have a grant set up by OSP. In other cases, OSP has failed to bill fiscal partners for expenses made by our colleagues here at UW. We are literally bleeding money, substantial sums, because of needlessly byzantine structures. Additionally, cutting out the OSP VP's salary would provide funds to retain several essential staff and/or hire more in ORED. And, the oligarchical way in which OSP was established and run has soured many relationships on campus, further contributing to a chronic sense of pointlessness among the very faculty who Pres. Seidel and Prov. Carmen remarked this morning are more deeply dedicated to the university's success than any university they know. If this is the level of dedication we still see after 10+ years of abuse (or neglect and impediments at minimum), we can surely re-think our top-down, lack-of-transparency processes and better engage and empower faculty (and staff, students, etc.) to envision the university's future. Remarkably, the roll-out of this re-org feels troublingly similar to the approach used to shut down/then not shut down the Biodiversity Institute. Pacifying a backlash is a total waste of time, energy, and social capital. If faculty and other stakeholders on campus had been invited to reinvision the structure of the university, we might have all had a very different feeling in our chests and stomach right now. Surely we all have ideas about how to make UW better. But asking us for them at gunpoint (which is how this feels) is a stupendous unforced error. All that's water under the bridge, now. Here's the point: faculty being asked to decide their own fates need to know if there's any real point in them engaging in this process. That means we need metrics, we need parameters, we need to know what is no-go and how wildly we can really aim for the unknowable future. Otherwise, you're going to see lipstick on a pig; the same structure with different signs out front. That's a waste of time and money.

Universities do need to be at the advancing edge of change—that's our job. However we want to be sure that our advancement is not lop-sided. Whatever the discourse about strengthening the Humanities, Social Sciences and Arts, it certainly looks like the proposed college is the remnant after the programs considered high value are stripped out. The new college of CASSH? So, given that there is no university at all without the opportunities, stresses and challenges of being human: there needs to be a proper initiative to envision the new college at the R1 level. What is core to student education; what is essential to advancement of our understanding of the human? And how do those advances bear up our understanding for things like the WORTH program, like the changes to the human that come with AI, etc. Managed attrition and retention: Knowing that we are under financial pressure, and that we want our strongest faculty and our up-and-coming colleagues to aim forward

here at UW has allowed me this opportunity and supplied me with modern tools for my job. During my internships I feel that I was prepared due to my education and was a leg up on other students from other institutions because of it. The courses and interactions with professors here at UW allowed me to be comfortable in industry talking technical with managers, VP's, and several others. I was able to reach out to a VP at [REDACTED] because of my communication skills that were developed through the program here and it led me to further recommendations at the industry level. Several professors within the department wrote me recommendation letters and helped me so much along the way. Dr. Holles, my graduate advisor, has written me several recommendation letters, talked future goals with me, and taught very good courses. Dr. Aryana has written me several recommendation letters, taught very good structured courses, and helped me with future endeavors as well. Dr. Johnson and Dr. Tatarko helped me with future goals and led good courses as well. I am worried in the direction the university is headed as I passed the FE exam and would like to sit for the PE but need ABET accreditation. If the program is discontinued it will definitely affect my future donations to the University. I have big goals for my future and don't want any employers double guessing me because of the department discontinuation or loss of ABET accreditation.

I am a graduate of the Casper cohort UW Counseling program [REDACTED]. In a time of increasing mental health needs, it is preposterous to consider discontinuing the School of Counseling, Leadership, Advocacy & Design Program. The UW Counseling Program helps meet vital mental health needs by preparing and equipping counselors to work throughout the state of Wyoming. Wyoming has some of the highest suicide & addictions rates in the country. Anxiety and depression are increasing in our society. Nearly every county in Wyoming is designated by the federal Health Resources and Services Administration (HRSA) as a "health professional shortage area", with most of the state being designated as a "high need area" for mental health professionals. Now is NOT the time to cut off an education program that helps address and care for those with mental health needs.

This "restructuring" appears to be made with a knee jerk reaction. I understand that there is a budget problem, however, I see decisions being made which move, reduce and eliminate departments and programs at the same time as creating completely new ones at their expense. This reorganization announcement was out of the blue. There was no warning or previous knowledge of this reorganization. This appears to be a move to catch the State of Wyoming off guard and hope that we will not have enough time to think over the major decisions you have proposed. The State of Wyoming is very proud of the University of Wyoming and the huge legacy that it has created. Then, to have some new people come into the state, live here for hardly a year, and tell us that we have to drastically change to what they had somewhere else..... well.... that doesn't feel very good and it is very suspicious that if you wanted to have things the way you wanted back "home", maybe you should have stayed back "home". We are not opposed to change and to make things better, but major decisions should be well thought out with time, not thrown at us overnight.

This will move us farther from R1 status. Tenure track faculty who are the ones actually doing the research will be fired, while APLs who do no research will be able to stay. And all of the best people will leave, because the university has shown itself to be so feckless in how this was done.

Moving the AG econ program to the College of Business does not make good sense. There is a huge cultural difference between the colleges.

Annually, Wyoming has the highest rate of suicide in the nation. That indicates a mental health crisis in our state. Therefore, as citizens, we need to do everything possible to address this crisis. Eliminating the counselor education program at the University of Wyoming during an ongoing mental health crisis worsened by the global pandemic is grossly negligent. A strong recruiting tool for the University of Wyoming is the Hathaway Scholarship. School counselors trained at the University are a huge asset to the recruiting process because they know about, have benefitted from, and have utilized the Hathaway Scholarship themselves. They go out into the field and promote the Hathaway Scholarship and attendance at the University of Wyoming to Wyoming high school students as a direct result of their experiences. Eliminating the school counselor education program at the University of Wyoming will likely have a negative impact on enrollment at the University of Wyoming in the long-term. Our mental health and education systems already have trouble filling positions to meet the needs of our communities. Eliminating our counselor education program at the University of Wyoming will only increase the shortages of qualified professionals in these fields throughout our state. We will become reliant on other states' counselor education programs to fill our needs, and honestly, our neighboring states are facing professional

shortages, too. In the face of all of this, the University should be expanding the counselor education program, not moving to eliminate it. Not to mention, that the degree requirements for this program is in excess of 60 hours. At \$300 per credit hour, that's a lot of money in tuition fees that the program brings in to the University.

The Counseling program that UW offers is critical to maintaining and improving the well-being of residents, K-12 students, and families throughout the state. WY's incidents of suicide are always among the highest in the nation and COVID has placed stressors never before seen on folks. Mental health has never been more important and relevant! Please keep the UW Counseling program!!

The UW counseling program should not be cut, it's an amazing program with awesome faculty!

Short-sighted decisions to save money in the short term and lose money, lives and community in the long run. Way to go UW, you clearly don't care about your community. Social work is not the same as counseling, a computing school is not going to replace the arts and foreign languages. shame on you.

Discontinuing the CLAD Counseling program would be a mistake. This is an excellent program that consistently meets the requirements to be CACREP accredited and prepares counselors for the difficult and highly needed work to support the community and students with their mental health and educational goals.

Restructuring the engineering departments via discontinuance does not move the University in the right direction as the engineering programs are some of the most important degrees at the university. They also have a great number of scholarships and donations from companies and faculty. Discontinuing departments may shed a bad light on us alumni if companies look into the programs and ABET accreditation and ask why the program was discontinued. Some departments could be combined without fully discontinuing the department.

no

The restructuring of departments may cause certain degrees to lose ABET accreditation, which will affect current students and alumni.

I am an alumna from the Chemical Engineering department at UW with two degrees [REDACTED], and a Wyoming native. I now work for [REDACTED] as an engineering instructor, passing along the knowledge that I gained from the CHE faculty during my time as an undergraduate and graduate student. I learned a great deal not only about engineering but about teaching and professionalism that make me a better instructor myself -- all of the CHE faculty contributed to that, including [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] I am concerned that the loss of any or all of these faculty members (or any CHE faculty I didn't list above) through restructuring will devalue the college, the educational experience of future students, and my own degrees. I wanted to employ the knowledge that I gained at UW to help better the State of Wyoming, and the faculty in the CHE department inspired me to get into teaching myself -- and as I mentioned I am currently employed teaching engineering to community college students in Wyoming. Frankly, the discontinuation of the Chemical Engineering department will leave me with a very poor opinion of the University of Wyoming, and will prevent me from making any donations to the University Foundation, now or in the future. The Chemical Engineering department is an exemplary one, not just for the College of Engineering but across the entire University of Wyoming. I am proud to say that I earned an excellent education from the faculty and staff employed by that department, and I am deeply disappointed that the University is considering cuts to that department and the termination of its faculty.

Many emotional decisions have been made during budget cuts in the last 5 years. Attrition of staff will not solve this ongoing issue, nor will it generate revenue. There needs to be more transparency regarding what plans there are for creating an income for the university.

It is my understanding that the University wants to become a more competitive research institution, however this is not possible without personnel to run the million+ dollar facilities that we already have. The proposed cuts to programs, especially in the sciences, will most likely eliminate research scientist positions as these are untenured. Without people in these positions to run our labs and research facilities, any research at our institution would become impossible as equipment breaks down, and as sometime the research scientists are the only people that know how to use the equipment. If the goal is to make our University more competitive in future,

there needs to be a lot more thought into how to reduce the budget in the best way possible, rather than just blanket cutting money from programs.

I was the first in my family to go to college, and graduate with my Bachelors Degree in Social Work. I didn't have the money to go out of state, and so I worked my way through school with two kids as a single mother. I believe that if this program is cut people like myself will not have the chance to further their education as I did and be successful. It would be a dishonor at this time when Social Workers are truly needed that this program would be cut or reduced in any form.

It's taking away important and progressive Stem programs in placement of grassroots movements

Eliminating the Counselor Education plan will be devastating to the State of Wyoming.

Please keep counselors on your staff. Now, more than ever, students and staff need to be able to get counseling if needed. Thanks!

The plan overemphasizes the role of the market and focuses more on training than educating. If the university would like to focus on external grants, fine, but recognize what this means—serving the state and its citizens well will become second priority. I've worked for R1 universities that value grants. These universities don't value teaching, nor do they have a 3-2 course load. The plan is extremely short sighted. It applies a series of metrics from a consulting firm to determine eliminations. These metrics were designed for states that have multiple universities—we don't. If UW cuts a program wyoming residents no longer have the opportunity to study it. Maybe this degree would not have led them to a lucrative job, but what if it led them to contribute insightful comments to a city council meeting? Do the metrics used to make these decisions take into this kind of community value into account? I'm sure these proposed changes will go though (they typically do), but they will impede the university's ability to serve the community.

This proposal is a huge mistake and jeopardizes the future of students in the chemical engineering program. Chemical engineering is NOT the same as just general chemistry and should not be lumped together. Yes, there is overlap, but students will lose out on engineering fundamentals if the program is taken out of the engineering college. This is not fair to anyone, and if budget is really an issue it should be taken from our subpar football program. Wyoming needs to sort out its priorities before they lose potential and current students.

I'm concerned about the removal of the counseling programs.

The social services field is a profession with a mission to help people. To intentionally choose to cut a department that serves people in Laramie, Wyoming, surrounding states, around the country, and the world is incredibly disheartening. The need for counseling and mental health is increasing; the last year has led many to uncover new mental health conditions while others have had their existing challenges worsened. This cut would take away from the Laramie community and the kids, young adults, and families who live here.

In general, the University needs to focus on areas that are going to provide a return on investment and allow us to be more competitive in new areas of technology and research.

The elimination of low enrollment programs ought to be an on-going process and discipline. The elimination of CLAD is long over-due.

I would like to see alot more focus on research and topics that actually directly work with or relate to Wyoming instead of doing research and work that has no bearing to the state of Wyoming. I would also like to see the athletics departments take less funds from the university.

I think UW has recognized that faculty members should extend their collaborations in a more efficient way and this reorganization can help with this.

Restructuring this program will only magnify whatever problems you perceive to have. Combining several engineering degrees into other programs will ultimately result in losing accreditation a school of engineering. And lets be honest... the whole purpose of restructuring the engineering program is so you can teach the same classes without a licensed engineer... which is like educating Wyoming future nurses with a faculty filled with CNA's.

Getting rid of Electrical and Chemical engineering is a bad move. A degree in Chemistry with a focus in engineering is not the same thing and employers will look at it differently. Wyoming has invested so much to become a Tier 1 engineering school and then it is considering cutting part of the program.

Chemical Engineering is a foundation of so many industries including those of the future green energy economy for biofuels, CCS for combustion turbines and hydrogen production that I now find my self well prepared for.

I am [REDACTED], PhD licensed psychologist. I am licensed to practice in both Nebraska and Wyoming. I live in Scottsbluff, NE. I have experience in behavioral and mental health for 30 years. I believe our clinical experiences inform us that it would be a huge loss to Wyoming to eliminate the Univerisity of Wyoming Counselor Education program. Wyoming, like the rest of the USA, is experiencing significant needs at all levels of behavioral/mental health. Without the quality counselor education program at UW, the void of qualified mental health counselors would increase creating an even greater crisis in accessing quality mental health services. This reality is evidenced in hard data. Nearly every county in Wyoming is designated by the federal Health Resources and Services Administration (HRSA) as a "health professional shortage area", with most of the state being designated as a "high need area" for mental health professionals. a. HRSA suggests "Increasing the number of healthcare graduates prepared for rural practice produced by state schools, by supporting the development and growth of healthcare education programs with rurally oriented curricula" (<https://www.ruralhealthinfo.org/topics/health-care-workforce>) {Counselors are considered mental healthcare graduates.}b. HRSA reports that only 31.46% of the mental health needs in Wyoming are currently being met. In the past 5 years the state of Wyoming has lost more than 145 school counselors across 364 school buildings in 48 districts, leaving our state with a 343-to-1 student to school counselor ratio at last report (an increase of 52%; recommended ratio is 250-to-1)(<https://ct.counseling.org/2019/05/one-school-counselor-per-455-students-nationwide-average-improves/>)It is common for counseling professionals in areas around the state of Wyoming to work in both school and community settings concurrently. Many school counselors also have mental health licensing (LPC's).It is important to cross-train counselors in rural areas like Wyoming because often in rural areas school counselors may be the only mental health professional in the community. This can not occur without the support of a high-quality University Counselor Education program. In the most recent Wyoming legislative session, mental health and addiction issues were reported as legislative priorities in Wyoming:<https://oilcity.news/community/health/2021/02/03/mental-health-and-addiction-emerge-as-wyoming-legislative-priorities/>Thank you for your reconsideration of this most significant issue for the state of Wyoming regarind workforce development for the behavioral/mental health services network. best, [REDACTED], Ph.D.

[REDACTED]

Restructuring plan can be good for the University if it's the right move. Department of Chemical Engineering is an outstanding department with many knowledgeable professors and great projects. Thus, I do not believe the restructuring plan moves the school in the right direction.

I think this came from one person and it worked well for their other position, but did not consider that it may or may not work here. UW is a small University and a change may put the University at risk instead of improving it. Combining colleges is not a good idea because it will put stress on the faculty and staff. What brought on this change and why? Shouldn't the department head's been part of this decision or at least been given the opportunity to share their opinions. Decisions that are made don't always include everyone that needs to be involved.

The University and the State need to get their priorities in line with the residents/general population of Wyoming instead of special interest groups.

Undecided about need for plan

Combining all the sciences and engineering could get very tricky, especially when it comes to ABET accreditation for engineering programs. If main engineering classes are taught by scientists and not engineers, ABET may not apply and this could affect an engineering student's ability to sit for the FE and PE exam required to become a licensed engineer.

I am in support of consolidation and restructuring. However, the plan was clearly designed without any common sense or thoughts about the future. Human physiology and Neuroscience are very much part of Health Sciences. Nursing students take physiology. Pharmacy students take physiology. K&H students take physiology. Why on earth would Physiology move to the College of Ag? It makes literally zero sense. Similarly, neuroscience is a biomedical science. The Biomedical Sciences program is housed in Health Sciences. Why would someone create a department on Biomedical Sciences in a college that has nothing to do with medicine? We have a college that has

WWAMI, Pharmacy, and Nursing. This is where Neuro BELONGS! When recruiting students to physiology or neuroscience, they are not going to go to the College of Ag. Instead they will go to another university that understand what physiology actually is.

My name is [REDACTED], I graduated with a

I believe that cutting programs is not a good way to move the University in the right direction. It seems like this plan is more of reaction to short term financial issues, and is not focused on the future of the University. The best move for the future of the University is to continue producing graduates, and cutting degrees/departments does the opposite of that. My impression was "The World Needs More Cowboys" not less.

Get rid of redundant administration

The discontinuance of departments will create significant uncertainty for both students and faculty, making it less likely that students and faculty will come to UW.

The proper answer to the above question is ""Maybe"". Seidel is correct in viewing some of the data around the current situation in Wyoming and the challenges but, like many new age prophets now and before, hangs his hat on ""computing computing computing"" when the first requirement is character and ethical behavior with a firm grounding in Engineering and Sciences and the ability to apply said knowledge to the ECONOMIC solution of problems. There is still too much emphasis and culturebabble on ""Liberal Arts"" as the ""Core of the the University"" when, in fact, UWYO long time excellence is based in Engineering, Agriculture, and Geology. The idea of integrating entrepreneurship and computing and data management into all disciplines is a must. Outdoor Recreation and Hospitality is a worthy extension of the University's role and a lever to move the State's future. On the topic of Engineering, it is impossible to believe that with all the multiple millions spent on the alleged Tier One Engineering initiative that now we will throw Chemical Engineering overboard; shuffle Electrical Engineering off to Computing and somehow shrink our way to greatness. In all my nearly 40 years in industry I have NEVER seen an organization shrink to greatness. I believe that asking an A&S individual to lead the Engineering Review is like asking wolves to shepherd lambs.....wrong wrong wrong. As a donor, I am deeply concerned with the moves in the Engineering arena. These seem shortsighted and counterintuitive. I am pleased to see a retention of ""short term"" focus on oil and gas production and that natural gas is seen as the green energy that it is. Those advocating endless wind and solar are working against the very outdoor recreation and tourism values they claim to support as ""green"". And driving to the computing enhanced virtual entrepreneur summit in your unibatterymobile is not likely to work at -20F on the side of Elk Mountain.

Budget cuts could be helped by consolidating Administrative positions.

We should not eliminate the counseling program at UW. That could cause a chain reaction that over years causes counselors at the elementary school level to not be available. It also sends the message that counseling is not an important piece to the education of our young students. Having counselors in elementary schools is a huge part of our overall programming. And we are seeing an increase of students who come to school bringing the impacts of early traumatic experiences with them. Counselors are specifically trained to work with students in a capacity to address those needs. Teachers, while highly trained, do not have that specific kind of training. Please consider keeping the counseling prep program at UW. Thanks

There has been little clarity on the data that has led to many of these decisions. UW is a state institution and proud of offering a liberal education. That does not mean political, rather, a well rounded education to become a thinker. I don't believe this plan creates better thinkers. It feels like there is a huge lack of transparency - one example, the College of Education. How has a department of critical graduate-level programs been deemed to be discontinued instead of a comprehensive overview of the College itself? There are no extra staff positions that could maybe be cut? All faculty in that College are investing their time appropriately in student learning, not on their side projects being funded by UW! This process appears to be incredibly skewed to the sciences and some traditionally supported programs like teaching. I believe that colleges like education is where much change happens but only see dysfunctional practices allowed to practice. I hope before UW cuts some of it's best programs people will truly scrutinize the data and think about what it really shows us about what is valued.

Please don't eliminate the counseling program. At a time when more Americans than ever have experienced mental health challenges, and in a state with one of the highest suicide rates in the nation, it would be a major

loss to our state. Wyoming needs counselors, and if we have to attract them from other states, we will end up severely underserved.

Discontinuing the counseling masters program is a disgrace. In a state that has significantly high levels of mental health difficulties, including depression, it seems absurd that the only university in a state would end the programming that is VITAL to the quality of living.

I got my degree in IR. I have a great job working in the IR field making six figures and having an impact on the larger federal government. Don't get rid of the program because the university can't manage its finances. Maybe find more proficient accountants and financial advisors.

Living in a rural area can be difficult when there are a very limited number of qualified clinical counselors. As a previous graduate from the counseling masters program at UW, I am so disheartened to see the university moving away from programs that support immediate needs of the communities around us. Wyoming has high depression, anxiety and suicidal rates compared to the national average. We need qualified counselors more now than ever. The skills I learned at UW have changed my life and the program has allowed me to become a community college counselor in rock springs wyoming where qualified counselors are hard to come by. I serve my community everyday and love knowing that my education not only helped Laramie through the Wellspring clinic on campus and internship, but it also supports my current community and families in need of support. Our work is essential to the growth of wyoming and the success of our people. The University has a public health responsibility to support wyoming through this mental health crisis using resources and education that will benefit small communities and cities all across the state. Counseling changes life, and I am so proud to have finished school in wyoming and move on to continue building a beautiful legacy for the alumni of the University of Wyoming.

Eliminating the Counseling program shows a tone deaf response to the mental health needs of Wyoming residents. Wyoming has the highest suicide rate in the country and we are woefully understaffed by licensed professional counselors in this state. A majority of graduates from the UW program stay in Wyoming to help fill that need. The program also provides free counseling to students attending the University as well as members of the community, which, again, provides relief to those suffering from mental health struggles when it is needed most. Eliminating this program not only affects the future numbers of professional counselors in Wyoming, it also has an immediate impact on those who would have been able to access care right now. As a long time Wyoming resident and non-traditional student, this program provided me access to an education far superior to any online option and prepared me to immediately provide relief to the people of Wyoming. Not having the Counseling program at the University of Wyoming will have lasting negative consequences for the well being of the people of our state. Please reconsider eliminating the program.

Elimination of Counselor Education Department when Wyoming and US need more mental health counselors does not make sense. The need is wide and varied, now more than ever! I am a graduate of UW CNSL ED program and have working in the educational, private, and administrative sectors; nationally and internationally. I can share that I received feedback that our graduates are well qualified and highly sought after. This program is vital when the US is in the midst of a global pandemic, addiction rates are on the rise, schools advertising for school counselors and school mental health therapists are everpresent, community mental health practioners remain a consistent need, and while suicide rates continue to climb. I strongly oppose elimination of the College of Education, Counselor Education Programs. Thank you for the opportunity to lend my voice in support said programs.

Please do not eliminate the Counselor education program. It provides vital training to mental health practitioners that are desperately needed in our state.

It is disappointing that the research contribution of the chemical engineering department to the state of Wyoming through the Carbon Engineering Institute seems to have been completely missed and ignored. Getting the department head and the dean involved in the process of developing the statistics would have easily prevented this egregious mistake. Carbon Engineering is directly responsive to the state's needs and fulfills part of UW's land grant mission. There is an ongoing problem with this funding not going directly through the Research Office and also being appropriately overheaded. However, this is an issue for the SER, Carbon Engineering Institute, UW, the Research Office and the State of Wyoming to work out. The department should not be penalized for strongly contributing to this work as it falls in the research areas of expertise for multiple faculty in the department. The

department is already working broadly across campus on research collaborations. There are collaborations with chemistry, physics, life sciences, and other engineering programs. Chemical Engineering is a big part of the NASA EPSCOR funding and the interdisciplinary graduate program in materials science. In the department goes away, all of the collaborations will be lost and the faculty in these additional departments will lose their ability to attract funding to UW through these collaborations. The department, even though it is small in faculty, has a good number of undergraduates (far more undergraduates than the department that will assume its degree program when chemical engineering is discontinued), and a strong graduate program. The department is also above the CEAS average in number of female students. The department has had strong success, through its undergraduate research opportunities, in preparing its students for successful admission to graduate programs across the country and here at UW. However, we get contradictory messages from the administration about what the department should do. We are told that undergraduate research is valued and important to the university (e.g., via the teaching load form which acknowledges undergraduate research supervision and allows for teaching reductions if it is performed) and then told that teaching undergraduate research courses is "expensive." We are told that our faculty do not match up with the University's desired ratio of 3 instructional professionals with 7 tenure track faculty. We fully admit that this would be a desired ratio. However, we have not had an open search faculty hire in chemical engineering since 2010. We would like to hire another full time instructional professional. In fact our goal was to do so to replace a faculty member that is scheduled to retire this year.

UW has been amply funded by the state of Wyoming for so many years that the culture of the university has become far too comfortable, and has calcified against change. Growth and mission creep have become the expectation. In this environment any attempt at change, modernization, or gaining efficiencies will be met with resistance. Don't stop. Push ahead.

Most of the restructuring seems to be just "restructure to make it look like we are doing something." The only real money savings will result from firing people (faculty). How can people be fired and yet programs will continued to be offered?

I am concerned that there are relatively few town halls and other formal and informal ways that University administration officials are connecting with community and faculty stakeholders taking place right now. The university rumor mill is very active, and the official communication, though initially good, needs to be constant to respond to faculty and staff who are worried about the future of their positions. In a vacuum of constant, consistent communication from official sources, the rumor mill will fill in the blanks with their own (often incorrect) suppositions.

I believe it is a mistake to eliminate the Graduate Finance program. Residence of the Wyoming benefit greatly from the individuals who graduate from this program. A Masters in Finance degree is highly valued both within as well as outside the financial industry. Graduates with these degrees provide financial leadership throughout the state across almost every industry. Their combined love of Wyoming and Finance serves to enhance growth and development within Wyoming based companies. If future students have to turn to other institutions outside of Wyoming, there is a strong possibility we may lose their expertise to outside influences. Masters of Finance graduates average +\$77,000 as a starting salary nationwide. Wyoming's average is ~\$6,000-\$7,000 less than the national average which makes attracting external candidates difficult once they leave to take a program and graduate outside of Wyoming. While eliminating this program may appear to be straightforward, the 2nd and 3rd order effects of that decision may hold long-term implications on the overall value the University provides to the state and the region. We might be better served by suspending programs that, unlike Finance, serve narrowly focused, stagnant or contracting industries where growth, innovation, and application are declining.

One minor comment: the name "College of Physical Sciences and Engineering" makes more sense than CEPS. Currently, CEAS is really an engineering school, and applied sciences are viewed as an afterthought. We greatly suffered from this in the Tier 1 initiative, and the 2016 budget reductions. Combined, the Physical Sciences will have more Student Credit Hours and Research Expenditures than the Engineering disciplines, so it makes sense to move the Physical Sciences up front in the name

Without an alternative plan, restructuring will allow for certain degree programs to remain offered rather than terminated all together.

Consolidating departments makes financial sense, although it seems like most of the budget reductions will be through reduced numbers of department heads, department accountants, and office administrators. But doubling

department sizes will require additional work for the new department head, accountant, and office administrator and they will need increases in their salary and benefits package. Additional cuts should be made to programs with low grant dollars or state/federal funds (gender studies, race studies, visual and performing arts) with low enrollment. Additionally, the university is spending too much money on new residence halls and knocking down existing buildings that could be renovated for half the cost of building a new building. The only new construction the university urgently needs is parking accommodations closer to main campus. Part of the restructuring plans also focuses on cutting research scientists and I don't think anybody in upper administration understand how vital they are to the land grant mission. Research scientists and technicians provide vital instruction to graduate students, teaching them necessary laboratory skills needed and allows PIs to focus their time on the bureaucratic nonsense, meetings, coursework burden, grant/manuscript writing. One research scientist instructs and helps with projects for over half of the graduate students in a single department and they also write their own grants to bring additional funding to a laboratory and department for the fraction of a cost of another faculty member or post-doc researcher. We also have too many high paid associate deans whose positions should be consolidated. Our ratio of upper administration/associate deans to professors is too close to 1:1 and should be closer to 1:15. Those are the positions that should be cut.

I think it's interesting you want comments on restructuring, but no one had a say in the original plans before they were released. My bet is you will see UW lose a lot of clout and many good people because of restructuring and yet their opinion was not sought in making these 'board and governor' approved changes.

There seems to be a lot of sweeping changes, but a distinct lack of acknowledgement of other moving parts involved. Some can make sense, some of these changes seem arbitrary. How will they actually elevate UW? Confusing, messy, and not clear regarding how UW will be a future looking entity.

First, the restructuring plan doesn't account for new student attitudes. We need a College of Ag for sure. But a Pre-Med or Pre-PhD will not want to get a degree from the College of Ag. If there is going to be restructuring, then some departments/programs should move to Health Sciences. In the similar vein, changing degrees like BMS to LifeSciences will negatively affect job prospects for graduates. Second, if we really want to be an R1, we need to stop acting like an R-nothing. There needs to be large recruiting push for grad students. There needs to be rotation options. There needs to be programs not suspensions of programs. Fringe rates cannot be astronomical - it is impossible to run a lab without a manager with these teaching loads but the fringe on staff is almost 50%! That's ridiculous and chews up grants. There needs to be actual GA support and positions. Everything this university does says we want to find ways to squeeze all of the dollars out of our research faculty with no support - the restructuring plan doesn't address any of these issues and instead suggests suspension of two PhD programs. Go back to the government, negotiate higher indirects, and drop fringe rates.

There is a lack of mental health resources in Wyoming, along with historically high suicide rates. By eliminating the Masters of Counseling program, our state will become even more limited on mental health resources. Social Workers are expected to do so much more beyond clinical therapy, so they spend a large portion of their educational time developing skills for duties outside of clinical work; such as human rights and advocacy, research and statistics, diversity, and lots of group/systems work. While this is valuable at the macro and mezzo levels of work, a Licensed Professional Counselor is more prepared to help individuals in a one on one clinical setting. Licensed Professional Social Workers may not have taken classes on diagnosis and psychopathology, or on counseling theories and theoretical approaches. LPCs are more effective at counseling everyday people through their struggles and applying theoretical techniques for effective healing of mental health challenges. LCSWs are more effective at leading non-profit efforts, providing case management services, or doing advocacy work. Our state needs BOTH of these professions if we are going to ever bump out of the nations top 5 list for suicides per capita.

I am writing specifically to address the potential discontinuation of the counselor education program/degree. This masters program has continually had excellent enrollment. It is a huge draw to the college of education and it produces wonderful counselors who can then go and serve the community of laramie as well as the rest of the state. We are all aware of the stats concerning mental health in the state of Wyoming. Suicide is one of the leading causes of death and rural communities are sadly lacking important services to help mitigate this issue. By removing the counselor education program, the University of Wyoming would be doing a grave disservice not only to the University but the entire state as well. Counselors are needed in many different capacities and this

program has allowed many Wyoming residents to further their education while remaining in state for their careers.

Development of new programs are fine, the short-term benefits of cutting programs that are not on the surface 'money-makers' is not. Long-term, I don't see the benefit of cutting short what amounts to more ideas about education and what it means to the state, when students are only allowed to go after degrees that are just financially viable to the state and to the economy of the university. I also don't see any development of adding employment training/placement in the plans which would help students find the careers they are training for at this college.

Seem to be cutting programs that are vital to both a health university and state.

The plans to eliminate the counselor education program is short sighted and an irresponsible proposition. Wyoming is in desperate need of well-trained counselors and we need them. UW has an opportunity to help the state's mental health status. I was part of the first program that returned to UW and I am a proud alumni. As a practicing clinician I can attest to the great need we have in the state especially in the realm of counselors of color. Not only do we need more clinicians, we need more clinicians who represent people of color, special needs, and LGBTQ+.

How many higher-ups are taking pay cuts in addition to the proposed plans?

I don't understand how consolidating departments into "divisions" within the newly formed CALS saves much money outside of Department Chairs stipends, which is a drop in the bucket compared to the needed reduction. Just moving a department to CALS wouldn't be bad if that department stayed intact, but the plan being discussed by the 2-13 is now literally tearing departments apart and merging them with others. Many of us faculty specifically chose to come to UW because of the makeup of our current department. Now, if this plan goes forward, many of us will find ourselves in a department/division that is completely different from what we thought we were coming into. This will undoubtedly cause several promising faculty to search for jobs elsewhere - which may be what you want, as another way to save money, but losing the faculty that choose to leave on their own accord will be horribly detrimental to UW in the long run because the faculty that are able to find new jobs will likely be those who stand the best shot of obtaining competitive funding.

Many of the proposed changes will result in students having to go out of state for programs. They will most likely not return to Wyoming. My son planned to attend the architectural engineering program since there is already no architecture program. I have heard it will be eliminated. My husband is in the higher education PhD program and I have heard this will also be eliminated. If clad is eliminated how will educate counselors and principals in the state?

If you cut counseling program you are placing money over the needs of the state of Wyoming. There is a shortage of counselors in Wyoming and across the United States. Wyoming is large and many will go to online schools but these platforms don't know the needs of the state and can not tailor the program to the those needs.

Counselors are needed in Wyoming

Removing this program will only continue to leave Wyoming lacking Mental Health Counselors. The program needs restructuring to keep interested students here and being in students from various states.

The plans to eliminate the mental health counselor education program will have many negative impacts, not only on UW but also throughout Wyoming. Licensed counselors are needed throughout Wyoming to help with Wyoming's high needs around suicide prevention and substance abuse, as well as in schools, amongst many other mental health needs. Reducing mental health issues, such as having one of the highest suicide rates in the nation, is an area of priority in our state. Eliminating the only program in Wyoming where students can become licensed, qualified counselors will cause even greater numbers of counselor positions to be left unfilled. Wyoming already has a shortage of counselors for the great need that exists in our state. The counseling graduate program also contributes more credits and tuition to UW than other graduate programs, so this helps the university. The ripple effects of eliminating this program will be much farther reaching than is currently being considered.

If reports of eliminating counseling program are correct, this is a very bad choice.

The psych program needs to stay

Please reconsider eliminating your School Counseling program! Our K-12 schools need access to high quality counselors, especially in the current climate. UW provides an excellent regional opportunity for certification and schools can trust graduates are well trained.

The restructuring proposals make sense to most people as they better align programs with similar features together instead of cross-colleges. The issues are in the units forced to downsize/consolidate/reform. There are still too many unknowns and the administration is not providing all the details on why these department/programs were chosen (show us the decision metrics please, most of us had no input on them and they may be wrong!) and what are the expected outcomes (how does this help achieve the budget reduction goals?). More transparency is needed to allay the anxieties of faculty and staff, but also to help those on the cusp of making major decisions about their futures, make well-informed decisions about retirement or leaving UW (as opposed to just saying 'screw it, I'm done here').

No cutting back counseling and computer sciences. Those are professional degrees with skillsets that serve people in a good way across the USA. Cut the degrees that don't actually equip students with a skillset.

Removing the counseling education department would be a major loss to the mental health of Wyoming residents and Wyoming students. Mental Health in Wyoming needs to be a major priority.

Unfortunately there are two questions involved in the way the question was formulated. I cannot, in good faith, select yes or no. I understand that addressing the budget reduction needs to be done and will imply some pains. However, without knowing where we are heading, we cannot make decisions on which kind of team we need. To make drastic decisions for the short-term solution, the correct data need to be used. Moreover, even if the input is correct, could we be losing staff and faculty members that could significantly contribute to a well designed target in the long term? To exemplify the problem, if larger research grants is an aim, credibility of execution will affect decisions at federal agencies. Our departments are already small and large grants beyond EPSCoR programs are a tall order for us. We simply lack critical mass for some grants. An understanding of disciplines that people on the ground can provide is a must. For instance, Chemistry is quite important, but Chemical Engineering is not Applied Chemistry. The ability to take low-cost feeds to yield high-value products is something that cannot be done just in the realm of Chemistry. It requires notions of design, scale-up and economic valuation. It does not matter whether this is separation and purification of mineral resources or advanced materials. Chemists are not trained to do that and we should not pretend that it makes sense to do so, but they can be great partners in the process and many are at present. TRL levels are better managed by when a functional spectrum of disciplines is available. The second problem is attracting students to join a program that by current design will be inevitably weaken during the first few year. Engineering programs in our type of university need to be accredited. If we fail at this, we will cause irreversible damage to not just a specific program. Let's remember that co-dependencies exist across different disciplines. Finally, let's not forget history. A snapshot of a couple of years does not tell the evolution. Nothing will happen overnight. Chemical Engineering is a young department that has become a modern example of engineering practice, namely it is perhaps the most interdisciplinary department in CEAS and possibly on campus. Culture takes time to develop and some of the affected departments have done plenty to adjust and adapt to significant changes on this campus for the past 10 years or so.

I think we pay the coaches to much and we don't take care of the people who really make the college go round. The professors don't teach facts they push there believes on students.

Where is the plan, was that introduction to this survey the plan? Not very specific

YES, I love most of the changes! this should have been done much sooner, thank you. though it will be hard it is needed. there are still other items at UW that should be looked at under a magnifier (food service/catering, grant funded faculty who are paid through grants and UW- think this of OFTEN overlooked!, TAs vs professor teaching etc)

I work for a non-profit in Natrona County who provides counseling services along with many other family and youth services for our community. Our organization has already experienced several funding cuts and like everyone else, we are asked to do more, with less. Less money, less staffing and longer wait list for people in urgent need of counseling services. The other providers in our area are also experiencing long wait lists to get people in for services. The uptick in the need for counseling, social workers, in-patient and out-patient services are stretched beyond existiting limits already. The number of suicides are up. The feelings of hopelessness are

devastating. We need more educated and available people and services more than ever. The pandemic has only increased the pressures that many are experiencing throughout our communities. This is a time to improve/increase services in this area of need. Please stop funding cuts! You might save money on one hand, but the money spent to cover costs of suicide and homelessness and medical bills and hospital stays and mental health facilities, that are already at capacity, far out-way the cost to continue educating future providers. It absolutely makes no sense what so ever. It is literally peoples lives that are at stake. Ask yourself, if it were me or my family or a loved one or friend who was in desperate need of help but couldn't receive it for two months and decided to end their life, could you live with yourself and the aftermath that comes with that decision? I know I couldn't. Fight! Fight for the people who are struggling and wanting to get help and services but are running into a brick wall. Remove that wall!!! Fight for what is right! Thank you!

Moving the sciences out of A&S, and reducing A&S, is a terrible idea, presumably done in an effort to build a Tier 1 engineering program, and to make these liberal arts into applied sciences. The strength of this university has always been its core, and that core is the liberal arts. The idea that UW is ever going to be Tier 1 in engineering is preposterous. It would take more money than the state has, or the legislature would be willing to invest in UW. We should be strengthening the liberal arts, not diluting them to beef up STEM. And every university that calls itself a university offers French and German majors.

Align units with closely related programs. For example, physiology and pharmacy could be brought together. Similarly, animal science and zoology could be brought together, and plant science and botany could be brought together.

Without a significant rise in tuition (50%+) this is yet another exercise in nibbling around the edges. There is no doubt that the university needs some serious restructuring and "right sizing" in both academic and operational areas. However, one of, if not the largest hindrances to recruiting and retaining personnel of all types is the pitiful compensation (the full package) offered by the university to it's employees of all types. Funds from the state are dwindling and there is no reason to expect this trend to turn around. The university MUST find other sources of revenue and maybe even unshackle itself from the whims of the legislature. Perhaps the quest for more grant, donor and other money will yield some additional funds in some places, but a significant increase in the general revenue flow must be found. It is well beyond time to expect students to pay for a significantly larger portion of the cost of their education. The minerals boom was nice while it lasted, but the free money (taxes) provided by the minerals extraction industries is not likely to return in any significant manner. Would increasing tuition likely lower enrollment, yes. Would increasing tuition likely lower employment, yes. Could increasing tuition possibly put me out of a job, yes. But the university in general has been on a downward spiral for a long time now (at least 10 years, possibly more). The university must find the right student population size, the right programs, the right people and right ancillaries (do we really need a bowl division football program) to match what the revenue streams are. If there is a desire for this to be the "flagship" four year university for Wyoming (currently, at best, this is the only four year university in Wyoming) much less a "tier one" anything, you must compensate people properly. I call it the way I see it. All I see is yet another exercise in nibbling around the edges.

While any shift or restructuring brings uncertainty and some growing pains - this kind of realignment is something I have seen successfully done at several public universities in the northeast where I am from. I think this will - if done correctly - enable UW to streamline and target its activities to tightly align with mission driven goals and be better able to address enrollment and budget needs in the current market.

The proposed elimination of the Counselor Education program is a poor decision. In a state where we boast the highest suicide rate in the nation for decades, removing this program eliminates the availability to provide services to a critical population. By providing the Counselor Education program in state not only allows our money to remain in state but our aspiring professionals as well. We live here; we understand the struggles of our population; we know our strengths. Use this to our advantage in the area of mental health. Not all Social Workers want to be a talk therapist. But everyone who aspires to be a counselor is in the trenches with individuals during the darkest of their days and the moments of success. Consider maintaining the Counselor Education program at the UW and UW-CC campus.

The proposed restructuring will not strengthen liberal arts at UW. Liberal Arts include the natural sciences: hence, the College of Arts & Sciences' slogan "Prepare for Complete Living". Breaking off the natural sciences from the rest will create a second-class citizenship for faculty who do research in social science, the arts, and humanities.

The move to eliminate religion and philosophy, which almost came to fruition, is evidence that the creation of a College of Social Sciences, Humanities, and the Arts is a way to marginalize these disciplines. As someone who has been at UW for more than a decade, the mergers, restructuring, and constant change has hurt UW's ability to keep new faculty. Every time a faculty member leaves, the remaining faculty have to take up their work and devote time to the hiring process -- just to have those people leave two years later, and to take their grants with them. Breaking up A&S will require more deans than we have now. If mergers save money, then creating more colleges/schools just cost more. Think about it: the new School of Computing will cost \$9.4 million dollars and employ 27 people - the same cost as firing 70 faculty in other disciplines. Think how much teaching those faculty do. Creating special Schools of Computer and Colleges of Science and Technology mean a class-system where natural scientists get 1-1 teaching loads and tens of thousands in start up, whereas the poor philosopher will get a 3-3 teaching load and no travel money for conferences, because they are less worth.

This plan is utter nonsense. It restructures UW into a wannabe Colorado School of Mines. All of the advantages that drew me to UW have been eliminated and if I had to make the decision again, I would not choose UW as my school. It is clear that the trustees are continuing to isolate the arts and any program outside of Petroleum and Engineering. What will this state do without a fully functioning four-year university? Even the restructuring within the science and engineering departments makes little sense. The university will not be able to support the K-12 state initiatives such as the new computer science standards. This "plan" guts programs such as Electrical Engineering that have provided workshops and support to K-12 educators across Wyoming. I don't know how the president and trustees can argue (with a straight face) that this proposal moves Wyoming into the future when it essentially relies on oil and gas just as it always has. These grand speeches about tourism and recreation mean nothing without support and there is not solid move or plan towards these endeavors within the state. Additionally, in this time of pandemic the university is choosing to cut a program that focuses on effective teaching through technology (the Design section of CLAD in education). The entire goal of instructional technology is how to use educational tools to best provide instruction, skills that are desperately needed in times of virtual learning. Rather than cutting departments under the guise of saving money, the trustees and president would do better to cut bloated salaries and waste (may I suggest beginning with the ridiculous practice of sprinkler watering during the heat of the day) and filter that money into supporting faculty and programs. No one wants to attend a university of beautiful new buildings devoid of instructors.

I don't think this is a yes or no question at this point. Whether it moves UW in the right direction largely depends on the details of the restructuring. It is unavoidable that we need to meet our budget reduction requirements.

The university needs to look at how to protect jobs, not eliminating them to save money. Look deeper into spending and start working on donors to donate toward things that are good for the people at the university and not just more giant buildings that sit empty, but still are powered up and have to be cleaned and secured.

Concerns we might limit grant opportunity by eliminating qualifying programs

The restructuring plan limits the programs that can assist with mental health which becomes concerning with the increased suicide and mental illness that is seen throughout the state. As a provider, we are already struggling with high case loads and very few providers statewide who can be a referral. By limiting the amount of potential mental health professions who can complete a program, we will only see a continued worsening of issues in our communities.

There are two problems with this plan, one procedural, the other substantive. (ia) Procedurally, this is bypassing the normal democratic procedures in place, such as approval by the faculty and staff senates. In its top-down approach to something so major, it is an affront to the university community. No matter what happens, the upper administration has revealed its contempt of faculty and staff voices, and this has irrevocably poisoned the relationship between the president/provost and the faculty. (ib) Furthermore, this plan is masquerading as a budget reduction plan to enable it to bypass the normal approval process, when, as a story in the Laramie Boomerang for August 5th makes clear, it requires huge additional costs, adding up to over 96.2 million dollars! I hope that the Legislature and governor laugh in the face of these requests and use the federal relief funds for legitimate purposes. (ic) Finally, in selecting Provost Carman, [REDACTED] not at all with popular support, the President also indicated his contempt for democratic deliberation and his desire to ram through his proposal no matter what. (ii) There are multiple problems with the substance of the plan: i. It will not save money (as already indicated above); ii. It has destroyed

faculty morale, especially in the research sciences of the college of A&S; iii. In destroying faculty morale, many of the top scientists in the college of A&S will leave, taking with them huge amounts of current and future external funding and decreasing the quality of the university; iv. it is a plan that drives the university to the bottom, rather than the top, that is, it is not a plan that we see reflected in its aspirant comparator universities, but rather, it much lower ranked universities; v. it is not a plan that recognizes the need for increased interdisciplinary between the humanities and most of the sciences, especially when it comes to addressing climate change, since it further segregates these disciplines.

I have noticed that some departments are going to be closed and some other will undergo a budget cut. At the same time, it was brought to my attention that this effort has been made without a concrete plan. For example, some programs are supposed to be canceled while it has been stated that the program will continue. I am not sure who this is possible. How these departments can sustain and expect the faculty to hire students and do research when the program is canceled. Furthermore, some faculty in other untouched departments (or with less budget cut) receive crazy salaries, which are mostly based on their connections and the previous inefficient administration. These salaries should be reconsidered and it can also help the budget cut. I also can see that one of the primary goals of this whole renovation is keeping students in WY and help the state economy. If this is really and truly the goal, how come some faculty members are sending their students and postdoc to work in offices in Fort Colines while they are paid using the money that is brought to UW, either from the state, industrial, or federal resources. I think this is in direct contradiction with the goals and it should not be allowed. These students/postdocs use the UW and WY's money and spend it in a different state (Colorado).

Although the cuts are painful, I think they are logical and may be for the best as a long-term option. I do think we need better education and transparency about what specifically would happen with the faculty and staff working under affected departments. Would some lose their jobs and have to reapply, even if a similar position will be available? To me that seems a mistake and as many lateral moves should be made as possible to promote retention. There is A LOT of rumor, gossip, misinformation, etc. floating around. Just yesterday I heard someone say something about 100+ faculty losing their jobs, and this I understand to be untrue and just exacerbates the problem. I just found the FAQ page which was very helpful, and I think it should be shared far and wide so more people can find reliable information. I am also wondering, given the risk of losing faculty and for departments that rely heavily on temp lecturers: has there been any research into potential revenue lost because there may be fewer faculty in place to obtain research funding?

Not a fan overall, I'm in the geology department, so to put it nicely, my job is currently in jeopardy, so the lack of job security is not a fun feeling. I understand, but still it's not fun to not know if you're going to be working this time next year.

Although loss of staff and faculty positions are more than unfortunate, the proposed reorganization of departments is overdue and well considered. The new alignment modernizes the university and will reduce confusion to prospective students as they pursue degrees.

Restructuring is a vanity project by a new administration with no familiarity with the university. Had we not been burned repeatedly in recent years by similar vanity projects and restructuring efforts by a dizzying number of recent regimes (most of whom are gone by the time the inevitable failure/futility of the change has occurred), it would be worth a shot. This will save no money and will simply be used by the president and his cronies to move on to greener pastures. The university will continue to deteriorate until and unless something is done about revenues at the state level. Until that occurs, "pillars" and "restructuring" are merely window dressing for cutting and gutting. We will not "emerge stronger" or better positioned. There is no confidence among faculty, staff, or students that money will be saved or that restructuring will improve anything of substance. We've had 5 presidents in the past decade. They all promise the moon, enact their vision, and are either fired or move on - and, apart from a spate of firings here and there - nothing changes.

Where are the financials? Removing department heads to then refill them at the new college does not reduce salary. It creates discontent and more workload for staff. Provost Carmen saying staff just need to have a good attitude of an increased workload, when already overworked, is not a solution. Also adding Schools to current colleges also doesn't reduce cost because now you have a new Dean of the school who probably makes double the pay of a department head. This plan is too hasty and not well thought out down to the details. The details is

what keeps this place afloat. Decisions keep being made at a high level without thought of the details. Losing your best staff and faculty is not how to move the University in the right direction. Retention is a better trajectory.

The counseling program and counselor education at Wyoming provides the northern Colorado community, particularly the rural areas with much needed mental health access. In addition, the masters program is 60 credits- which in itself generates more revenue than other masters graduate programs that are 30 credits because it takes that many more credits to complete. With the various pandemics going on in the U.S that are effecting people's mental health- it is not that time to decrease counselors.

I'm not sure how to answer if the restructuring is really in the right direction or not. I do know this is the 2nd restructuring in less than 10 years. We are still attempting to figure out how to work in the 1st one. How will this be financially positive and a saving costs when new signs have to be made to little things of new letterhead. Marketing changes its logo every other year, a cost already felt, and now another complete overhaul. I believe it makes us appear unstable.

These changes were necessary but are drastic. The optics aren't good. Adding programs while cutting deeply into others did not read well to the public, even though it is completely justifiable. It has not felt transparent and so much trust has been fractured in the past that faculty and stakeholders are reluctant to believe that there aren't hidden agendas behind each decision. Committees formed for feedback and input at the college level were not selected in a public manner and are not balanced in representation of faculty, staff, degree areas, etc. Each college should have had input on their representative committee so that they could be balanced and accurately represent the individual context of that college and the changes taking place due to restructuring. This feels like something that is happening to us, not with us.

How many committees were formed and how many staff members were included on these committees? Good to see that nobody gives a damn about staff still.

The reduction in the number of academic units is the smart way to restructure the university, however, you should consider this is the only university in the State of Wyoming, and not thinking on reduction, but on consolidation. You should be pushing for an increase in budget from the state. I feel you have really bad negotiators representing the university. You could find resources even at the federal level. What you have to do is to find more money from the state budget, strengthen the requirements for the Faculty so they stop being lazy, and start publishing, which will boost enrollment, name, and of course, budget. These days, move your rear and just walk the university. You will notice several professors are not in their offices, and if you review their work, you will discover they are doing nothing. Give them a time frame to start working and improving the university's name.

I'm not sure how this is really going to save the University money- this just seems like another effort made by people who have no clue what direction the university should go. How does it make sense to consolidate Computer Science yet you are going to create a school of computing?

I think springing the plan on everyone was the first mistake. This should have been several months worth of discussion. That is the biggest issue here everything was kept basically secret until the bomb was dropped. I don't think this is fair to any programs and each up for elimination should be reviewed individually and carefully. They should get to provide evidence, feedback, comments, and letters of support before the committee and receive a fair evaluation. This whole situation was handled horribly.

Lessens the quality of education the students will receive. Try cutting back by not building new structures and paying the president such a high salary

As an administrator in our public schools we have a high need for counselors. Our students are coming into school and dealing with many different concerns that cannot be meet by just a classroom teacher or administrator. Our students need these professionals in schools and within our communities to help them work through trauma and other external factors that impact social emotional well being and academic progress.

Welcome to Wyoming! Thanks for bringing your brilliant ideas to our state's only 4-year public land grant university without actually consulting anyone who actually works here first. An interesting experiment in top-down leadership by people from the outside who have very little appreciation for the unique setting of our institution. Good luck putting the square peg of R1 status into the round hole of UW.

I think the investment in STEM based programs fits the needs of the market, but it should not be at the expense of programs in Liberal Arts. Wyoming cannot afford to limit options for a largely rural population to access

international relations, international studies, or political science courses and degrees. As the only four year institution in the state these programs provide important opportunities for UW students to learn about the world. Ask yourself where else and how can this be done in the state if UW no longer does it? It is my hope that you want well rounded graduates and alumni and these programs help fulfill that goal. Please reconsider your position of discontinuance of these programs.

This plan will have detrimental effects on the existing structure of UW, as well as long lasting negative results for student's, faculty, and alumni's future. The existing structure will see great negative consequences involving UW's free-falling prestige for faculty and students. The future of hiring higher tier employees and recruiting extraordinary students will be tremendously compromised. If this plan comes to fruition any lure UW once had will be stripped away from its alum severely compromising job opportunities. This plan fails to recognize education for the sake of itself, rather this plan clearly has its eyes set on a money making entrepreneurship. If UW wishes to remain an institution students and faculty wish to attend they need to avoid sweeping changes such as these.

My biggest concern is the section of the plan eliminating the school counseling program. I understand that cuts need to be made and that no one is happy when something important to them is cut. However, the need for school age mental health services is accelerating at a fast pace. As a member of the Wyoming Association of Elementary and Middle School Principals (WAEMSP) board, we met with our Washington DC congressional delegation in March and requested they increase funding for school mental health programs. I had collected data at the time regarding numbers of students our counselors saw for major mental health needs, i.e. suicidal ideation, self harm, depression, etc. I no longer have access to that data but would be happy to gather more data if there is an interest.

Financially maybe it helps UW, for our school districts, it's a disaster. It's already difficult to find counselors in our district, especially those that are familiar with Wyoming. We rarely get out of state applications as it is, and without this program, it will be even harder.

The proposed cuts appear tied simply to reducing UW's budget and not focused on the best interests of the school itself or the community. I received my Masters in Counseling from UW and my whole livelihood has been based on that degree with me providing much needed mental health services to people within our community. Additionally my daughter, not to mention numerous other people, will be losing their jobs based on this plan. It's too drastic and again, is not in the best interests of UW or the community.

I do NOT agree to the discounting of Department of Chemical Engineering. We are an alumni couple both graduated from UW in Chemical engineering. My wife and I were transfer students originally from [REDACTED]. We received our Bachelor degree of Chemical Engineering in UW [REDACTED], and PhD of Chemical Engineering in UW [REDACTED]. Afterwards, we were lucky enough to be postdocs working in our department for [REDACTED] more years. We spent 10 years in UW. This program lead us, educated us, prepared us, and advanced us to become qualified and professional chemical engineers. And that is all and the only reason that, right now, we can stand here confidently to work in the chemical engineering area in the US. I am currently working in the [REDACTED] [REDACTED] as a postdoc and my wife is also doing interviews with the national labs. All because of the chemical engineering education here in the UW. I enjoyed this program, and I am always grateful for this program. The discontinuity of department of chemical engineering will definitely affect our future donations. We will only donate to the department of chemical engineering, and we would like to help this department to provide more experts for the state, for this country, and for the entire engineering area. Chemical engineering is engineering, it is not chemistry.

I am an alumni from the counselor education department. I am also a Wyoming native who went to both undergrad and grad school at UW. I think getting rid of the counselor ed program is a step in the wrong direction.. Mental health is a huge issue especially right now in this state. Expanding this program rather than eliminating it would be a step towards health and well bring of Wyoming residents.

I don't agree with parts of the restructuring plan because I don't believe it is best for the state of Wyoming eliminating the Counseling program. This plan is tone deaf to the needs of Wyoming. Admittedly I am biased as an alumni of the College of Education. I work in education and mental health is one the most under served areas in education. Eliminating this program will be a detriment to school districts and community health agencies and perpetuate staffing problems. Engineering is important but every person I know that has gone through the

engineering program has left the state for work. A vast majority of the Counseling program graduates stay and work within the state. I would respectfully challenge the President to visit school districts across the state and listen to their challenges. The President will hear decreasing budgets as a concern and having to make tough decisions with cuts. Then a little farther down the list is lack mental health services to schools and communities. Eliminating the Counselor Education program hurts the state of Wyoming.

I am here to specifically talk about the discontinuance of the Chemical Engineering Department. I believe this is a mistake because the Chemical Engineering Department produces valuable, employable graduates who are eager and prepared to work in the real world. My brother and I both attended the University of Wyoming's College of Engineering and Applied Sciences and are both born and raised in Wyoming. He graduated with a Mechanical Engineering degree and me with a Chemical Engineering degree. Both of us had phenomenal experiences in the College of Engineering. My professors, [REDACTED], where all outstanding professors who prepared me for any job I were to take in real life. The University of Wyoming used to have a nationally recognized engineering college and after this reorganization I am not sure what will happen to that reputation. I don't understand why the University of Wyoming would invest so much time and money into a STEM building and then look to discontinuing STEM departments/degrees?

To eliminate the Counselor Education program would be detrimental to the state in continuing its high-quality, exemplary preparation of counselors to meet the ever-increasing need of mental health services in our state. As a 1993 graduate of the Counselor Ed program who has been working in the field since, I have seen the mental health needs continue to grow. The School Counselor program and the quality continuing Ed opportunities provided by UW's Counselor Ed program have prepared me and helped me improve my skills to be the best counselor that I can be. Frankly, it makes no sense to eliminate the Counselor Ed program and implement a program to address tourism or entrepreneurship??? Let's not ignore the known mental health needs of many for the potential perceived gains of some!

This would take away healthcare in the state that is desperately needed, especially for youth. Wyoming leads the nation in Suicides and taking away a vital source of help does not add up to what its people Need. This program is the only one in the state where you can get your MA in counseling, administration and even special education. Wyoming representatives talk about how to keep people in the state after they graduate, but taking away programs is not the answer as students will be forced to move to get the education they desire. There has also been no data presented in why certain programs are being cut.

I am an alumni from the College of Engineering and Applied Sciences in the Chemical Engineering Department. I, among fellow graduates from the Chemical Engineering Department, believe the discontinuance of the Chemical Engineering Department will not help the University of Wyoming remain as a competitor as an Engineering school across the country. Many students from all over the country attended the College of Engineering and Applied Sciences because it was recognized nationally as a great engineering school and its affordable. All of the fellow alumni I know from the Chemical Engineering Department have either obtained jobs across the nation or went onto further schooling, and then obtained jobs. Why would the University of Wyoming be okay with cutting a popular engineering department and worsening their reputation across the country? Personally, when I was looking for jobs after college with my Bachelor of Science degree, the world was my oyster. A Chemical Engineer has such a diverse set of skills that one can work in any industry you might dream of. For example: energy, medical, electronics, construction, cosmetics, manufacturing (of anything...food, clothing, oil), agricultural, etc. Why would the University of Wyoming be cutting one of the most diverse engineering departments? Can the University of Wyoming cut costs from other programs? Such as athletics? It's not like the University of Wyoming is known for its "athletics" whereas it used to be known for its College of Engineering. Cannot say it will be known nationally for its College of Engineering anymore.

Combining science departments into an engineering school is a poor fit. Simply renaming the school to include science does not change the cultural differences.

Merging science with engineering is a mistake. It might jeopardize recruitment, retention and federal grants.

Removing a critical certification like counseling or social work from the educational institution is a step in the opposite direction for Wyoming in general. Wyoming is a state that is high in trauma and emotional need support. We are already low staffed in this area and very high needs. It is hard to find certified professionals that

can support the population that needs these services the most. I work in a very high poverty at-risk school and to not have access to support for students in need is a tragedy. Last year we had significant needs for counseling and they went unmet. 2 scenarios I would like to share with you that greatly impacted learning and impacted student growth that I see yearly: Family A: Boyfriend shot the family dog in the living room in front of the children. Family B: Several children from the same family were being sexually abused and a family member killed the perpetrator and left him in a bedroom in the home where the children saw the body. These students from both family A and B came to school the following day after these tragedies and we put them on the list for support and the support was spotty at best due to high rate of counselor turnover. We had a case load of 14 students that were to be picked up for services in counseling and were never seen due to high turnover and high demand and need for emotional support. The building counselors have huge case loads every year and try to meet the needs of the population we service. There is a bar or liquor store on every corner in my community. The alcoholism and addiction issues are high and these are all trauma related illnesses that need support. Cutting a critical program like the Counselor Education Program is a leap in the wrong direction for the the support and wellbeing of our Wyoming people.

I took a pay cut when I came to UW with the thinking that I would make up for it by pursuing a Ed in Higher Ed Administration. [REDACTED] it is proposed to be cut. There are zero other options I see for staff looking to pursue a PHD. It makes the tuition waiver less valuable. If you are getting rid of career ladders for university staff you might look at partnering with other institutions for high achieving staff to further their education elsewhere.

This plan is ridiculous aside from adding the hospitality and tourism degree. Why would you cut programs that lead to actual careers that pay a livable wage: counselor education, computer science and engineering. If budget cuts are necessary perhaps considering cutting programs where graduates cannot find a job in the field such as bachelor's degrees in psychology, history, philosophy, english, Spanish, criminal justice, etc. This is the most backwards resolution I have seen at a collegiate level.

test, delete this comment

I do not think discontinuing the Chemical Engineering Department is beneficial to the University. I am an a ChemE alumni grad year 2018 and the department is reason why I have a successful career. The faculty and staff taught valuable classes with real world application and better prepared me for an engineering career.

I understand the movement toward technological education. The decision to find internal funding by cutting a foundational program such as the counseling program is a poor choice. In our current economic and existential climate people being trained and educated on the best methods of aiding people becomes paramount. Economic prosperity is a key source in creating an availability of Mental Health, but removing the opportunity for future mental professionals will create a void in Wyoming's ability to provide services for the individuals that create the financial security that the state of Wyoming relies on. All parties involved expect better decision making from the universities leadership, and expect a better vision for the future as a result of your choices

I do not agree with taking away the counselor education program. Counselors are needed all around the state of Wyoming for mental health and school counseling! Speaking as an alumni of the counselor education program, I found it to be an amazing education that adequately prepared me to step right into the the workforce confidently. The faculty is top notch, and it would be unfortunate to see this program omitted from UW's education offerings.

It's a terrible, terrible plan. When will the end of the cuts happen? Eventually we'll have no university at this right. Smh

We are proposing to cut too many liberal art programs including foreign languages and human services such as counseling. Once again we are pushing our Wyoming natives out of state and looking back instead of forward. Yet, we are funneling millions to carbon sequestration as coal plummets. UW is our only university so when we cut programs there is no other choice than to leave the state to pursue personal these educational programs.

Discontinuing the school of counseling, leadership, and design will leave an already very underserved state with many rural areas and high risk populations with even less access to quality mental health care and will reduce the number of new counselors prepared to serve in the state. In this time of increased mental health needs due to the pandemic and I gonna social unrest, this move to discontinue the counseling programs is excessively harmful to the people the university is supposed to serve.

My name is [REDACTED]. I received my BS in Chemical Engineering in 2018 and my Masters in Chemical Engineering in [REDACTED]. I am a Wyoming native, born and raised in [REDACTED], Wyoming. Post my graduation at the University of Wyoming, I was employed by [REDACTED] as a Process Engineer and moved to [REDACTED]. I know without a doubt my Chemical Engineering degree at UWYO set my life up for success. Not only did the affordable tuition keep me debt free, my bachelors and masters allowed me to secure an engineering job in the semi-conductor industry immediately after college. My experience as a chemical engineering student at UWYO was phenomenal. The professors have real life experience as engineers and they are engaged in my personal and academic success. They challenged me daily to critical think, collaborate, problem solve, and perform under pressure while keeping a level head. [REDACTED]

[REDACTED]. The department of Chemical Engineering made sure I had the correct tools to become EIT certified - which is often a minimal requirement for engineering jobs. I am currently preparing for my PE certification which has only been made possible by the Chemical Engineering Department at UWYO. The department of Chemical Engineering is currently ABET accredited! Which is the only thing that matters when attempting to get a job as an engineer, becoming EIT certified, and becoming a PE. If the Chemical Engineering department is discontinued, but its degrees are maintained under a reorganized unit that includes the current Department of Chemistry, then this degree is NO LONGER ABET accredited! Do not do this to the future of Wyoming! This is taking a step backwards! If ABET is lost, chemical engineers from UWYO may not be able to sit for the FE and PE exam. Please do not discontinue the Department of Chemical Engineering. Support ALL opportunities in STEM! Support chemical engineering! Support the future of chemical engineers of Wyoming! Allow young men and women to succeed and develop in their home state! Allow them to become EITs and PEs! GO POKES

There should not be an elimination of the counselor program at UW. I feel such an action would be an egregious error.

UW also needs to take into consideration the needs of Wyoming citizens and how programs at UW will prepare future employees to meet the needs of those in our communities, specifically the mental health needs. Thus, UW needs to consider the fact that they are the only higher education institution in Wyoming providing a master's and doctoral program for mental health counselors and school counselors.

The only thing cut is academic programs. If the priority of the University ("an institution of learning" per the Wyoming State Statutes), is to be an academic institution, tighten the belt on non-academic spending before cutting programs and faculty. I understand the need to shuffle programs and consolidate departments. Find efficiencies where possible. But don't pretend like cutting degrees and faculty is the "only option" and "only place". There are some very fat budgets and fat salaries outside of academics that should be on the chopping block first. The attempt to coddle and protect the extra-curricular sport over-spending is a disgrace and people with the blind eye should be ashamed of themselves.

Please reconsider eliminating the counselor education program. It's a great program and the only one in the state. This program prepares future counselors and helps them navigate being a counselor in a rural state. In this time of an increased need for mental health professionals, it doesn't make sense and would be a huge detriment to UW and the state to eliminate this program.

Reasons why we need the UW Counselor Education Program: Counseling students generate nearly double the credit hour production per student as compared to students in other graduate programs in the College of Education (60+ hours per student vs. 30+ hours per student for other programs) We help meet vital mental health needs by preparing and equipping counselors to work throughout the state of Wyoming. Wyoming has some of the highest suicide & addictions rates in the country. Nearly every county in Wyoming is designated by the federal Health Resources and Services Administration (HRSA) as a "health professional shortage area", with most of the state being designated as a "high need area" for mental health professionals. a. HRSA suggests "Increasing the number of healthcare graduates prepared for rural practice produced by state schools, by supporting the development and growth of healthcare education programs with rurally oriented curricula. HRSA reports that only 31.46% of the mental health needs in Wyoming are currently being met. In the past 5 years the state has lost more than 145 school counselors across 364 school buildings in 48 districts leaving our state with a 343-to-1 student to school counselor ratio at last report (an increase of 52%; recommended ratio is 250-to-1). It

is common for counseling professionals to work in both school and community settings concurrently. Many school counselors also have mental health licensing (LPC's). It is important to cross train counselors in rural areas like Wyoming because often in rural areas school counselors may be the only mental health professional in the community. In 2016 the Wyoming Legislature budgeted \$387,312 for the biennium to fund the restarting of the counselor educator program, which included specific line-items for the faculty lines at UW-C in the state budget. We believe this funding has continued in subsequent biennium budget legislation. In the most recent legislative session, mental health and addiction issues were reported as legislative priorities in Wyoming. The Counseling Program's WellSpring Clinic in Laramie provides free in-person counseling services to members of the Laramie community, as well as telemental health services to citizens across the state of Wyoming. WellSpring Clinic was recently awarded funds to increase availability of services to Wyoming residents. UW Counseling alum who are current high school counselors have unique access and guidance on the post-secondary pursuits of Wyoming High School Graduates. If the ONLY preparation program in the state is eliminated, school districts will be forced to fill school counselor positions with outside individuals that do not have the initial insight needed to help Wyoming students navigate their post secondary education and amazing opportunities within the state.

Getting rid of the Counselor Education program would greatly impact the need of equipped counselors to work in the State of Wyoming. It is the only Master's Program of its kind in the State of Wyoming. Wyoming has some of the highest suicide and addiction rates in the country. With this high risk and rural areas in need of counselors, you are doing the whole state of Wyoming a disservice by considering to get rid of the Counselor Education program.

Most of the plans I hear about restructuring take away programs that heavily attract out-of-state attendance and offer diverse learning opportunities. Hearing that the counselor program may be dropped means that I, a long-term Laramite and UW graduate, would have to end my career here and move to finish my education track. Additionally, I currently work in a psych-based program within ACSD1. I see the amazing benefits it has on students- socially, emotionally, and academically. Programs such as the one I serve in are becoming increasingly popular because of their effectiveness but they require more school counselors and school psychologists to make them work. If the opportunity to learn these skills is taken away from Laramie, we may lose interest in people starting these programs in more schools here.

I think there are other areas money could come from to reduce the budget rather than cutting degrees and combining departments.

I am writing to comment on the proposed merger of the Geology and Geophysics and Petroleum Engineering departments. I applied to this university as a Masters and intend to say on to complete a doctorate. However, if this merger is successful, it will take away ever incentive for me to stay. The most vulnerable people in this restructuring are research lab managers [REDACTED]. I must stress that these people are vital contributors to the success of the Geology and Geophysics department. Almost every graduate student in the department works closely alongside these two scientists and uses their lab facilities for research. The immense geochemical/lab instrumentation opportunities made possible by [REDACTED] expertise are the largest reason that I am attending this university. None of the other universities I toured have lab facilities like those managed by [REDACTED]. It would be foolish to take these facilities away from graduate students. In addition, this university has six vice-presidents. Wouldn't it make more sense to cut budgets at the administrative level, rather than the research level? This university has one of the best Geology departments in the country. You will be significantly reducing incentive for students to seek a graduate degree here if you merge this department with Petroleum and reduce vital research staff. I implore you to listen to the graduate students' voices in this transition. We lament that the university is hurting for funding, but laying off the people that make your departments competitive and glorious is not the answer to this problem.

Eliminating the counseling program in a state with one of the highest suicide rates is irresponsible.

I am an associate professor in counseling and career development at CSU and have been here for 21 years. Our nation, and particularly our young people in public schools are facing a mental health crisis unlike any we have seen in the history of our country. Many underserved individuals, primarily those in rural areas, do not have adequate access to mental health services due to a shortage of licensed mental health providers and licensed school counselors. For years the University of Wyoming has been a shining star in counselor education in the Rocky Mountain Region. A quality curriculum, national accreditation, and extraordinarily talented faculty have

served the mental health needs of Wyoming residents and indeed the entire nation during its existence. Currently, UW is only one of two doctoral degree-granting institutions in Wyoming and Colorado, and is the only one that is nationally accredited. I understand a desire to enhance technology and innovation rich programs at the university, but without a mentally healthy workforce and school counselors in education that guide students on future career paths, those programs will not flourish. As a colleague of faculty in the counselor education program at UW and as a citizen who is gravely concerned for the mental health of residents in our Rocky Mountain Region and nation, I strongly urge the university to maintain and support the counselor education program at the University of Wyoming.

As an educational institution, making major budget cuts to educational programs should be a last resort

It seems backwards that it is possible to create new programs when there is "not enough resources" to keep departments up and running. The G&G program boasts several top of the line laboratory facilities as well as bright minds performing cutting edge research. To further combine or dissolve a STEM department would be foolish, especially considering how highly regarded a graduate degree in this program is.

Hello, I graduated in [REDACTED] with a degree in Chemical Engineering. I grew up in Laramie as well as my dad's family. After graduating, I got a job working for [REDACTED] in MA, but I have since moved back and changed jobs and I now work for [REDACTED] within their Petroleum & Petrochemical Services department. We do a lot of environmental work for a variety of clients. I am so shocked with the suggestion to get rid of the chemical engineering department and I think this would be a huge mistake for the University to make. First of all, there are so many professors within the department that have put their heart and soul into the department and their students that should absolutely NOT BE LET GO. [REDACTED] helped me get where I am today. He cares so much about his students and he pushes them in the best way possible. He has written countless reference letters for me and has stayed in touch post graduation to check-in and help me with whatever else I need. He put so much effort into every class he taught, and I always left his classes having learned so much. He was also a huge advocate for SWE, AIChE, and Phi Sigma Rho. [REDACTED] was my advisor and ran the undergraduate research I assisted in.

[REDACTED] has also written countless reference letters for me. Other professors that are an amazing asset to the department are: [REDACTED] The engineering college is one of the main reasons I, and so many others, attended UW in the first place. Not to mention, that Chemical Engineering has one of the largest female representations within the entire college. The Society of Women Engineers (SWE) had a large part in the engineer I am today and the jobs I was able to obtain. OVER HALF of the members of SWE were Chemical Engineering majors. If the major was put under chemistry and taught by chemistry professors, the degree would lose its ABET accreditation and no one would come to the program anymore. UW would lose so many prospective students from this within the other engineering departments being moved as well. If UW loses the accreditation for my degree, it then is worth less in the eyes of employers even if it was accredited at the time of my graduation. There is also a chance that NCEES won't let me sit for my Professional Engineering (PE) exam if the department is no longer accredited and the faculty that taught me are terminated. You are making it look as though my degree and department track was worth cutting and that it wasn't good enough to deem keeping. This should NOT be the case. The engineering college at UW is regarded very well even though it is one of the more affordable options. If these changes are made to the departments and it loses so many degrees and its accreditation, this will no longer be the case and engineering students will not come to UW anymore. Changing the departments like this will result in a loss in revenue rather than an increase from cutting costs. Thank you.

I graduated from UW in Chemical Engineering in 2013 (B.S.) and Environmental Engineering in [REDACTED] (M.S.). I grew up in [REDACTED] but moved to Laramie for school and haven't left. I have been working at [REDACTED] since [REDACTED] as an Environmental/Chemical Engineer. I believe that Wyoming has benefited from the ChE program because of the industries within the state. We are predominantly an oil and gas state and the ChE program allowed me to find a job in the state and stay. I routinely encourage family and friends to consider UW for the College of Engineering, however if programs begin to be removed from the College I will encourage them to look elsewhere - if ChE is removed what will be lost next and how will it impact future prospective students considering UW? If UW is willing to remove programs that will impact current students receiving professional licenses and opportunities within the state it is not a university that I am willing to stand behind.

Honestly, I am deeply saddened at the fact that the university has chosen the counseling program as an area to cut. The fact that the university has placed computing and hospitality and tourism on a higher ranking over counselors is completely disheartening. With out country in the state it is in now with the rise in mental health disorders and suicide rates, cutting a counseling program should be the last thing a university does. The message you are sending to the country and world is that you do not value mental health and the people who struggle with mental health disorders. What you do value is money and money alone. As the only university in the state of Wyoming this is a terrible move and if this does happen I will be sure to publicly state that is what the university chose to do and what they chose to put in place instead. This will not happen in silence and we will be sure to let the future generation know this is how you chose to handle "budget" cuts. Mental health is important. Counselors are important.

Eliminating programs that sustain Wyoming residents in exchange for promoting tourism is like decorating pine trees with lights to advertise the forest while cutting it down at the same time.

MA for International Studies should not be cut. Overall, programs/participants/professors within this degree (along with the Political Science and Public Admin degrees) have worked on the creation and betterment of the Center for Global studies, the Cheney International Fund, and the Wallop Civic Engagement Program. Students from the MA in INST over the last 10 years have done extensive international research which is rare and adds significant value to the University of Wyoming. As the undergraduate degrees in International Studies and Political Science aren't being cut, cutting the MA INST program does little to actually contribute to balancing the budget of the University. Students in this degree have won many outside fellowships including Fullbright, Boren Fellows, DACOR Bacon House (Diplomatic) Fellows, and many more. Furthermore, students that have completed this degree have gone on to complete law school, work for Embassies, work for Intelligence organizations, and the Peace Corp. Many people in this program have also gone on to work in DC, working at the capital with politicians. This program is a major net-benefit to the University of Wyoming and brings prestige and outside funding into UW. Instead, focus on cutting areas that are financial drains that don't cause overall net benefits in relation to their funding. One example would be cutting down the budget for the UW Police. In most instances the UWPD hand over criminal cases to Laramie PD (such as sexual assault cases - of which are poorly handled by UWPD in general). While the UWPD is important, it is overfunded and overstaffed, creating traffic citations and underage drinking citations, of which fines are paid to local/state authorities. My recommendation would be to consolidate the UWPD, campus security, and parking enforcement/fine payment into a single department/building - decreasing physical building space and necessary costs. Also, decreasing overall workforce of the UWPD in order to prevent superfluous spending in a cross-jurisdiction area where LPD are typically called despite LPD presence.

You list the Counselor education program as one to get rid of. This is a horrible decision. This program is the only one in the state. We have an increased need for Counselors in our state. The Job Outlook for Counselors is good with the federal government continually seeing need to expand this field. This program continually brings in many students. This program offers free counseling services for the community. During the days we live in, we need more counselors. As a School Counselor, I found that those who graduate from this program are the most prepared. Online degrees do not cut it. Schools across Wyoming will struggle while accepting subpar candidates for their positions. As an alumni from this program, I can say I would not have gone back for a masters degree to the University of Wyoming without this option. The program is one of the best in the country. It will also not look good publically to get rid of this program for any reason as we have such a high demand for an increase in Mental Health services.

The university cannot live on STEM+ programs alone. As the only university in the state it is necessary to allow for the continued teaching of the "soft sciences" in order to strengthen and support the "hard sciences." By reducing the number of programs and eliminating the arts and social sciences graduates will be less well rounded and they will find it harder to deal with life's challenges after they graduate. Also, by restructuring and eliminating the Counselor Education program you are depriving students of Wyoming of essential support of School counselors as well as local mental health professionals as this is the only training program for these professions in the state. This will require that individuals who wish to gain this required training to be a licensed professional in the State of Wyoming to seek this training outside of the state. Or it will require the employers in the state to hire individuals who are from out of state to fill these positions. This could risk higher turn over in these positions as Wyoming weather and rural communities are sometimes hard for individuals from out of state to find the necessary

supports to stay. Yes, I am an alumnus of the Counselor Education program and found it to be an invaluable part of my education and personal career and life advancement. It is imperative that we retain this program for future professionals and generations.

Discontinuing an entire graduate department in the College of Education does not position UW to be a top tier research institution. Graduate programs are critical for connections around the states, recruitment of graduate students who conduct research, and securing faculty who are conducting critical research in their field. At some point the university has to realize that if they want UW to become top-tier they need to stop cutting programs that are already under-staffed. Take a look at programs that have very few students. There are numerous graduate programs that have less than 20 students total and you are cutting programs with more than 100 students.

Eliminating the counselor education program would be a huge, detrimental loss to the whole state of Wyoming

I am a proud alumnus of UW (MA, Political Science, [REDACTED]). My educational experience there is undoubtedly the most transformational and rewarding experience of my life, both personally and professionally. When I applied to the MA program for a GA position, [REDACTED]

[REDACTED] While we took different tracts (International Relations for me, American Politics for [REDACTED]), we recognized the amazing experience we were about to embark on. We shared some amazing classes and professors along our shared journey despite our different academic interests. Growing up in Wyoming, I had little direct experience with international perspectives and experiences. I had taken advantage of my excellent education at [REDACTED] University to pursue a study abroad option and meet students from all over the world. I was skeptical about the opportunities at UW, but I was disabused of my skepticism within days of arriving on campus: I attended a talk with a seasoned US foreign policy expert (with an informal BBQ somehow!), met international students that taught and inspired me throughout my academic career and beyond, and got to know the best professors I've had. I could talk forever about all of the amazing experiences I had while a student and GA at UW: many hours spent at the student union discussing political theory and theses; [REDACTED] [REDACTED] helping out students during office hours; nervously rooting on my classmates while we all got ready to defend our thesis projects; [REDACTED] (Lucky is still doing great!); attending several illuminating and intimate talks with experts that I could only dream of happening. I know that I would not have had the same educational experience had I gone to a different school, or perhaps most importantly a different school in a different state. I am not currently using my political science degree in the matter I intended. I wanted to be a professor or a diplomat. In a very weird way I'm doing what I want to do and utilizing my education, and I'm still living in my home state of Wyoming. On a regular basis, I read academic journal articles and can understand and interpret quantitative and qualitative results so that I can have intelligent and meaningful conversations with my customers. I get to teach almost every single day and impart my practical and technical knowledge. I am lucky to be where I am as a medical consultant, due mostly to the experiences I had while a student and GA at UW. I am forever grateful to all the faculty and staff that made my [REDACTED] life better.

Please support the Counseling Program at UW. Wyoming needs trained counselors to address the high mental health needs of our state. I have been a school counselor with thirty five years of experience, so I know from professional experience of the many needs facing our students and families. Wyoming has the second highest suicide rate in the country and also has serious issues with substance abuse and other mental health problems. A program at UW helps to train counselors in our state both for school counseling and for mental health programs within our state. Please be proactive on this issue in keeping our current program. I have received some excellent training through UW professionally and hope to continue my training with the programs that have been offered for counseling children. Needs are also high now with the stress of the Covid-19 virus and all of the unusual stress that has accompanied families with the pandemic. Thank you, [REDACTED] K-5 School Counselor

To start, let's address the elephant in the room. This plan is being proposed under the guise of "budget cuts." Let me be clear when I say that this is no budget cut. This is a spending plan being masqueraded as a necessary budget cut. The university does not need to cut 13.65 million dollars from the budget. They need to cut 13.65 million (proposed) - 5.5 million (in unnecessary spending). If we are going to budget cut, let's budget cut. That budget cut is 8.15 million dollars not 13.65 million. So now I ask, why would we choose to "cut" 167% of the necessitated

budget cut. The answer? To create new degrees and schools in Computing and Tourism. That is a spending plan. Let's talk about the stated University goals. Keep more UW graduates in-state after graduation, maximize external funding, and increase investment in engineering and STEM. We are proposing spending outlandish money on a school of computing. Unless I'm totally mistaken, the nearest tech hub is silicon valley. It would seem to me that the graduates from this college would almost exclusively be out-of-state hiring statistics. How does the move toward a college of computing contribute to keep more graduates in-state? I think the simple answer is that it doesn't, and it was never intended to. It takes but a simple google search of our university president to understand why we're spending all of this money on a college of computing (check the Wikipedia page). The reason the president wants to spend this money right now are purely selfish, at the expense of the State and the University. None of the College of Computing graduates are ever going to be employed and working in Wamsutter, WY. However, you know which graduates will be working there? The graduates of the Electrical Engineering department and the graduates of the Chemical Engineering department. Those are the Wyoming jobs you, the University of Wyoming, claims to care about so deeply while simultaneously planning on cutting the departments. Makes lots of sense doesn't it? Cut the departments of Electrical Engineering and Chemical Engineering while stating your goals are to invest in STEM, invest in Engineering, and keep UW degrees in-state? Let's talk about the future of the state while we're at it. In the next 10 years there will be a functioning nuclear plant in the state of Wyoming. Those employees could easily be UW grads from chemical and electrical engineering. Instead, the university is proposing cutting the departments risking the ABET certification of the programs (hoping it will be okay is not enough). In terms of grant money, it takes but a little bit of background research to know that those two departments bring in millions of dollars in grants each year. That's on the line too. Out-of-state influence has always been plague for this state. I fail to see how this is any different. Let's spend the money while we have it, not when we lack it. The World Needs More Cowboys, so please vote to keep those Cowboys in-state.

In particular, I believe that the reduction of the Counseling Education Programs (CLAD) is a VITAL disservice to Wyoming Citizens and the future students of the University of Wyoming. I believe this to be true both of outside counseling preparation programs and school counselor preparation programs. Eliminating these programs comes as a great disserve to Wyomingites as Wyoming has one of the highest suicide rates in the country and the need for mental health services is evident across our great state with rural population and difficult access. It is also important to note that these masters programs generate nearly double the credit hour production per student as compared to students in other graduate programs in the College of Education (60+ hours per student vs. 30+ hours per student for other programs). However, I find it even more grievous that the School Counselor Preparation programs are looking to be removed. Our nations youth have had great impact from COVID19 and the need for social, emotional, educational, and academic support in the schools is at an all time high. In addition, with the national importance placed on the role of a school counselor in helping students succeed, this only propels WY back behind the educational curve once again. In fact, in the past 5 years the state has lost more than 145 school counselors across 364 school buildings in 48 districts leaving our state with a 343-to-1 student to school counselor ratio at last report (an increase of 52%; recommended ratio is 250-to-1). If we do not allow for the preparation of school counselors within our state, this trend will only worsen. Finally, I need to draw attention to the role of High School counselors and the unique access and guidance they have on the post-secondary pursuits of Wyoming High School Graduates. If the ONLY preparation program in the state is eliminated I believe that school districts will be forced to fill school counselor positions with outside individuals that do not have the insight needed to help Wyoming students navigate their post secondary education within the state. This to me, seems like cutting off the hand that feeds the University and the recruitment of Wyoming students to Wyoming schools. Not to mention to help students navigate amazing programs like Hathaway and realize that they can achieve their post-secondary goals within the state of Wyoming at the same time as minimalizing their future debt. I hope that you reconsider elimination of these programs and perhaps look at a restructuring to where they fall under an alternate category- such as the Department of Education etc.

This slashes several important STEM degrees. Engineering and geology are now more crucial than ever to provide the materials and processes to shift to cleaner energy. This plan kills both.

RE: the plan to cut the Counselor Education program: "Counseling" as a discipline comes from the need for community-based counseling that was created when institutional treatment programs were closed and patients

with mental health needs flooded communities, as in the Reagan years. Counseling is tailored to clinical treatment by persons with master's degrees. This need is not one that is filled by the Psychology program, which is highly research-oriented, and often highly political-agenda-driven (as seen in some rigid positions taken that are at times counter to what is clinically effective, such as the use of EMDR, which is now the premier trauma treatment and which the Psychology department is known for shunning). A Psychology graduate must have a PhD to practice, which greatly limits the number of graduates prepared to serve the community. In addition, "psychologists" regularly charge much higher fees than "counselors," commensurate with their cost of education and the prestige of a PhD. The Social Work program would seem to be the answer to the deficits posed by the psychology program. In my own investigation into the UW social work program, approximately 10 years ago, I was told that it did not offer "much deep-dish clinical training," because the emphasis in Wyoming was on integrating services across the geographic landscape. While this integration is absolutely an imperative - and requires the use of technology - it still leaves a major gap in the ability of MSW graduates to apply clinical skills. The UW social work program, as I understand it, is not a Clinical Social Work program. This presents a gap. Both Psychology and UW Social Work leave serious gaps in clinical training, due either to the overly laser-like, narrow focus or to the lack of emphasis on clinical practice at all. Please consider the needs of the state when considering whether to cut Counseling as a major in Wyoming. Counselor Education offers much more marketability to graduates and more service to the population of Wyoming than does a traditional Psychology program. It offers a clinical service to Wyomingites that Social Work, at least as it was configured a few years ago, did not. If anything, graduating from a Psychology program is more ornamental than either of the other two programs, and really prepares students to leave the state and practice elsewhere. It is arguable that all three of these programs are needed for UW to (1) be taken seriously as a national or internationally accredited institution and (2) actually serve the needs of the state.

This is a needed program. It is a way for WY residents to work/stay in WY instead of moving out of state. It also benefits the residence of WY.

The plan, as proposed, is a step in the right direction for UW to better serve Wyoming - a mission it lost sight of some time ago. That being said, I see it having little chance of being successfully being implemented, due to UW's prevailing organizational culture of dysfunction. The culture of the institution is anti-innovation, anti-inefficiency, and anti-change. If UW were a machine, it's preferred lubricant would be a mixture of molasses and sand. Those are the forces whispering across campus that they will simply wait-out the Seidel/Karman administration. Time is on their side. I want you to succeed, because both UW and the State of Wyoming need you to. But the odds are not in your favor. My program is not slated for reduction or reorganization, but I am nevertheless looking for work elsewhere because a) thing will likely get worse here before they improve and b) as Provost Karman said during the Faculty Senate Q&A some weeks ago - it will likely take ~5 years to see any benefits of the restructuring/reorganization. My time will be better spent doing research, publishing, and teaching than devoting attention to UW's ongoing catharsis. Good luck to you.

As there is not an area to discuss this from the pull-down menu, the increase of parking fees. Per your presentation, doubling the fees will increase revenue by \$500,000. However, not all staff members make the salary to absorb this cost, where faculty and administration can. Potentially consider a sliding scale based on annual salary for the fee increase. Also, we have seen where newly created administrator positions have been created that could match the \$500k revenue increase. Nothing personal, but creating a position for Dr. Alexander by the Provost could almost match the revenue expected to be seen by the increase of parking fees. Her estimated salary of \$250,000, with a 50% benefit package, brings her total annual package at \$375,000. This, along with other newly created administrative positions could remove the parking fee increases. With administrators at the "table" making these decisions, we feel they are protecting themselves, with no regard to those who's salary is minimal to those making the decisions.

There has been some thought put into this plan, and it is unfortunate that cuts and reorganization has to be done. Only in time, we will see if this is the right move to make. When this was done five years ago, it was thought that the restructure was a great move, only to see it discussed unfavorable now. I feel this will happen once again where cuts and restructure is done, but a high number of administrators were not impacted (with the cost of salary and benefits, budget reduction could have done here as well).

The UW Counselor Education Program is a critical, vital link to the mental health of our state. I am a [REDACTED] graduate of this program that chose to stay in Wyoming and has been counseling clients consistently since. I have served in Saratoga, Encampment, Rawlins, Gillette, and Cheyenne in my 38 years of service and am still practicing counseling part time to date. The needs of the people of this state have not changed throughout my career-- grossly underserved in ALL communities but lack of access in rural and small communities has dominated my career. The need and demand for mental health services has grossly increased since my early days, with severe demands in trauma, marital/family, addictions, health/wellness, economic, and career services. There has never yet been adequate service providers throughout my 38 year career in Wyoming. And now the thinking is to cut the educational program that trains and supports our effort and on-going educational needs? The acceptance and requests for services has increased exponentially. We are considered essential providers in the health services community. And certainly we consider ourselves, and so to do our clients, as essential to those we serve and those we will serve in the future. A few years ago I sat on a volunteer committee sponsored by Representative Sue Wilson of Laramie CO assessing the greatest concern for health care. The WY Department of Health data showed every county in the State of WY underserved by mental health counselors. I can say that I am one still serving as a product of the UW Counselor Education Program, and I just finished supervising 2 more as Provisional Counselors that just became licensed as Wyoming LPCs. It is unfathomable to me and devoid of reason that mental health educational avenues, and thus provider services, are threatened by budget constraints during a global pandemic, let alone the underserved people of the State of Wyoming. Please hold the Counselor Education Program up with the highest of priorities and fund it accordingly. The country cries out for more, not less of Mental Health Counselors. So does Wyoming. Thank you for your attention to my perspective. [REDACTED]

[REDACTED]

Cutting out counseling and other mental health resources will bring Wyoming farther backwards rather than progressing forwards. Students suffer enough as it is and to cut counseling programs will only hurt more. We need to put more money into these programs, not cut them. I understand it is a difficult decision but the lack of mental health resources will do way more damage than good.

This letter is in response to recent concerns that the University might reduce and/or cut Mental Health Masters/PhD of Counseling Program(s). Mental healthcare needs are not being met in our rural state because adequate services and providers are not available. We are not able to care for our state's needs because chronic shortage of mental health professionals exists across Wyoming. The stigma of needing or receiving mental healthcare is a barrier for Wyoming's citizens, coupled with fewer qualified and CACREP trained counselors to work in our state. Mental health counselors and school counselors in our state go hand-in-hand in treatment. You cannot have one group of professionals serving our citizens alone. Eliminating one or the other would create barriers Wyoming will likely suffer for years to come if the UW Counseling Program were to be eliminated. To consider such a reduction will create further barriers:

- barriers to qualified professional mental health counselors
- barriers to services
- barriers to community organizations
- barriers to making mental health service resources equitably and accessible

A key part in removing barriers and advancing mental health equity should be developing a culture of continuous engagement and growth with the mental health counseling field. By growing and instructing future Wyoming counselors, we can help eliminate these barriers. The Counseling Program also comes with marketed success:

- UW Counseling students generate nearly double the credit hour production per student as compared to students in other graduate programs in the College of Education (60+ hours per student vs. 30+ hours per student for other programs).
- We help meet vital mental health needs by preparing and equipping counselors to work throughout the state of Wyoming. Wyoming has some of the highest suicide & addictions rates in the country. Nearly every county in Wyoming is designated by the federal Health Resources and Services Administration (HRSA) as a "health professional shortage area", with most of the state being designated as a "high need area" for mental health professionals.
- HRSA suggests "Increasing the number of healthcare graduates prepared for rural practice produced by state schools, by supporting the development and growth of healthcare education programs with rurally oriented curricula"

(<https://www.ruralhealthinfo.org/topics/health-care-workforce>) {Counselors are considered mental healthcare graduates.}

- HRSA reports that only 31.46% of the mental health needs in Wyoming are currently being met.
- In the past 5 years the state has lost more than 145 school counselors across 364 school buildings in 48 districts leaving our state with a 343-to-1 student to school counselor ratio at last report (an increase of 52%;

recommended ratio is 250-to-1). • It is common for counseling professionals to work in both school and community settings concurrently. Many school counselors also have mental health lic

While I understand needing to plan and restructure for a reduction in budget, the plan to discontinue the CLAD department and subsequently discontinue the ability to obtain counseling degrees in Wyoming would be detrimental to the people in our state.

Hello, I am a graduate of the University of Wyoming's counseling program in [REDACTED]. I feel that eliminating the counseling program would be detrimental. I live and work on the reservation here in Wyoming. I would have not been able to attain the degree had it not been for the UW counseling program in Casper. Eliminating the counseling program decreases the chance for future students looking for a career in counseling to look elsewhere. Wyoming, especially the reservation, needs mental health professionals that know their population they work with. I implore you to reconsider eliminating the counseling program. It provides much needed mental health professionals in this state. Thank you for your time and consideration.

As a student and Wyoming resident, I find the plans to dissolve the counseling education program extremely concerning. By removing this program, UW effectively will limit the availability of future counselors that would otherwise provide desperately needed services in an already under-served rural state. While this restructuring aims to meet the needs and invest in Wyoming, eliminating avenues for future mental health providers neglects the statistical reality surrounding Wyoming's mental health challenges. Mainly, WY has some of the highest suicide and addiction rates in the country. Aside from the ethical concerns of removing the counseling education program, the program doubles the credit hour production per student as compared to students in other graduate programs in the college of education (60+ hours per student vs. 30+ hours per student in other programs). While I understand that cuts must be made to adapt to shrinking budgets, I implore UW to reconsider making cuts that would directly and indirectly deprive Wyoming residents of mental health resources (for those that seek care, or wish to train to serve our communities). If our true aim is "to better serve Wyoming", this is not the way. We need to continue investing in future counselors that will go on to serve our communities. Thank you for your time and consideration.

In the aftermath and in the ongoing struggles of the COVID-19 era, the plan to potentially discontinue counseling and the counselor education program at the University of Wyoming is very much the wrong direction for our state. We need counseling and counselors now more than ever before. A program so vital to the wellbeing of the citizens of Wyoming is essential.

Wyoming is a frontier state that is underserved by mental health clinicians. We are also in the top 3 states in the country for completed suicides per capita. In addition we are in the middle of a mental health crisis due to the pandemic and the great majority of mental health providers in the state are full. Ending the Counselor Education Program at the University of Wyoming will kill Wyoming residents, literally.

I am most concerned about the proposal to discontinue the Counselor Education program within the College of Education. As a graduate of this program [REDACTED], I can speak to the program directly - it was before, it was then, it is now, and continues to be a top-notch program graduating quality Masters and PhD level mental health practitioners, many of which stay in Wyoming. That's WHY they come to UW, either at the Laramie campus or the UW-Casper program, so that they can STAY in Wyoming and work! UW should be supporting that, not stopping it! The mental health needs in Wyoming are significant - I have personally seen the need in Fremont County, but also around the state - we are short on quality mental health counselors, and now you are proposing to terminate a program that produces just that? Less than 32% of the mental health needs are being met in Wyoming, and now the only Counseling graduate school in Wyoming is preparing to cut graduates that could improve that? That is not what's right for a land-grant institution that serves rural Wyoming! Whether it's Community Mental Health Clinicians or School Counselors working in our many school districts across the state, we NEED the University to support this program, not terminate it! The legislature a few years ago specifically contributed money to keep the UW-Casper program running, which was critical to working adults to be able to still continue their education and graduate with a Masters degree, and the Laramie program is even more crucial! The legislature has recognized and prioritized the funding of mental health services - UW should support that, which will make the legislature look favorably on the University. You can even make this a prominent marketing focus of retaining it to support mental health changes in Wyoming. Mental health needs are increasing, not decreasing, and UW can do something about that, by retaining and even promoting this program more! I strongly

recommend that you reconsider your proposal. While I know there is a significant budget shortfall, and that critical cuts must be made, please understand that cutting this program compounds a problem in Wyoming - you cut this and we have even fewer mental health professionals. I hate pitting other programs against each other, but considering the amount of impact of this program, I believe that you will find that it's not just dropping the enrollment of 30-50 high-credit producing students each year and the Faculty associated, but it is compounded by the loss of 100's of mental health professionals that graduate and go to work, that are critical in Wyoming! I graduated from UW in [REDACTED] (BS, Sociology), [REDACTED] (BS, Psychology), and [REDACTED] (Counseling), and I am so proud of my University and all that it has given to me. I have given back by serving on the UW Alumni Board, and contributed to multiple events throughout my 33 years since graduating from UW - please reconsider and find other areas to cut. Thank you!

I am a licensed professional counselor in Wyoming. There is a shortage of mental health professionals in the state, so the idea of eliminating the counselor education program at University of Wyoming is horrible. My daughter, who is a high school senior, plans to pursue a counseling career and I was happy to encourage her to attend UW- both as an undergrad and graduate student. Although I did not graduate from UW, I have taken many masters level courses in the counselor education program and was very impressed. If the counselor education program is discontinued, she will attend school elsewhere. She is an excellent student and would be an asset at UW, so it would be a shame to go somewhere else

Counseling is an area Wyoming is severely lacking in, along with the rest of the US. Mental health is seeing a huge staffing crisis and this response is ridiculous. Wyoming's mental health as a state is in crisis and this is evidence to how the University sees it's state. We don't need computer geniuses in Wyoming, we need health providers and agriculture. This is an outrage.

Are you offering Disincentives for Early Retirement? Given some folks will have to lose their jobs; perhaps the most obvious folks to leave might be those that would consider retiring 1-2 years early.. i.e. those in the 60-65 age bracket- with sometimes expensive salaries, who might stay on bringing in research dollars, but not in a paid position/teaching etc. An encouragement to do that, is that currently unused sick pay can be translated into a couple of years medical insurance to potentially bridge the gap to Medicaid/care.. But, it's been announced that, as yet undeclared, substantial cuts are going to be made to employee benefits... likely things like using UNUSED sick leave for medical insurance. Is this not both an actual and psychological retirement DISINCENTIVE??? Some have worked their butts off- working 7 days a week, often with minor illnesses for literally 10's of years -- they have the sick leave- because they were fortunate enough to have been healthy; yet at a time (old age) when it would help UW if they did retire; UW is pulling some of the EARNED benefits that might help them most? Just a thought.

Overall, I think the plan is making the most out of a difficult position. But I fear reality; without a fundamental change in the State's tax structure; more cuts must inevitably come. The following question needs to be asked "What does the State want for it's University?" I fear it does not have the will or the means to support a R1 institution.

In a state where there is a lot of isolation, a high number of suicides, and a lack of hate crime laws and where a University of Wyoming student was tied to a fence and pistol whipped to death in Laramie why wouldn't the university continue to see mental health as a priority? Eliminating the counseling program seems to be the wrong direction for the state university and a choice that I cannot support as an Alumni. The world needs more cowboys, but the world doesn't need more stoicism and a lack of focus on the importance of counseling and mental health for those in need. Please do not eliminating the counseling or counselor education department.

1. Counseling students generate nearly double the credit hour production per student as compared to students in other graduate programs in the College of Education (60+ hours per student vs. 30+ hours per student for other programs), 2. We help meet vital mental health needs by preparing and equipping counselors to work throughout the state of Wyoming. Wyoming has some of the highest suicide & addictions rates in the country. Nearly every county in Wyoming is designated by the federal Health Resources and Services Administration (HRSA) as a "health professional shortage area", with most of the state being designated as a "high need area" for mental health professionals. HRSA suggests "Increasing the number of healthcare graduates prepared for rural practice produced by state schools, by supporting the development and growth of healthcare education programs with rurally oriented curricula" (<https://www.ruralhealthinfo.org/topics/health-care-workforce>) {Counselors are

considered mental healthcare graduates.) HRSA reports that only 31.46% of the mental health needs in Wyoming are currently being met. 3. In the past 5 years the state has lost more than 145 school counselors across 364 school buildings in 48 districts leaving our state with a 343-to-1 student to school counselor ratio at last report (an increase of 52%; recommended ratio is 250-to-1). 4. It is common for counseling professionals to work in both school and community settings concurrently. Many school counselors also have mental health licensing (LPC's). 5. It is important to cross train counselors in rural areas like Wyoming because often in rural areas school counselors may be the only mental health professional in the community. 6. In 2016 the Wyoming Legislature budgeted \$387,312 for the biennium to fund the restarting of the counselor educator program, which included specific line-items for the faculty lines at UW-C in the state budget. We believe this funding has continued in subsequent biennium budget legislation. https://trib.com/news/local/education/counseling-degree-reveals-renewed-commitment-to-uw-casper/article_bbe633ba-71c6-5b09-a710-f6a62ab9633d.html <https://laramielive.com/uw-trustees-approve-budget-request/> <https://wyoleg.gov/2015/Introduced/SF0001.pdf> (p.124) 7. In the most recent legislative session, mental health and addiction issues were reported as legislative priorities in Wyoming: <https://oilcity.news/community/health/2021/02/03/mental-health-and-addiction-emerge-as-wyoming-legislative-priorities/> 8. The Counseling Program's WellSpring Clinic in Laramie provides free in-person counseling services to members of the Laramie community, as well as telemental health services to citizens across the state of Wyoming. a. WellSpring Clinic was recently awarded funds to increase availability of services to Wyoming residents

The counselor education program cannot be removed! The needs for the university and the state are too great to lose this program. Things to consider: 1. Counseling students generate nearly double the credit hour production per student as compared to students in other graduate programs in the College of Education (60+ hours per student vs. 30+ hours per student for other programs), 2. We help meet vital mental health needs by preparing and equipping counselors to work throughout the state of Wyoming. Wyoming has some of the highest suicide & addiction rates in the country. Nearly every county in Wyoming is designated by the federal Health Resources and Services Administration (HRSA) as a "health professional shortage area", with most of the state being designated as a "high need area" for mental health professionals. HRSA suggests "Increasing the number of healthcare graduates prepared for rural practice produced by state schools, by supporting the development and growth of healthcare education programs with rurally oriented curricula" (<https://www.ruralhealthinfo.org/topics/health-care-workforce>) {Counselors are considered mental healthcare graduates.} HRSA reports that only 31.46% of the mental health needs in Wyoming are currently being met. 3. In the past 5 years the state has lost more than 145 school counselors across 364 school buildings in 48 districts leaving our state with a 343-to-1 student to school counselor ratio at last report (an increase of 52%; recommended ratio is 250-to-1). 4. It is common for counseling professionals to work in both school and community settings concurrently. Many school counselors also have mental health licensing (LPC's). 5. It is important to cross train counselors in rural areas like Wyoming because often in rural areas school counselors may be the only mental health professional in the community. 6. In 2016 the Wyoming Legislature budgeted \$387,312 for the biennium to fund the restarting of the counselor educator program, which included specific line-items for the faculty lines at UW-C in the state budget. We believe this funding has continued in subsequent biennium budget legislation. https://trib.com/news/local/education/counseling-degree-reveals-renewed-commitment-to-uw-casper/article_bbe633ba-71c6-5b09-a710-f6a62ab9633d.html <https://laramielive.com/uw-trustees-approve-budget-request/> <https://wyoleg.gov/2015/Introduced/SF0001.pdf> (p.124) 7. In the most recent legislative session, mental health and addiction issues were reported as legislative priorities in Wyoming: <https://oilcity.news/community/health/2021/02/03/mental-health-and-addiction-emerge-as-wyoming-legislative-priorities/> 8. The Counseling Program's WellSpring Clinic in Laramie provides free in-person counseling services to members of the Laramie community, as well as telemental health services to citizens across the state of Wyoming.

I agree with the concept and understand that in looking towards the future, changes need to be considered.

Huge mistake to eliminate counseling programs based on the tremendous and projected needs of Wyoming! There already is a shortage of trained counselors in Wyoming! UW has traditionally had excellent programs in both counseling and social work. To deny Wyoming these opportunities would be criminal. Budget cuts would be better in other areas!

Eliminating the counseling program ever is a really sad and to me unethical move, but in times like these when trauma, substance use disorders and other addictions and Covid have increased the need for counselors, Wyoming should not remove such an important degree.

How is eliminating a counseling program helpful, useful, or practical for a university or state that is in dire need of counselors. You all should be trying to attract people to this program especially those brown and black people who need good trained counselors that looks like them

I am VERY concerned about the proposed closure of the Counselor Education program! As a former faculty in this program, I am acutely aware that this is the only program of its kind in the State of Wyoming and serves to provide the state with MUCH needed counseling practitioners! Please consider other ways to meet budget constraints, but the state will suffer significantly with the loss of these counseling professionals entering the field.

As the past president of two not-for-profits and a Licensed Professional Counselor in Wyoming, I can appreciate the responsibility the UW Board and you have for fiscal oversight and future vision of the university. This is an important time in the history of the university and our state to consider many possibilities, opportunities and changes. In particular, I would like to voice some thoughts about the Counselor Education program. At the age of 36, I quit my job and moved into Crane Hall to pursue an MS Ed Counselor Education as a full-time student. Not all people can make this drastic life change and commitment. The UW-Casper Counselor Ed weekend cohort helps to address this issue, but it does not go far enough to address the need for trained mental health counselors across our large state. I was part of a group of counselors and business people who lobbied the Wyoming legislature in 2016 for financial support to reinstate the UW-Casper cohort, which had been paused for several years. Because the legislators understood the mental health and economic benefits, they passed a line item in the state budget to pay for two full-time faculty at UW-Casper. Graduates of the Casper cohort overwhelming remain in their local communities providing mental health and school counseling services. In 2019, Wyoming was ranked #1 in the nation for suicide deaths per capita (CDC, 2019), and "68.5% of communities did not have enough mental health providers to serve residents in 2020, according to federal guidelines" (afsp.org Wyoming fact sheet). Not only is there an emotional cost to suicide and suicide attempts, there is a significant financial cost to our state. The average cost of one suicide was \$1,329,553, primarily due to lost productivity and associated medical treatment (Suicide Prevention Resource Center). Now is the time to take advantage of technology to rethink how the university offers classes and degrees. Because the pandemic caused us to do things differently in many aspects of our lives, it also opened our eyes to many possibilities. With the great need for mental health counselors in our state, I would ask you to build up the MS Counselor Ed program and increase enrollment in Laramie and Casper. Enhancing and supporting the Counselor Ed program is a win-win for the university and citizens of Wyoming. It increases enrollment in a degree program with job openings in the state. Mental health counselors provide services which save lives and money for the state, so it is economically beneficial. Thank you for your consideration. Sincerely, [REDACTED]

responded already on this subject.

The plan at best shuffles funds, but does not address any of the key issues that have contributed to the chronic misallocation and underfunding of the University and key departments. There has been, and appears will continue to be, a lack of sensible allocation choices that seem to be based on the current whim of administration and current leadership. The only way to correct our budget problems will be to 1) allocate funds to departments that are performing well with high student demand that will ultimately benefit the state by increasing economic output. Currently, our allocation process (which is a mystery), tends to support failing initiatives based on non-rational choices that in turn hurt the needed and profitable programs. 2) There has to be increases in revenues from what the university does best, educate students. In short, tuition increases. We will never survive in the future as we are always adjusting to a state that appears to myopically view the university as a political gambit. The proposed changes are, to be direct, ridiculous. To become more "digital" by cutting engineering (and I am NOT an engineering professor), seem to simply prove that the decisions being made lack any grasp of reality. The very best faculty will simply leave, leaving us with the worst. The cuts needed to be made on programs that 1) have a high professor student class ratio and 2) do not produce jobs. It seems that the plan is the antithesis of that. Further, an additional three percent cut across all colleges, just to start another initiative, again is weak planning. The most able departments tend to be those that lose the most able faculty, which continues to happen when there are these broad and unthought out cuts. My own department lost 4 faculty last year, yet our

students are in the highest demand in the state. This trend, losing faculty in the areas we need the most, will not stop unless the university recognizes it and stops cutting where there is obvious demand. Seventy percent of students leaving the state for jobs is only a university issue in the programs we offer and support, which again goes back to the allocation issue discussed above. Also, if 50 percent of our students are from out of state, 70 percent is misleading. The university should at least understand and present numbers that faithfully represent what the administration is proposing to express. Lastly, over my short time at the university, I have observed several cuts to faculty and departments. However, I have also seen continued hiring in administration. This sends a strong, and negative, signal about what the university is concerned about – bureaucracy and not education.

How is a graduating student supposed to go out into a very competitive world without having learned another language? It seems that Russian language instruction has already been phased out, and I'm hearing of plans to dispose of French and German. This is downright stupid. Americans already have a terrible reputation abroad for an utter lack of language capability outside of the local form of English we speak. It makes Americans look like idiots, just waiting to get fleeced. I've lived overseas for extended periods of time, and I've seen this first hand. Stop crippling the intellectual capacity of our students here in Wyoming.

Reducing the humanities, in general, and religious studies and philosophy in particular, is not only problematic, but dangerous in the contemporary world. Students who are being trained to be able to participate freely in a free society need to be able to interpret not only their own religious commitments and beliefs with care, but those of others. More and more, religion and philosophical commitments are being weaponized by political figures and others, while the citizenry is less and less prepared to interpret those claims in the context of their historical, societal, and institutional contexts.

These cuts are a terrible idea, and will result in a loss of functionality for the university. I believe there is no choice but to raise tuition if state subsidies have been removed. Within the framework of the cuts, however, I think a relatively good job has been done. I am relieved that the humanities will survive, even if I think that the cuts there are still very bad.

The restructuring plan could be good for the University as a business, but currently falls short and kneecaps us for future growth. Retirement incentives should first be pursued to prevent young, ambitious, and productive faculty from being cut. The university would also bounce back from the restructuring a lot slower if retirement incentives are not pursued. From a business standpoint, I do not understand the thinking of the trustees or upper administration. It is clear something must be done (cuts, mergers, etc.), but their proposed plan seems clunky and misaligned with the current and future climate of academia.

Discontinuing several engineering departments and computer science seems a move in the wrong direction. Engineering and computer science are an important sector for our state and nation. The cuts will drive away the good faculty and make it even harder to attract good people in the future. With so much waste throughout the university, the focus on these departments seems all wrong.

If we need to downsize, just downsize. Close undersubscribed programs and reduce services to fit the reduced budget. This re-structuring seems to be more suited to an increasing budget rather than a declining one. There are too many new initiatives and "centers". It is hard to imagine that these bear much resemblance to economic efficiency. Do a buy out program to reduce faculty numbers. Let us focus on our core competency...teaching. In the long run, good instruction, good instructors with smaller classes attract more students than gee-whiz computing schools and dorms with en suite bathrooms.

Unnecessary, does nothing positive or constructive except creating chaos.

The change in payout of sick leave was the compromise when the BOT - in the "dark of the night" - changed the UniReg to removed the ability to convert sick leave to health insurance premiums. The change to a payout of sick leave (1/2) has an equal benefit to both Faculty, Staff, and Administrators and all of these employees accrue on an equal basis. Removing the payout for sick leave will have UW employees abuse the benefit as their is no use to keep it if you will not be paid for it. Interesting that Deans removed from their posts won't receive a proportionate reduction in salary. Those in a Dean position were given extra compensation for the additional duties, Yes???

As a student, my professors have given me so many opportunities when it comes to research, education, and support. Unfortunately, due to these budget cuts, many of my professors (the most hardworking and prestigious)

are planning to leave the university to seek better options (rightfully so, they deserve better than to be fired while having tenure). It hurts to see how disappointed my professors are with this decision. I was proud to be a cowboy and was even planning to apply to a PhD, now I cannot even envision getting a graduate degree here. From my understanding, one reason why my department was picked to be cut is because they are not producing enough academic papers. However, I feel like the Board of Trustees refuse to recognize that more does not equal better. Quality papers take time. More doesn't equal better. Recently, the state provided 4 million dollars in funding for the university to further advance blockchain -- yet the BOT has decided to dissolve the computer science department. Wyoming has a great chance of becoming a tech center, giving the state a booming economic resource. Those stakes drop vastly when the best COSC professors leave / are fired. It doesn't make sense to me that the university can afford to build (empty) 50 million dollar buildings yet cannot support their faculty. I understand that these funds come from outside sources, but what is the point of building them if they are going to be empty? This is something that the university should be projecting onto donors. The attitude the Board of Trustees is presenting is that the university is a business over an educational institution. I understand that the university is facing a financial crisis, but is firing faculty really the best approach? Why would a high-quality professor reapply to a university that has decided to dissolve their department? From my understanding, a BOT member makes almost 1 million dollars (with bonuses) annually. Where is their pay cut? Professors work so much harder for so much less and deserve so much better than this.

NO mention that I have seen has been made of cuts to administration.... Should we consider reductions in those with salaries over 150 or 200k; perhaps a 10-15% cut ??? Administrators at other land grant institutions have done this, why not here to share the financial burden. We are all working hard on this, and will be involved, whether cut or retained (heavier teaching loads while being told to do more research), and no show from the administration is telling.

If you want to restructure UW - make it a 2 year college with the ability to have students continue on for additional 2 or more years to get their degree's. This will help UW maintain or increase the student population. Thus, bringing in more funds to operate UW with Faculty, staff and programs. This other is only driving people out of UW and out of the state. bad move.

Constant cuts and loss of programs does not move the university in the right direction. Combining groups just because they look similar is a problem. We do NOT need new schools. We need STRONGER Colleges and Departments. Some problems that must be addressed: 1. fundraising - my alma mater does a better job 2. the students - 70% leave Wyoming but are they contacted for donations, and do they play a role in the legislature's decisions to cut UW funds? 3. the legislature - they are not doing their job if 70% of UW graduates leave the state 4. the administration at UW - this sector became hugely top heavy in the past 5 years, if people are leaving it should include more than 10 of 75 administrators 5. Wyocloud - this is the most inefficient and punishing system I've ever seen and I've worked at more than 5 universities

From Tami Benham-Deal: "I know there are people who have expressed skepticism about providing feedback and how it will be used. I can tell you that the proposed plan was modified several times prior to the Board presentation because of feedback provided by people like you. Please encourage your constituents to engage in the process. The only way their voices won't be heard is if they don't participate." Apologies for the French: this is complete bullshit, and you all know it. "Being heard" sounds great. In actuality, it is worse than worthless. Here's why. UW administrators frequently solicit advice, as if they're all adhering to the same powerpoint presentation from their half-day retreat on "What makes an effective administrator?", and are following slide 5, bullet point 3b: "Ask for input, early and often!". The problem is this. When people are asked for input, and that input is universally ignored, they check out. They don't feel invested. They distrust the process. They come to resent those who continually ask for input. In short, you're worse off than had you not asked for input at all. This is simple Psychology 1010. How it can have escaped a group of otherwise bright individuals is beyond me. If you don't want to treat your *own* time as if it's valuable, that's fine. Odd, but fine. But please exercise a simple common courtesy: treat *others'* time as if it's valuable. Assume that we have a finite fuse for this kind of stuff, which has gotten really, really tedious. You're administrators, yeah? Then administrate. Own the fact that this is a business, run by a dictatorship. Pretending otherwise insults the intelligence of the people that work here. For another example of this unfortunate phenomenon, see the flurry of committees/polls/missions/open houses regarding the "Great Colleges to Work For". More generally, knock off the continuous 5-year mission plans/vision

statements. On average, financial crises or some new administrator shake things up once every 1-2 years. We cannot have viable missions/visions given this frequency of disruption. Your actions speak so loudly I cannot hear what you're saying. And I imagine you quit reading this into the first or second sentence, but that's okay. I feel much better. And you wouldn't listen anyway.

I think this is a waste of time. How are we supposed to pretend this is anything but a branding exercise if your talking about merging Colleges but not moving spaces? Maybe you should remodel some existing spaces instead of buying new land at an all time price high in the real estate market.

This is a very tentative 'yes', largely because there has been so little information conveyed on the restructure. If the 25% budget cut and associated restructure from the state legislature also comes with a 25% (or more) reduction in the influence of the state legislature, I am heartily in favor of the restructure. It should have happened long ago. If the 25% budget cut and associated restructure from the state legislature is not accompanied by a proportional loss of influence, I am strongly against the restructure.

Why are faculty and staff repeatedly asked for our opinion when they will be largely ignored and the "vision" of upper administration will always go forward anyway? 1. Show me evidence that restructuring will result in savings. There is a lot of money that will be spent to complete restructuring and I don't see any significant savings after cost of change is factored in. Was the cost of restructuring considered when arguing that they will save money? What costs specifically were considered? 2. Why is upper management not being reduced while faculty and staff size is? Surely some VPs, associate deans, etc. positions could be combined/reduced the same way we are asking faculty and staff to combine and shrink. 3. Other than reducing programs and faculty positions, if the restructuring does not result in significant savings (after cost of restructuring is factored in), why do it? The proposed structure does NOT match most R1 institutions or our comparison institutions. Is this just yet another presidential vision that faculty and staff have to endure yet again (remember we have had 3-4 presidents in the last 5-7 years and this happens each time)? 4. If restructuring does not result in a significant savings (after cost of restructuring is factored in) is it a great idea to ask employees to "suck it up" and work harder (for less real income) for the second consecutive year (this year + Covid), while at the same threatening us with loss of our jobs? How will these conditions result in a stronger institution moving forward?

Can more thought be put in to the new name for A&S rather than the literal? Please try saying it OUT LOUD with a department name included: "Thank you for calling University of Wyoming College of Humanities, Social Sciences, and Arts Department of Philosophy and Religious Studies, how may I direct your call?" (I bet your eyes slid right over that without reading it, which is the problem.) Not only that, consider that a UW College of Humanities, Social Sciences, and Arts logo won't fit on anything (slide decks, websites, mugs, pens, business cards, misc swag). There's no sense in adding more to the name for fewer divisions when the three-word name "Arts and Sciences" currently encompasses the divisions biological sciences, fine arts, humanities, mathematical sciences, physical sciences, social sciences, and interdisciplinary. (It's not UW College of Biological Sciences, Fine Arts, Humanities, Mathematical Sciences, Physical Sciences, Social Sciences, and Interdisciplinary Studies, now is it?) Please consider something less literal by remembering that people actually have to SAY these things out loud when trying to sell the college. Because that's what this whole reorganization is about, selling the college. We can't put UW CHSSA on everything and expect people will know what that stands for.

It is essential if you are going to discontinue degrees you look at degrees that aren't provided jobs after graduation. This benefits the university and the students.

In a time of need for more Mental Health Providers than ever it is beyond understandable as to why we would eliminate the UW counseling program. As a graduate of that program and a counselor in Laramie for 15 years there is a growing need in this area. All you have to do is turn the news on to hear the need for Mental Health treatment and yet we are considering cutting it. I think this is a huge loss for the state of Wyoming and Laramie in particular.

I agree mostly that restructuring is needed. Better efficiency should be able to be attained with simpler college units and less administrative positions. But getting rid of some untenured faculty who are invaluable to certain departments is what I do not agree with.

I do not support the proposed changes to A&S. Anthropology and Psychology are sciences, and as such, should remain in a broader school/college with other sciences. Both offer doctorates; the proposed changes would

remove them from the other sciences, and would leave them the only departments to offer doctorates in the newly proposed school.

I do not see how the reorganization of units/departments/colleges will save the University money in the long run. Between moving expenses (because some units will need to move physically), marketing and re-branding costs, etc., this will end up costing money - especially for the individual colleges and departments. Also, we will end up losing valuable faculty and staff. This plan was poorly presented to the faculty and staff. It caused mass panic, rumors, misunderstandings, and miscommunications. Now, there are rumors about people jumping ship left and right. You should have planned town halls for IMMEDIATELY after presenting this plan, to help stop some of the rumors and ease fears. As it is, I've heard of multiple departments telling their people to get their resumes, CV's, etc. ready and start sending applications to other schools. If you were hoping people would leave to save you the pains of firing them/laying them off, well, congratulations, that'll probably happen at least somewhat.

Unfortunately, we'll lose the valuable members of our departments because they're the ones that can EASILY get a job elsewhere! Finally, the colleges and departments should've been brought in on these plans and decisions. It is ridiculous that you wouldn't pull information from those who see these programs and departments at the ground level. Please remember that you are messing with people's lives! Not just the employees, but their families, and also the Laramie economy as a whole. When one employee leaves, their spouse and children leave too, and so does all the money they would've spent in Laramie. I know the University is in between a rock and a hard place, but I feel that more ideas and help from the University community could've been put into this, rather than a handful of people making all of the decisions. My very last point is this - you can say that the 2-13 protocol is the way of getting people's feedback all you want, but it's already been said plenty of times that it doesn't matter what we say - what's been presented is what is going to happen, whether we all complain and try to say differently or not. Maybe try to prove us wrong, and actually listen to what your most important stakeholders - your faculty and staff - have to say.

I do not understand how the reconfiguration of the colleges contributes to the budget situation or to UW's well-being going forward. What I've understood from the explanations is that other institutions have done something similar. But that does not seem a sufficient reason, to me, to detach a number of "science" departments from what was A&S, especially at a time when nothing is more important than our recognition that the sciences and other modes of understanding simply must be integrated for us to solve challenges. Indeed, the purported new focus on interdisciplinary work seems in many ways at odds with the dumping of physical/math sciences into more "applied" cultures/institutions. I'm also concerned that issues of the many practical problems that are bound to arise with these new configurations have simply not been considered yet (e.g., Will the way A&S has essentially subsidized teaching around the university be able to continue in this framework? Why are not ALL the social sciences in what remains of A&S? Will resources like TA's continue to support ALL the doctoral programs, including those in what remains of A&S?). I'm concerned that all of this directs us more into separating the teaching and research functions across campus, and while I understand the need to be especially "good" at a few select things, I'm worried that the only 4-year university in Wyoming might become a weird combination of technical school and super-specialized research center (for a chosen few--and my impression is that the administration would prefer to simply bring in new people for those roles).

The restructuring plan seems clearly designed to slowly strangle the social sciences and humanities out of funding, I don't think it is particularly awesome that the person who spoke at the BoT meeting to talk about the new college of computing is the wife of the president. I also don't think it's very cool that we're essentially cutting positions to make this new school possible. We are already 15 years too late to be a contender within the area of computing but we could actually try the insane idea of funding our already created programs and potentially trying to make our softer sciences/humanities a contender. Maybe we should stop funding parking garages and building expenditures? Maybe the people who are the top 15 paid members of the university should take a 15% pay cut? Maybe we should stop intentionally kneecapping departments and programs in order to smother them out of existence. It's not subtle.

[REDACTED]

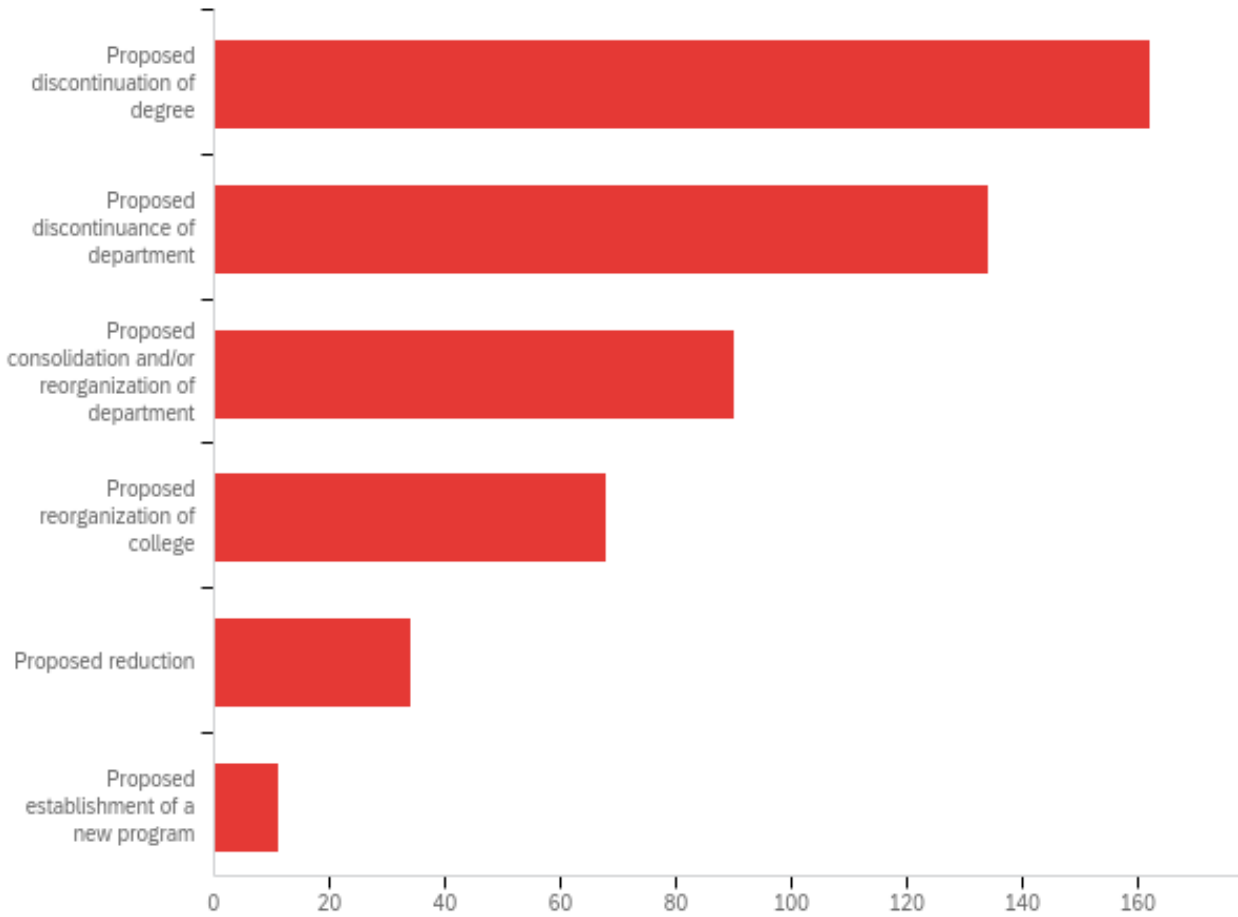
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Q3 - Please select the portion of the restructure proposal you would like to provide feedback on (choose below):



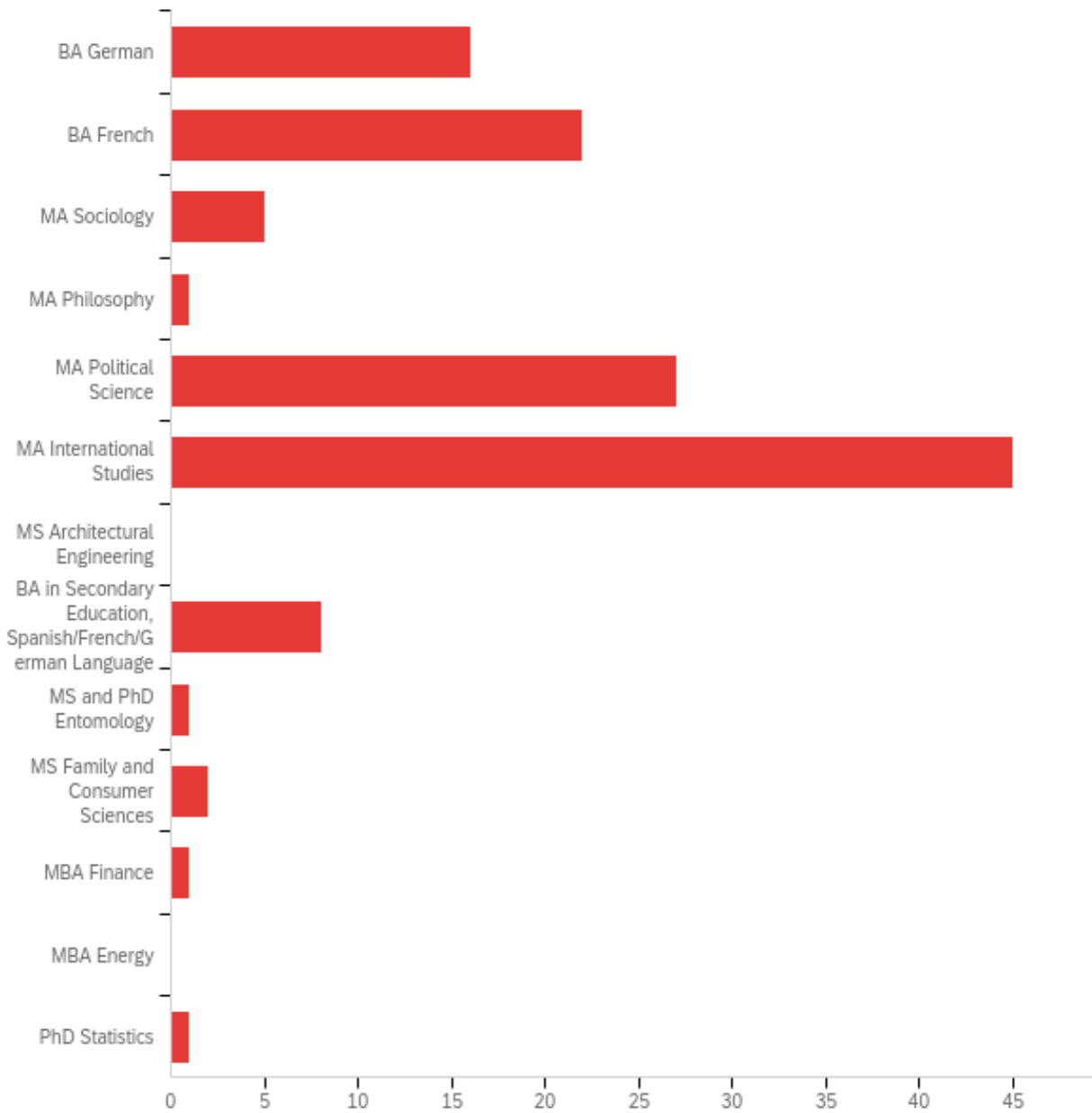
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select the portion of the restructure proposal you would like to provide feedback on (choose below):	7.00	12.00	8.42	1.36	1.84	499

#	Answer	%	Count
7	Proposed discontinuation of degree	32.46%	162
8	Proposed discontinuance of department	26.85%	134
9	Proposed consolidation and/or reorganization of department	18.04%	90
10	Proposed reorganization of college	13.63%	68

11	Proposed reduction	6.81%	34
12	Proposed establishment of a new program	2.20%	11
	Total	100%	499

Q3.1 - The UW Restructure Plan calls for the elimination of a number of degree programs, including programs with low enrollments and programs that have been on hiatus.

Degrees proposed for discontinuance (choose below):



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The UW Restructure Plan calls for the elimination of a number of degree programs, including programs with low enrollments and programs that have been on hiatus. Degrees proposed for discontinuance (choose below):	1.00	13.00	4.66	2.40	5.76	129

#	Answer	%	Count
1	BA German	12.40%	16
2	BA French	17.05%	22
3	MA Sociology	3.88%	5
4	MA Philosophy	0.78%	1
5	MA Political Science	20.93%	27
6	MA International Studies	34.88%	45
7	MS Architectural Engineering	0.00%	0
8	BA in Secondary Education, Spanish/French/German Language	6.20%	8
9	MS and PhD Entomology	0.78%	1
10	MS Family and Consumer Sciences	1.55%	2
11	MBA Finance	0.78%	1
12	MBA Energy	0.00%	0
13	PhD Statistics	0.78%	1
	Total	100%	129

Q3.1.1 - What are the benefits of this proposal?

What are the benefits of this proposal?
There are no benefits of discontinuing the BA in Secondary Education Language Teaching.
None.
The program does not have low enrollments but it is targeted as a means of reducing costs.
I can see none: no savings, and a weakening of UW's efforts toward internationalization.
It saves some money.
None at all. The accompanying language eliminations (German and BA Education Spanish) are also harmful. International exchanges, study abroad, even the proposed Tourism Program will be weaker.
I assume the perceived benefits are financial in nature; however, my understanding is that the financial impacts may actually be detrimental to the University in the near-term.
The administration can add a program to the list of things that have been cut to show that things have been cut.
None that I can see. We are taking away the opportunity for our students to limit their world view and experience.
And BA French
none
None
None -- very harmful.
There are no benefits for this proposal.
The only evident benefit appears to be for the University's budget insofar as it would cut FTE's.
From my findings, there will be little or no benefit to the university if this program is terminated. The buildings and facilities running this program will still cost the same amount to run or maintain even after the program is gone.
I do not see any real benefits in the proposal to cut the MA International Studies Program. Without an apparent plan to reduce faculty or staff numbers, I fail to see what cost savings this proposal would achieve. I do, however, see how eliminating the program will cost UW by weakening recruitment streams for US government funded sponsored student programs, reducing the effectiveness of fundraising and outreach activities for other UW offices including the Center for Global Studies and the Global Engagement Office as a whole, and by potentially robbing UW of the competitive edge to win certain sizeable external grants linked to international studies subject matter such as UW's recently-awarded half-million-dollar (per year for 5 years) grant to provide Arabic language and culture training for ROTC cadets nationwide as well as the generous funding available to UW for hosting in-person conferences in partnership with the EU-grant-funded SCRIPTS Institute at UW's German partner institution, Freie Universitat Berlin - a partnership that exists solely because of the existence of UW's MA in International Studies degree program. There are few if any discernable benefits of the proposal to eliminate the program. But there are ample and obvious benefits to eliminating the proposal and retaining the degree program, the students and alumni of which continue to serve among the best public ambassadors for the University and its global engagement efforts. Eliminating this degree rather than investing in its growth would be evidence that UW and its state are truly insular in their attitude and orientation and not yet ready to take up the

<p>mantle of leadership in addressing global challenges that will demand producing graduates with nuanced global awareness and cultivated global competencies.</p>
<p>There are some logical elements proposed of the plan, and I understand the logic of proposing elimination of low-enrollment programs.</p>
<p>None</p>
<p>N/A</p>
<p>The university will save money on a program currently with low amount of students participating and pursuing the degree.</p>
<p>None. Social scientists are vital to a well run society based on the sound evaluation of data and rigorous use of appropriate methodologies.</p>
<p>Keeping this program is essential to keeping UW involved and an active player in the academic and world stage.</p>
<p>none</p>
<p>None.</p>
<p>There are no benefits to this.</p>
<p>Not much that I can see</p>
<p>There are no benefits.</p>
<p>The benefits of this proposal would be more professionals to work in the professional field of Family and Consumer Sciences. (Academia, Retail Corporate Environment, Hotel Upper Administration, Government Contracting for Nutrition Services, Education, and Health Related Services) Several of these services are in the humanities and sciences. These areas will still need people to fill positions in the state areas stores, business's, and schools/school cafeterias. These programs have existed because there was a need for them and continues to be a need for them. As the world undergoes one of the biggest health crisis we will need people in all of these fields to bridge the gap where Nursing and some of the other programs will start to lose people in alarming numbers. This is a trend that has not yet been predicted. But if you continue the Master's degree program and get students to create research targeting current issues you will reap the benefits from the research and continue the trend of keeping the world with a better sense of well being.</p>
<p>None</p>
<p>There are none.</p>
<p>There are none.</p>
<p>It saves the university money</p>
<p>There are no benefits in being the only state that does not offer a graduate-level program in Political Science.</p>
<p>It's once again unclear what the benefits will be. Faculty who teach in this program will continue to teach in the undergraduate program even if the MA is eliminated (many of the MA classes were dual listed and cross listed with other programs).</p>
<p>As I see it, none.</p>
<p>I do not see any benefits and think that the SPPAIS community would not be as diverse without this program and the MA in international studies.</p>
<p>We need to keep the MA of Political Science and MA of International Studies.</p>
<p>None that can be observed.</p>

I don't know
Unless this degree is tied to a teacher prep program, I do not think that it is essential to continue it. My undergrad work was in POLS, which is a great foundation for multiple MA/JD/PhD paths. In consideration of the limited budget, I think that the MA POLS should be discontinued.
This question is worded confusingly in this context. Do you mean "what are the benefits of keeping this degree program?" If so, then this program will continue to provide a number of benefits. For starters, the program attracts scholars from around the world to study at our institution. This program also attracts global connections to scholars and universities around the world and its existence would continue to contribute to this building of connections.
You are eliminating a large amount of degree options for students. In doing so many students will have to leave and therefore not recommend the school for others in the future
If you keep this program it would do nothing but benefit our university and state. This is the only institute many students can afford and removing such a pivotal MA program seems as a disservice to us, the students.
I understand the financial issues. But, as so many are doing the same thing, it will not help with competition for enrollment. You must keep something unique like international studies. Now more than ever detailed knowledge of the world is important.
n/a
There would be extra funds for other degrees that seem to be more popular.
No benefits of cutting. We need languages.
There are none.
Saves the joke of a board their money for selfish reasons. Where's that rainy day fund now? Bravo to you all for being in charge of finances.
You don't have to pay hard working individuals because of you own egotistical money grab.
Discontinuance of the BA French program has no benefit.
I guess the University thinks it will be saving money by cutting these programs. Perhaps in the short-term, but certainly not in the long-term.
There are no benefits of cutting BA French
The university will save money and gain space for other programs.
This decision would devastate high school programs around the state. Additionally, as districts add Dual Language Immersion programs, UW is becoming increasingly irrelevant to some of our best Wyoming students. A partnership with new language programs would reverse that trend. One of my sons graduated from UW and did a study abroad year in France. It changed his life. I would not have sent him to UW under the current circumstances. You say that you support study abroad and global programs but, rather than redesigning ineffective programs that are nonetheless important to support international programs, you propose to eliminate them. Not a very good way to build UW for the future.
I am happy to see tourism being considered.
Aside the budgetary concerns, I dont believe that discontinuing this degree is te best way forward
Slight reduction in cost. But benefit of the program outweighs that gain.
A slight reduction in financial outlay by the university. However, the cost of not having the program outweighs the slight reduction in cost.
It will signal evermore clearly that UW is not the university for students seeking to broaden their horizons - intellectually and experientially. There is some value in being truthful to prospective applicants.

Saves money and the expense of unique educational opportunities?
There are no benefits.
There are no benefits to discontinuing the MA in International Studies.
I see no benefit to discontinuing the MA in International Studies degree.
Money available to be distributed elsewhere.
There are only a few benefits to this proposal. While increased attention to tier-1 programs is important, there is far more to lose than to gain with this proposal.
The state of Wyoming and the Department of Education are looking to UW to graduate highly qualified teachers in secondary education, Spanish, French, and German Languages. If we eliminate these programs, our neighboring institutions such as UNC, CU-Boulder, U-Utah, U-Montana, U-Idaho, will be recruiting our students. This means that these states will be taking enrollment dollars away from UW.
n/a
I don't see any benefits
Cost savings
Nothing
There are absolutely no benefits in eliminating this degree.
Cost savings
UW's MA program, with its excellent instruction and mentorship, is truly excellent and prepares student for further graduate studies or employment. I currently work in the State Department where my colleagues have degrees from Harvard, Yale, Georgetown, and I tell them with pride that I received my degree from UW, and would encourage my two sons (9 and 11) to pursue a degree at UW before spending \$35,000 per year at a prestigious institution.
There are no benefits to this proposal - it is a mistake.
Cost savings.
None, UW need to be promoting these degree programs.
I see no benefits in eliminating the International Studies degree nor in eliminating Political Science.
Allowing students to continue studying French as both a major and a minor could greatly increase broader knowledge for the future and it will even allow students that plan to study abroad have an easier time integrating into the foreign society
None
None, short sided, destroying the only means to train Wyoming's language teachers, thereby denying decades of young people the opportunities to better understand the "other", instead furthering a "me only", egocentric view of the world.
"Saving money" which an extremely poor excuse to cut programs.
None that I see, none at all.
The International Studies program is one of the most unique in the nation. It is by far one of the most impressive degree programs at the university (in terms of offering hands-on experience unavailable through other institutions) and has been maintained by pure grit, while it should have had more support from administrators.

I am choosing the MA in international studies because I can only choose one, but I have 2 of the degrees on this list - I also have a BA in French. Both are important degrees that should continue to be taught at UW if you expect Wyoming to be competitive in the world.
Budget
I don't see any benefits in discontinuation of the POLS/INST MA Program.
Eliminating the MA in International Studies and the MA in Political Science might save money in the short term, which is beneficial. However, this is shortsighted.
I don't see a benefit other than another education system rids itself (it thinks) of a "non-essential" arts program due to money.
Your survey has a number of typos. Also, please include MA POLS in my appraisal. Do not cancel these programs please. As described earlier, current events and situations require educational professionals to continue to educate young students. The country can't survive with these antivaxxers and anti-maskers and MAGA tribe.
I see no benefit to its discontinuance.
Obviously cuts need to happen somewhere.
I do not see much positive outcome with this proposed initiative
I do not see any benefits in this proposal. Cultivating involved and engaged citizens is ever more important and I believe this is a short-sighted move that would have negative repercussions on the University of Wyoming's ability to help foster civic engagement both for its students and the broader communities that those students are a part of.
I don't see any benefits.
None. Cutting this is ignorant.
The elimination of the BA will hopefully result in a reduction of personnel specific to this major only. There are 3 teachers (2 of them tenure) who do not teach very many classes and/or whose classes are not full. One of the tenure faculty has been on sabbatical and/or pregnancy leave for the last 3 years and the department has not suffered in the least. Goes to show that there are too many people for this major.
This program has been dwindling for years. The main professor often teaches classes with 5 or less undergrad students. I think it makes sense to discontinue it. However, how is UW saving money if the same faculty can still remain in order to teach the minor?
Saving the university money is clearly the goal, it seems unlikely there would be benefits beyond this for eliminating any major.
Saving the university money is the only justification, obviously.
The only benefit is downsizing of programming and staff
Benefits concerning the discontinuance of the MA in International Studies and the MA Political Science: Discontinuing these programs may possibly save a bit of money in the university budget.
We need to keep degrees that benefit Wyoming and this does not.
Cost cutting
As far as discontinuing the Social Worker education program, none. Other than it saves the bottom line of your budget.
There are no benefits to this elimination. The MA costs almost nothing because SPPAIS merged methodology classes to save resources, and because these GAs are key to the provision of 70% of V instruction, a statutory requirement. In other words, UW would gain nothing from eliminating this program, and lose its V instructors/assistants in the bargain.

None, there are no benefits to removing this degree program.

I would presume the benefits surround solvency?

There are none.

Can be taken online and low enrollment-REMOVE

There are no benefits to cutting these MA degrees in INST and POLISCI. Financially, the budget benefits in a very small way from cutting these as with the existence of the undergraduate degrees, similar staffing will still exist.

N/A

None

There are no benefits in discontinuing the language programs.

Q3.1.2 - Are there unintended consequences to the discontinuance of this degree?

Are there unintended consequences to the discontinuance of this degree?
You restrict the access of students to learn from qualified professionals. I have had students who had years of Spanish in high school but never learned a thing because the teacher was not qualified to teach the language. They arrive in my first-year Spanish class at the college and cannot understand anything that I say in the target language. It is embarrassing that high schools tend to put any random instructor in a language classroom just to have a face there, yet the instructor does not know a single word of the language. The BA in Secondary Education Language Teaching is the best way to ensure that our schools have quality and qualified language instructors.
Wilful destruction of a program where the reported data is incorrect, and the range of languages for students will close off study abroad, and narrow intellectual horizons....not that I think the President, Provost, or Trustees care.
Unintended consequences would include the undermining of UW graduate career success and a lowering of the education value available at UW.
To talk about internationalization on one hand and to consider axing advanced studies in German and French is ridiculous, to base any such decision on faulty data is irresponsible.
There is greater demand in Wyoming for German teachers than there is supply. For example, among the four high schools in Cheyenne, there is one German teacher who splits her time across two of the high schools. This, clearly is less than ideal. The removal of this degree will exacerbate this problem, as students who wish to pursue this degree would have to go out of state to get it, and may not return.
Destroy language acquisition in high schools, and thus fail to engage with a growing Spanish speaking school population and their families; Destroying all these degree programs will not save much money, since salaries are low (a lot lower than those of the upper admin who have invented these ideas).
There are potentially multiple unintended consequences of the proposed discontinuance of this degree, including detrimental direct financial impacts on the University. Moreover, the elimination of this program (as well as other languages) diminishes the diversity and range of cultures which otherwise enrich our University community. This also has potential deleterious effects on our attractiveness as a destination of higher learning for future students. Finally, this also has the potential to have a broader detrimental effect on the larger State community by eliminating access to this advanced level of language knowledge, having both economic and cultural ramifications.
This decision is being made on faulty data (that there is currently only one person seeking a BA in German - there are more). The German BA program has always been small - but it doesn't stand alone. The German classes being taught at UW are primarily filled with students earning credits toward their language requirement and students working on the German major. There are no classes taught only to students seeking the BA. Eliminating the major will simply mean lower enrollments in German classes, because students interested in (double-)majoring in German will no longer attend UW. It is also hard to imagine how UW will look as an R1 with only one language degree left, since the proposal seeks to eliminate all language BAs except for Spanish.
I know already that there are only 3 places that still offer German (Laramie, Cheyenne and Gillette). If we call ourselves world languages, that needs to mean more than just offering French and Spanish. ASL, Chinese (Mandarin) and Arabic seem like logical choices and I know I have surveyed my students and ASL would be a most welcome offering if we're dumping other traditional language offerings.
Lack of opportunity to Stunde two crucial world languages at a deeper level Lack of teachers in Wyoming with such skills leads to even fewer second language speakers
You want to keep students in state, with this change schools will be forced to hire out-of-state teachers to offer these languages to high school students. It doesn't take a black hole scientist to figure this out!
This is a field that is growing with the advancement of computer technology.
When languages are more important than ever, dropping secondary language educators is a mistake for Wyoming schools.

Yes, Wyoming public schools continue to need to hire french teachers. Eliminating the program will have a trickle down effect throughout our public schools and our community colleges.

Graduates of this program leave with the ability to understand a situation from multiple context and to apply data collection and analysis skills to recommend solutions. These are not skills similar to other degrees being offered.

Social Science course offerings and degree programs are diminishing at UW. These programs play a pivotal role in preparing students for work in the police force, social work and case management, governmental policy work, healthcare, non profit work, and a whole host of critical need fields. Our state is in dire need of Wyoming graduates to remain in Wyoming post graduation and cutting the social sciences will only contribute to further out migration.

I recognize that this termination is an economic, financial, and perhaps political proposal. It is therefore very likely to be an act of misjudgment of the importance of the Master's Degree in International Studies program to Wyoming, the US, & indeed the world. I'm not an American and I've never lived in the Western world. But I think that at a time when global development, societies, cultures, and peoples around the world are being negatively impacted by transnational challenges like climate change, nuclear tensions, insurgency & terrorism, the rise of populism, trade wars, Covid-19 vaccine diplomacy, etc; a program that brings deep understanding to these issues via research should not be cut. At a time when democratic values are being challenged around the world, including the US where a sitting President refused to accept the result of a general election and the Capitol was attacked by a mob; a program that reinforces faith in the founding documents and history of Wyoming and the USA should not be cut. At a time when America is divided more than ever, a program that brings scientific understanding to the issues should not be cut. At a time when America's reputation as a leader of the free world has been dented, the US southern border is being overwhelmed by migrants, a broken immigration system, 11million undocumented immigrants, a government debt crisis in the USA, a chaotic Brexit is affecting the UK, a menacing Russia and China ready to undermine democracy in the world, military coups still taking place in Africa, etc; a program that brings deeper understanding and gives Wyoming an international voice and footing should not be cut. I think what makes your society unique is that it is a free, open and democratic society- imperfect as it may seem. Yes, technology is fast transforming every industry and it seems to be the key to future economic development. But having a computer science program is not what makes Wyoming or America unique in the world - any third-world country without democracy and the rule of law can do that. Wyoming should be building on her leading political role as the Equality State. People should be encouraged to value and study the Wyoming constitution, the US constitution, and do research about how these all fit into the world. Students should be encouraged to study about the social institutions that have come to make your society one of the wealthiest and most prosperous humanity has ever seen. Otherwise, bit by bit, decade by decade, the state begins to lose its identity, and becomes another big rich entity with no example or inspiration for the rest of the world to follow.

The MA in International Studies has been a significant partner in the University's broader internationalization efforts over the course of its existence and has served as a beacon of international sponsored student recruitment to UW that is not always captured by counts of degree-seeking students. As the U.S. government invests funds in public diplomacy efforts around the world, it often does so via short-term educational experiences for up-and-coming young leaders from nations in which the U.S. would like to nurture greater societal openness, practices of good governance, and positive and cooperative international engagement within the framework of transnational institutions such as the U.N., the World Bank, and the W.T.O. The M.A. program in International Studies has been regarded very favorably by UW's partner sponsoring organizations such as American Councils for International Education, IREX, World Learning, AMIDEAST and others that have placed short-term, non-degree, yet fully sponsored international students at UW for one or two semesters of study in this graduate program. Likewise, the program has been host at UW to numerous visiting scholars from around the world and has been a primary partner for the current Global Engagement Office and its chief predecessor - the International Programs Office - in the work these offices have done to host both international students and scholars as well as visiting delegations from universities as well as governments across the world. The international research activities of the program's graduate students, not to mention its globally-engaged faculty (some of whom may be tempted to find more robust international studies programs elsewhere were the graduate program discontinued), have had a hugely outsized impact on the positive reputation UW has developed around the state through the statewide outreach events organized by the department and by the Center for Global Studies (CGS), which grew out of the MA

International Studies program only a few years ago to serve the University as a whole. Through its many cooperative events and joint academic programs, the International Studies program (made more robust and impactful by the existence of the MA degree and the work of its graduate students) has an enriching effect on several other degree programs across the University. The MA program has also been an indispensable factor in UW recently winning a sizeable grant from the Department of Defense to design and deliver enhanced Arabic language and culture training for ROTC participants nationwide through Project GO (Global Officer). The global competencies and international knowledge that the MA makes available to UW students helps UW in its effort to prepare all of its students for an increasingly global future. It is not enough to say "the world needs more cowboys"; the cowboys the world really needs are cowboys that know about the world and are prepared to engage effectively within it.

The low enrollment in Entomology in particular is likely a result of the lack of initiative/motivation by upper administrators to fill Entomology faculty positions as previous faculty left the university [REDACTED]. So, not only are the graduate programs low enrollment but the courses offered in ENTO are fewer each year. Many other majors require entomology knowledge and coursework to succeed (Plant Sciences work in horticulture and crop science, rangeland, forestry, ecology, zoophys, vet sci etc) and some federal government jobs require students to have taken a certain number of ENTO credits to apply. I hope there is attention paid to maintaining ENTO coursework at this university, and hiring entomologists in whatever new departments are created and sorts of positions are available. IN PARTICULAR - I will note the after Alex Latchininsky left the University to go work for FAO a few years ago, the College of ANR elected to NOT PRIORITIZE getting approval to fill that position even though he was the STATEWIDE COORDINATOR of Integrated Pest Management, a role that all states have in conjunction with their work as land-grant universities. The statewide coordinator role was transferred from a faculty member to 1-2 staff members, and while these staff members are competent professionals, the College leadership did not initiate conversations to see if other faculty would be interested in taking on this important responsibility. THUS - along with the dwindling of entomology at this university, we have seen a decay in organization around integrated pest management extension in our state. This is a critical need and frankly an embarrassment to be so utterly neglected. Thank you for considering these comments with regards to the proposed elimination of entomology graduate degrees.

Friday September 17, 2021 Dear Dr. [REDACTED]: I attended via Zoom your "Listening Session" last evening, considering the possible elimination of the Masters in International Studies. It was difficult for me to give my full input, as I only had a cell phone. Therefore I am taking a few minutes to send you this email. It is my hope that you can use it as you collect comments concerning this degree. Feel free to copy/paste and use these comments any way you see fit. I am very disturbed by the idea that the MA in Int Studies would be eliminated. For years as a faculty member, I served on INST Masters level committees. I found these students to be among the best quality graduate students in my experience at UW. I say this, because they all had extensive overseas experience during their UW grad years, and they used this experience to create meaningful and robust masters theses or projects. Their supporting research was thorough and relevant. I have seen these students go on to meaningful careers. One example: [REDACTED]

[REDACTED] She has often cited her masters level influence from professors in the International Studies program here. She is but one example. True, my concern would be that graduates of this MA program often leave the state, but their memory of WY and the connection to UW often comes back to us years down the line. As well, these graduates in the field serve important and diverse global needs of our country. We need to keep the Masters Int Studies not only for the quality of students it attracts and their long term connections to UW, we also need these grad students to help with undergraduate courses, and to serve as mentors to the undergraduate population. There is a synergy that would be lost if this program were lost! I would also like to mention briefly that I am also very concerned about the loss of language instruction or degrees at UW. If we want this University to serve the needs of the state of Wyoming, our education of students with a global perspective is crucial. No better program exists in the state. UW has a specific voiced goal of "Globalization". It would seem obvious and important that International Studies on both the undergraduate and graduate levels be retained and even afforded more resources in the future! This sort of an education is at the heart of "Arts and Sciences". Thank you and sincerely, [REDACTED]



<p>Closing off an important avenue for social science students to receive advanced training in sociology, which provides a foundation for a PhD or research-based careers.</p>
<p>Rid the state of the opportunity to train its future leaders, representatives, legislators, and government workers by outsourcing it to other universities with this degree. Wyoming prides itself as a unique state with a unique set of values, ideas, and system, let us not forget that by exporting your students who love UW to other universities.</p>
<p>Depleting the state workforce of competent social scientists that can perform well rounded analyses across a broad spectrum of domains.</p>
<p>The world is becoming more interconnected and students need advanced degrees in the international workings of the world</p>
<p>We are a multilingual society and students need this exposure</p>
<p>American MA students in the international studies program are required to go aboard for research, when they return, they bring back experiance and knowledge to the school and community that might have never made it to Laramie.</p>
<p>Yes - loss of UW's reputation and impact around the world, which is not negligible.</p>
<p>Eliminating French and German majors will cause a terrible trickle down in the education of children across the state of Wyoming. Without world language teachers to teach the next generation, we will be setting Wyoming up for a very insular perspective, which is not the right direction for our state or world. Having foreign language knowledge gives students a competitive edge in careers, analytical skills, and deeper connections with other countries and cultures. We need to strongly reconsider the trifle drop in the bucket that comes from cutting these essential majors and look elsewhere. This elimination does not seem to save any money since the Modern and Classical Languages is already one of the poorest departments at the university. Removing foreign language education would also move our university and the state of Wyoming in the wrong direction.</p>
<p>Eliminating French and German majors will cause a terrible trickle down in the education of children across the state of Wyoming. Without world language teachers to teach the next generation, we will be setting Wyoming up for a very insular perspective, which is not the right direction for our state or world. Having foreign language knowledge gives students a competitive edge in careers, analytical skills, and deeper connections with other countries and cultures. We need to strongly reconsider the trifle drop in the bucket that comes from cutting these essential majors and look elsewhere. This elimination does not seem to save any money since the Modern and Classical Languages is already one of the poorest departments at the university. Removing foreign language education would also move our university and the state of Wyoming in the wrong direction.</p>
<p>Loss of good Masters students.</p>
<p>Absolutely. Many bright students choose the Political Science and International Studies programs here at UW because of the content, the professors, the other students, the networks, the community, and the impact such a degree can have. Many alumni have gone on to do amazing things and all because they came from those programs.</p>
<p>Yes, very much so. The unintended consequence would be that you would ultimately be reducing the Family and Consumer pool of people that would be able to pursue a Master's degree and possibly teach at a large institution. It also could reduce the chances of making it so some people would have a better paying job after the undergraduate degree program.</p>
<p>Again, Pillars mean nothing when programs that address his goals are discontinued</p>
<p>Again, internationalization embodies what happens in the Political Science arena. The President's Pillar goals cannot be taken seriously.</p>
<p>Absolutely. A Pillar goal toward more internationalization, does NOT result in eliminating an advanced degree of study in that field. This makes NO sense, at all, and demeans the President's goals. Nothing relating to the Pillars will, or can be taken seriously.</p>
<p>The unintended consequences of this change is that it will drive current students to choose to do their graduate education elsewhere and will make the university unappealing to prospective students who are looking for options in terms of their higher education.</p>

<p>It is the only program of its kind in the state. Leaders from all over the world have gone through programs like this one. UW has done an excellent job hiring exceptional Political Science faculty that have been doing a great job teaching and advising graduate students on how to produce high-level scholarship work.</p>
<p>Global engagement will suffer with the elimination of the MA in International Studies. If global engagement is important the elimination of a graduate degree that focuses on the global environment seems counter productive.</p>
<p>I got my undergraduate degree in international studies, and I believe this is a crucial field. In an ever-globalizing world, learning about different foreign policies and languages is even more important now. Without this degree, I believe that UW would lose a lot of its competitiveness when students are choosing to go to graduate school.</p>
<p>Yes.</p>
<p>Loss of one main element of the university's internationalization. Loss of programs in development with Warren Air Force Base. Loss of significant grants. Loss of UW scholars' credibility as researchers.</p>
<p>Yeah, I won't be getting a MA from here. You lose money.</p>
<p>We have a reputation for having one of the best international studies programs in the nation, so discontinuing the MA program would irreparable harm this reputation. We may attract fewer students to other degree programs both in the humanities and the sciences as well. Elimination of this degree program could harm the university's unparalleled funding for study abroad and global research programs too.</p>
<p>We'll lose students</p>
<p>Wouldn't allow for students to pursue international studies beyond the BA at UW.</p>
<p>I have to say I feel the university is 50/50 in the right direction. I owe my career as an international educator - most recently Associate Vice Provost, International Affairs, at a state institution like UW. I would never have had the fantastic career I have led without the unique, MA International Studies, program that UWYO has. As a first-gen, non-traditional student with a disability, and who had to work full-time through my BA, I had so much against me in accessing - let alone completing - a degree. As I searched around for an MA program, calling/emailing faculty and reviewing courses and international opportunities, I found UW to be exactly what I needed and wanted. I was not proven incorrect. If you were looking for an experienced Senior International Officer, I would happily bring my family back to WY to complete my career at my alma mater. Do not lose this program. I am a living testimony to its success. Even if operating it in a smaller, that would be better than losing it. Partner with an institution abroad for a joint program even if continuing the entire program on campus is too expensive. But do not terminate this program without researching all avenues possible. By losing a program like this and focusing more predominately on STEM, Computer Science, etc. you are simply following a trend that others across the US are following. Its not unique and will create a glut. Keep this program and be unique even if it means remaking it in a different form. I could go on and on with ideas and pleas not to do this. With 16 years in higher education I also fully understand the financial aspects of managing an institution. But there must be a middle ground that does not require ending this program. Again, I owe my career to UW and to the MA international studies specifically. My very best to you as you make these decisions. Please do not get rid of the MA in Int'l Studies. ■■■■■</p> <p>■■■■■ class 2001</p>
<p>Loss of a rich language and diversity of academic offerings. French is the SECOND largest language spoken in terms of world population. Why would Wyoming not want to support such a thing. French business and education is needed throughout the world and in terms of Wyoming reach where the world needs more cowboys ... the world needs more cowboy french speaking students. INVEST in this department vs reduce</p>
<p>Shorting of mental health workers in communities and schools.</p>
<p>If people are unable to learn the material and language it would be hard for Wyoming students to experience culture and have the ability to broaden their horizons.</p>
<p>Yes, the many people that need language in order to work in many of our international trade and jobs. This goes as well for French and especially secondary education in Spanish. People will continue to seek these degrees but in an out of state program, which will make them less likely to return to Wyoming for work.</p>

Not only does it deny students the opportunity for a direct path for their degree, but this degree is required for many fields related to French. French history and language are crucial to both American history and overcoming linguistic diversity in this country.

We are the ONLY university in the state. Thank you for firmly keeping Wyoming a place where we hate anything from outside of Wyoming. God forbid any UW student have aspirations of living anywhere beyond the least populated state in the union. God forbid, anyone want to enact any change in the world. UW had better change their attitude on international students. We evidently don't care about them. UW had better change their attitude on changing the world for the better, as we all now know you could not care less. I congratulate you for driving Wyoming students from studying in Wyoming, may you protect your precious Hathaway fund.

This is the only university in the state. If you don't see how cutting a degree as common as a language degree at the university will have unintended consequences, you either are blinded by the allure of the money, or you do not have the intellectual capacity to serve on this board. Or both.

This discontinuance would create a large gap in students' education to be engaged in global institutions and markets, and it would label UW as a sub-par university that has a very narrow focus lacking in important liberal arts and language skills.

Cutting degrees, such as the BA in French, in the only university in the state, gives a huge disservice to those who choose to continue their education in Wyoming and will push students to go to different universities outside of Wyoming. French is one of the most popular language courses taught at the secondary and post-secondary levels. As a student of Natrona County High School, French was one of the only language classes taught at my school as we did not have the option to take ASL (a Kelly Walsh only course) or Japanese. The languages offered were French, Spanish, and German. I have always had an interest and passion for French culture and taking French courses in every level of school since 9th grade has been the best way for me to learn more about French culture. French is also one of the few language courses at Casper College that meet the requirement for language credits. Taking away this bachelor's program and the French classes that go with it would cause thousands of students to have to completely start over on their language courses once they reach University status (as most degree programs require a 3rd language credit). ASL is not accepted as a foreign language by the majority of universities due to its lack of a written component, and therefore, students are that much more limited in their foreign language options. French is the second most widely known language only below English in the number of countries that speak it. Traveling anywhere in the world, French would be an invaluable tool. removing the French BA program at UW would make it impossible for Wyoming students to become interpreters or teachers of French in Wyoming. As stated before, French is one of the only consistently taught languages in Casper schools at both the middle school and high school levels. If the goal of the legislature and school boards in Wyoming is to keep people in Wyoming during and post-education, removing BA programs is going to continue to drive students out of the state. It would be foolish for the University of Wyoming to remove BA programs that are needed not only for those majoring in that department but also for students who have requirements met by the classes provided for that major.

Yes. It would ruin the continuation of my degree.

Yes. People will transfer away from the university.

See above. Sorry I reversed the benefits and the unintended consequences. The dangers of working on a phone.

See comments before; eliminating dozens of feeder programs and jobs for Wyoming high school teachers, many who earned BA and MA in language from UW, less marketable graduates, less attractive university.

The butterfly flaps its wings in Japan and a hurricane hits New York.

I believe that students, especially students like me who have an interest in international development benefit greatly from this program. During my time in this program, I developed my interest in international development which prior to this, I hadnt been exposed to. I was able to also take some applied economics classes to complement my degree. I got the opportunity to travel to a developing country and obtain first hand experience in development issues. All of these would not have been possible without enrolling in the degree.

The University of Wyoming has a strong reputation for international studies as well as drawing international students. This degree program supports UW's central mission of global understanding. Cutting this program would do a major disservice to graduate students as well as international students on campus.

Yes. The MA-POL degree is not just an academic degree, but serves as an entry-level practitioner degree for a number of local, county and state jobs, as well as federal jobs. It is a generalist degree, like an MBA, that allows students to take up positions in government. For those that intend on moving onto graduate professional programs, such as law school, the program also helps prepare them for rigorous graduate work, and helps make them more competitive candidates. In a data-driven world, public servants need to have the ability to process large amounts of data and think critically, in a structured format, about cases, and how those cases and data impact policy formulation and assessment. The MA-POL program provides those skills. There is no other graduate program on campus that serves as a generalist practitioner degree that provides these skills for this particular domain. While some schools are combining public policy and MPA programs, and MA-POL is already embedded in the School of Politics, Public Affairs & International Studies. Unfortunately, careers in this sector largely require a MA degree as an entry-level requirement. Pursuing this career path in the absence of this degree program would then be problematic for WY students. As funding for graduate education, particularly at the MA level, decreases, self-financing is still an option for Wyoming students at UW, but may be prohibitive or impossible if forced to go out of state to pursue entry-level qualifications for this career path. The program also serves as further training for those exploring PhD work in the field for those that need it.

Yes. Students from WY already suffer from a lack of opportunities enjoyed by students from other states. There is very little exposure to international issues in WY. The MA-INT program was absolutely essential to my career path. It gave me the knowledge, skills, connections and credentials needed to serve the US Government. The program, and career it afforded, built skills that I have also been able to use to help WY. As WY navigates a post-carbon future, international links are increasingly important. UW led the way in internationalization, and the state through the WY Business Council opened an Asia-Pacific Trade Office in Taiwan. The state and UW incentivized the Cardano Foundation to move from Hong Kong to here. These are just two examples. Students with an understanding of the international stage, with experience abroad, and the credentials to contribute will be increasingly important to helping both business and government maintain profitable connections with overseas actors. International economic opportunities and collaborations in commerce in the agricultural, energy, and technology sectors are going to be increasingly important, and it's critical that there are workers prepared to advise and assist business and government in navigating these issues. The MA-INT program was absolutely critical for me. When the US Dept. of State asked for experts to monitor military operations during the 2014 Ukraine-Russia conflict, I was selected. I had the needed MA degree, but I also had expertise in the area, thanks to the MA-INT program. I am not the only one. I know countless students, from WY, that have had opportunities thanks to the MA-INT program, like critical language scholarships and other fellowships, to become experts in China, or the Middle East, and have used those skills to serve state and federal government. I personally know WY students with an interest in international affairs that have gone on to serve in U.S. Special Forces, Congress, various federal agencies, and the Governor's office. Other students have gone on to advise WY companies in international issues. I received the opportunity to establish a professional network that led to jobs thanks to speakers brought in by the program. The MA-INT is also a practitioner degree, like an MBA, and it is needed. While small, the program is a gateway and springboard to other opportunities that students, especially from WY, may not otherwise have. There are other MA-INT programs in CO and other states. Graduate funding is always an issue, and competitive, and compared to other states, WY students often do not have the resources to self-pay. Economic disparities between WY and other states are a reality. There are also costs associated with going out of state that students, especially WY students, may not be able to bear. At WY, despite self-paying, I was able to complete an MA. I can say without hesitation that I would not have been able to get a graduate degree without WY and UW.

Yes. These students need a focused education around political science that cannot be supplemented by other departments.

See my earlier statement. From what I can tell, the consequences are clearly intended and will be successfully accomplished.

Yes, it will impact UW's presence overseas and restrict student's exposure to different cultures, political systems, and other international issues facing the world today.

Cutting language programs is a big step backwards in a global world where offering languages is essential for Wyoming. There are German communities in the state where continuing to offer Spanish, German, French, Chinese etc.. at the University of Wyoming is essential for our students to be successful in the competitive job market, and in our diplomatic, military, and intelligence communities.

There are far too many unintended consequences to discontinuing this degree. The world is becoming increasingly interconnected and facing global large-scale issues, such as the climate change crisis, that require international understanding, travel, research and cooperation. Wyoming will fall behind educationally if it does not engage with the rest of the world in meaningful ways. It is essential that Wyoming and the University engage in international research and education to promote cross-cultural communication locally and globally, and the International Studies Master's Program is vital for this. I cannot stress how much of a huge loss it would be for the University of Wyoming to dissolve the International Studies Master's Program.

Right now across the United States, employers are taking long, hard looks at their diversity and inclusion initiatives. People who have graduated with an MA in International Studies are perfectly placed to bring new perspectives to the workplace and to help develop these initiatives. Someone who studied International Studies is accustomed to working with new and different ideas, and gathering multiple perspectives from those around them. They are accustomed to working with people from other cultures and backgrounds, and this is one of the key things businesses are looking for right now. Wyoming is an insular state. The vast majority of the students at UW are in-state students. Studying in programs like International Studies gives those students a chance to experience other cultures and different ways of thinking. This is incredibly important as our world is becoming more connected, not less. Wyoming students need to have the opportunity to understand that the way things are in Wyoming is not the way things are everywhere. Our world is rich with diverse cultures, languages, and ways of thinking. That will always be the case. Discontinuing a degree that prepares people to live in this world is absolutely the opposite of what we should be doing.

If for nothing else, the cultural curiosity and empathy that are piqued by learning a new language and culture would be well worth the continuation of these programs. Although financial return for foreign language programs is often imperceptible, the character traits that we so desperately long to see in our society cannot be fostered simply through science and computing classes. Art and language speak to the heart, and change us in ways that science will never be able to. In order to promote and encourage the kinds of interpersonal communication, compassion, and grace that we only DREAM of seeing throughout our country and our world, we will need to do what seems backwards and "counterproductive": INVEST in our language programs. For a long time now, our language programs have been regarded as "supplementary" and are not often adequately supported by boards of administration when it comes to budget cuts like these. These programs are being pushed to the side and labeled as "unnecessary". Many 4-year programs no longer require language classes and instead REQUIRE that credits be filled in other disciplines, forcing students to decide between paying extra and staying in college longer to take language classes, or fulfilling requirements in programs that are devoid of courses that develop character, foster empathy, and challenge our understanding of the world in ways that only language courses can. If we were to include world language courses in our university program requirements outside of their majors and minors the way that we do with other S.T.E.M.-like courses, I believe we would see a spectacular return in the kind of REAL-WORLD-READY students being produced at our colleges. Again, as UW is the only 4-year college in the state currently offering this type of degree, it would be a great disservice to our students to remove such valuable programs as those found in the World Languages department.

Consider the programs that are up for removal for a moment. Five of these programs have an international element, does the University of Wyoming really want to ostracize a potential learning pool of global partners? Students who seek to learn a second language should be encouraged not discouraged as alumni from this program have the potential to work internationally and could be a major credit to the university. Degrees in political science and international studies have that same global potential additionally, political science focuses on how government and society interact, but it also focuses on the relationship between people and authority in general. Why would the University of Wyoming want to cut this program? Students in sociology and philosophy will be needed to study a society that becomes more complex with each passing day. Families and consumerism

have also become more complex and as society changes there will be a need for graduates from programs like the MS in family and consumer sciences. Additionally, why would the University of Wyoming want to cut an MBA in energy? In an age where the demand for different types of energy is ever increasing ostracizing an entire potential student pool is a poor decision. I would argue that at least 80% of these degrees have an element of culture and society. Eliminating them sends the message that the University of Wyoming has no interest in participating in an ever growing and complex society not just in the United States, but around the world. Consider the message you are sending with the discontinuance of these degrees before you act.

All of the statewide Bilingual Education Act of 1968 also known as the Title VII of the Elementary and Secondary Education Act of 1965; Public Law 90-247. This law was signed into law on January 2, 1968. The Bilingual Education Act was the first federal legislation to address the unique educational needs of students with limited English-speaking ability (later called "limited English proficient"). It set the stage for further legislation regarding equality of educational opportunity for language minorities. Eliminating these programs will gravely impact Wyoming Public School Education and impact Federal funds that these schools receive.

As said previously, the elimination of this program actually detracts from the overall goals of the program. Furthermore, these programs give students the opportunity to connect UW to the broader global community through research and conferences.

the university will lose a significant chunk of grant funding without graduate programs; the faculty levels will stay the same, but the faculty who would support a tier 1 institution are more likely to leave UW (or not come in the first place) because graduate research is an important part of that tier 1 categorization

Less pupils with worldwide interests, less foreign students on campus, less future teaching assistants with a global perspective, less future ambassadors for Wyoming around the world.

This makes the University worse

Yes, see my earlier note. You will deprive so many people of eye-opening opportunities. Opportunities that can allow people from Wyoming and all over the world to change the course of their lives. If you care about empowering people from Wyoming and giving them a chance to see the world, keep the program and encourage them to pursue graduate degrees and travel for research.

You are removing this course of study from the state, stripping future political leaders of Wyoming of the right to a high level education designed to help them govern their home. And eliminating an internationally minded program in an ever increasingly global economy.

As a graduate student at UW, I assisted in Political Science classes on International Relations, Foreign Policy, etc. For many of the students I taught, this was their first/only exposure to these topics. I found the students to be engaging and interested, often lining up for my office hours. After my UW degree I proceeded to a PhD in Political Science at Syracuse University, and found the SU undergrads and their passion for the materials wanting compared to those of UW. This program offers a window in the world for students who might not get that experience otherwise.

Yes, the entire department will suffer as a result.

Yes. Students from Wyoming already suffer from a lack of

Very much so. This program offers a chance for student's from Wyoming to gain expertise on multiple aspects of international affairs. This is vital in an interconnected world where economy, politics and culture is globalised. Students from the small isolated communities that characterise Wyoming's demography would be particularly affected. For international students like me , the program offered not only a quality education, especially for research, but also a very positive exposure of the American heartland.

Yes, indeed there are unintended consequences. French is spoken on 5 continents of the world. How can cutting such a program be even considered as progress? I received both my BA and MA in FRENCH from UW and was proud to have that opportunity as I never would have been able to go that far in my education if not for the scholarships I received to stay in my home state. Why do we want to send Wyoming farther into the past by cutting any world language program that help make the world more accessible to our students in future careers???? Not everyone is destined to stay in Wyoming.

If you eliminate those degrees who will govern Wyoming? Who will engage in the global arena on behalf of Wyoming business? Who will lead the state forward with expansive and nuanced ideas about the future, America's role in the world and Wyoming's place therein?

Students that wish to study abroad may not have the language knowledge necessary to be successful or complete their studies they wish to

No pipeline for French teachers in the state

Read above

The United States is a country that is known for their diversity. As time goes on, more and more cultures meld and the requirement for knowledge on language and culture is needed. By thinking about discontinuing the Secondary Education in Language program, the University of Wyoming is telling incoming, current, and alumni students that their knowledge and education of language is unimportant. Not all students who come to the University want to pursue STEM degrees and will subsequently take their brain and tuition to another school that offers the degree they are seeking. This will stain the reputation of the University of Wyoming, turning it from a diverse school with an array of programs targeted at catering to many different career paths, to a university whose sole interest is creating jobs in STEM programs.

The University of Wyoming humanities programs and social sciences will suffer. Moreover I am currently administrating several federally funded programs that depend upon the work of graduate assistants in the international studies programs. If these graduate assistants are removed it will potentially compromise our ability to continue to deliver on these federally funded grants. This would be unfortunate. I also would like to speak as a previous student in the UW International Studies Masters Degree program. I received my Masters Degree from the University of Wyoming in International Studies after a 15-year career overseas in the Middle East working with USAID. The masters degree program help me to re-orient and find a new place back here in the United States. Now I run the program for Middle East studies and Arabic at the University. The program at the University of Wyoming offers for a Masters International Studies is very unique. There's a great deal of emphasis on international research much more than other competing institutions offer. Because of this the International Studies Masters Degree program is uniquely suited to fill a niche role that carves out a very important place for the University of Wyoming in the landscape of many different universities offering similar degrees. A decision to eliminate this degree effectively removes the University of Wyoming from this special position in the broader academic community.

What kind of dumb question is this? Are you asking if there are currently unintended consequences (before it's gone)? Are you asking if there will be? There are obviously consequences, am I to infer what the intended consequences are? As I stated above, the University is made unique by its study abroad options, eliminating this program is a foolish decision by folks who are out of touch.

There will be unintended consequences - students with an international focus will choose to leave the state (including those interested in learning languages!) and the students who do remain in the state will be less educated about the true nature of the world outside the state's borders.

Failing to prepare the next generation of young professionals to work in politics, at a critical time for the state's politics and economy.

Discontinuance of this degree will mean that many students like me won't have the opportunity I was lucky to have. This program gave me a chance I would have never had otherwise, being an international student from Ukraine. Due to the amazing professors, individual approach and the overall design of the program I was able to dramatically improve my learning and research skills that I was lacking after getting a degree in my home country. I got an opportunity to do field research abroad and use skills acquired to write a thesis I am still proud of many years after. The materials from my thesis were used in the further research of related topics in Ukraine. Thanks to the experience I got on the Program I was able to find a job in international organizations in Ukraine and worked to support its development and reforms.

The MA in International Studies is a uniquely strong MA program. As a graduate of this program, I can say without a doubt that I was more prepared for advanced studies in a PhD program than nearly all of my peers thanks to the program at UW. The opportunity to engage in international research and be mentored by expert faculty during an MA program was second to none. Even my peers who pursued MA degrees in international studies from more

prestigious or well-known institutions did not have the kinds of opportunities I was able to have at UW. Additionally, with state-wide engagement through initiatives like "World to Wyoming," students also got to bring their research to local WY communities. These connections are invaluable and likely spark the interests of young people throughout the state, drawing them to the university. Moreover, in an increasingly global world, international studies has implications for a variety of fields. For instance, climate and environmental sciences, tourism, engineering, and other fields could all benefit from a global perspective. Cutting the MA program would significantly weaken the department, which would be a detriment to students in other fields who need to or would like to learn about how their studies relate to the international. This is a huge disservice to the entire UW learning community. While Wyoming might not be the most immediate place one thinks of to study international studies or political science, this is all the more reason to make these degree programs available and make UW stand out. Degree programs like these allow students to develop a different sort of analytical capacity and expand their knowledge and interests, even if they don't end up traveling internationally. Ultimately, they produce more well-rounded global citizens, regardless of students' fields of study. As a first-generation student, I am extremely grateful for the truly life-changing opportunities I was able to experience in the MA program in International Studies. This program allowed me to gain meaningful international research experience and set my professional trajectory, preparing me for success in research and teaching at the PhD level. With the discontinuance of this degree, future students will not be given the same chance, students in other programs will be disadvantaged with less opportunity to connect to the global implications of their studies, and there will be less outreach connecting the "world to Wyoming" and Wyoming back to the university.

The university, as the flag bearer for education in Wyoming, has an obligation to lead in pursuing all forms of learning. Learning another language is part of a well-rounded education that is becoming, or has become, secondary to the almighty money god in the USA at all levels. That's not the case in other countries. Learning other languages besides native tongue is still considered important.

Yes, a bunch of morons spouting Facebook research. Additionally, as in my case, INST is a catch-all. I knew I wanted to get an MA, but wasn't sure what I wanted to study as a wanderer. I was grateful for this program. I ended up focusing on tourism, covered under geography, which [REDACTED] was a part of.

Loss of a rare avenue for students in the mountain west to access careers in the public service dealing with international issues.

Students who might have otherwise attended UW will not.

As an alumni with this degree, I would like to comment on what a huge impact the program had on me. My engagement and connection to global affairs solidified through my coursework, professors, and colleagues in the program. In today's globally connected world, a nuanced understanding of international politics, economics, and culture is increasingly important across many career fields. This degree is unique in its ability to foster interdisciplinary connections across the university and beyond. I don't see how it can be effectively replaced.

MA in International Studies has helped to be who i am today. It's probably the only program in Wyoming dealing with International issues. Look at what's happening in the world and see how important this program is. I am currently doing my PhD in Political Science IR because of this program.

Yes. As a graduate of this program, I feel incredibly strongly about the foothold it gave me in my professional and personal life. Without the MA degree in political science, the University of Wyoming is neglecting its own responsibilities to help educate citizens and help cultivate civic engagement which is increasingly important in our current political and social realities.

Students will miss out on the opportunity to study International Studies at UW. This programs brought the world to Wyoming and Wyoming to the world. This program produced leading scholars, politicians, and staffers for various international organization. It is easy to see, that without those voices and networks Wyoming will be easily overlooked in national and international governance. Furthermore, the discontinuance of the degree will devalue the MA for those graduated from the program.

ALWAYS!!! I guess we only need Spanish.

There are not that many schools in WY that offer French anymore. And those that do struggle with low enrollment. The interest in learning French has diminished. We must adapt to the conditions. How is UW saving any money if they allow the same faculty to remain in order to teach the minor?

No, there are fewer and fewer middle schools and high schools offering German throughout the State and the entire USA. It makes sense to cut it.

Wyoming already struggles to find qualified teachers to fill our World Language instructional vacancies at the secondary level. Cutting off our pipeline of new teachers who have motivation to stay in Wyoming will only exacerbate this issue. I am a high school French instructor in Cheyenne and have been on many hiring committees for Spanish teachers in the last several years where we had NO qualified candidates from inside the state. As our teacher salaries grow less and less competitive we have more and more difficulty attracting good candidates from outside the state. It seems like UW's policy changes, both the recent change to the guaranteed admission requirements and the proposed change to these degree offerings, are actively attempting to erase multilingual education in our state.

I can only hope that the consequences are indeed unintended. Elimination of a French major from UW's offerings will obstruct many students from receiving the necessary education to pursue their chosen career path. I am a secondary French teacher in Cheyenne and have sent many students on to UW who have chosen to major in French for careers in teaching, business, and translation. Elimination of this major will either mean that future students like them will be unable to receive the level of language instruction they are seeking, or will choose to attend a different university that still supports high-level instruction in more than one world language, thereby robbing UW of high-achieving students with global perspectives who might otherwise choose to stay and contribute to their local community.

You cut students off from employment opportunities and opportunities to collaborate with those in a variety of other countries once they graduate.

Consequences concerning the discontinuance of the MA in International Studies and the MA Political Science: The discontinuance of these programs may actually not save the budget much money at all, at least in terms of courses offered. Many Master's level courses in International Studies and Political Science are also cross listed as undergraduate courses (i.e. 4000/5000 level courses). These courses are necessary for undergraduate students to attain the necessary amount of credits for graduation, and they also provide higher level learning outcomes and undergraduate research opportunities. Therefore, discontinuing the Master's degree programs would not eliminate many of the Master's level courses associated with the program.

Struggle living in Germany

Graduates with these degrees provide financial leadership throughout the state across almost every industry. Their combined love of Wyoming and Finance serves to enhance growth and development within Wyoming based companies. If future students have to turn to other institutions outside of Wyoming, there is a strong possibility we may lose their expertise to outside influences. Masters of Finance graduates average +\$77,000 as a starting salary nationwide. Wyoming's average is ~\$6,000-\$7,000 less than the national average which makes attracting external candidates difficult once they leave to take a program and graduate outside of Wyoming. While eliminating this program may appear to be straightforward, the 2nd and 3rd order effects of that decision may hold long-term implications on the overall value the University provides to the state and the region. We might be better served by suspending programs that, unlike Finance, serve narrowly focused, stagnant or contracting industries where growth, innovation, and application are declining.

Absolutely!! People will die, simply put. Suicides will increase even more. The costs incurred by other facilities that are already at their max capacities and under-staffed issues and the continued and increased wait time for people to receive much needed services are beyond comprehension at this point.

SPPAIS uses POLS GAs to assist in the teaching of almost 1350 V seats a year or 4050 credit hours. The GAships, where the money for tuition goes right back into UW's coffers, are the least expensive way to teach these courses. Our single courses regularly hold 250 students per class. The faculty cannot teach these courses without assistants. If the program is lost, UW will have to hire a benefited full-time instructor and adjuncts to make up the difference, not only negating any cost savings, but increasing absolute costs for UW. With the budget cuts and the loss of distance-ed POLS 1000 classes, SPPAIS will not have enough money to hire extra people. We cannot turn to the SPPAIS faculty; many of them faculty do not have expertise in American government. For example, three of them are non-US citizens and have no training whatsoever in US government. Since INST merged with POLS, only a limited number of the SPPAIS faculty have training in political science. If UW forced the SPPAIS faculty to teach

only POLS 1000, there would not be enough students to teach the 230 undergraduate majors. For example, the pre-law minor would have to be eliminated because we would have to make our constitutional law professor teach POLS 1000. Moreover, no POLS faculty would remain if their sole job was only to teach POLS 1000. Without GAs, the SPPAIS faculty would have less time for research, and they have been very successful in getting external grants. Bottomline: there is no more resource-efficient way to teach the requisite number of V seats than with GAs.

This degree was amazing and vital. They produce the most amount of international research to UW. We are entering a world of internationalization and you want to eliminate an MA that supports UW in the international world. You are proving the world right when they say Wyoming is full of backwards rednecks and shut-ins. This will have negative consequences with our appearance globally.

Limiting access to coursework and degrees that produces well-rounded and internationally informed graduates.

The consequences to the discontinuation will greatly diminish free-thinkers going forward for Wyoming and the world. These graduate degrees ensure free-thinkers and problem solvers find their way into the world cause positive change for policy and policy recommendation effecting us all.

NOPE

1. Removal of graduate assistants from classrooms in the undergraduate degree. MA INST/POLISCI students provide necessary assistance for professors and students alike. Removing them deletes a necessary piece of education for students - specifically students who need extra assistance. 2. Removal of a pathway that could lead to future education (such as a PhD). Without an academic program, those who want to eventually get a PhD are not able to pursue higher education (the next step after a BA) at the University of Wyoming. 3. Decrease in Recruitment: Much of UW recruitment is done through word of mouth and alumni relations. Deleting the program will decrease the population of UWYO alumni that work in Washington DC, New York, and other places where diplomatic operations occur. This both decreases UW's prestige and decreases the amount of people with mutual connects to UW in highly populated areas, decreasing awareness of UW as a whole.

Lack of international student participation and tuition. Lack of diversity.

Lowering of overall standards of UW!

Gross ignorance

Q3.1.3 - Are there alternative paths for students interested in pursuing education in this discipline? Please describe.

Are there alternative paths for students interested in pursuing education in this discipline? Please describe.
I do not believe there are. I have the credentials to teach Spanish but because of the Wyoming Professional Teaching Standards Board, I am not licensed to teach in the K-12 school system because my degree is not in Secondary/Primary Education. This degree is really the best way to ensure schools have the opportunity to provide good language instructors, who actually understand and speak the language, and not individuals who have a different discipline but are in the language classroom just to fulfill the need to have an instructor present.
No.
Sure there are alternative paths for these students. They can take their tuition dollars elsewhere or enlist in the military and be accepted into the intelligence community.
Keep the BA programs in German and French intact.
Naturally, students interested in this degree could obtain it out of state, however, this deprives UW of some potential students, and dramatically decreases the likelihood that these new German teachers will return to Wyoming for employment. This further reduces the number of German teachers in Wyoming, which as previously mentioned are in insufficient supply given their demand.
No. Overall, many of the proposals evidence philistinism for its own sake.
I am unaware of other paths that would be available at the University that would afford the same knowledge and degree in this language.
Yes, attending CSU, UNC, CU Boulder, CU Denver, and many other schools in the bordering states and beyond.
At other universities there are but if we want to keep our enrollment at UW growing we need to continue these programs.
Keep this language degree.
Keep the program and encourage more students to enter it.
Keep language degrees.
No. Elimination in the French BA will not provide the degree for the specific student's educational plan.
No, not with the theoretical, statistical and research rigor that is part of the Sociology MA program.
I am a graduate of the Sociology Master's program. Although I also have a Criminal Justice degree, Sociology offers a much broader lens through which to apply to jobs in a larger number of fields. I currently work in Healthcare, a career I do not believe I could have entered if I had only had a background in Criminal Justice or psychology.
There are no alternatives for students to research International Affairs, Global and Area Studies, and International Development
None that I presently see. At least none that would be as impactful both in terms of student learning (particularly experiential learning through direct global research activities) and in tangential impact upon the campus community and among Wyoming stakeholders through the highly successful outreach events that have been held in communities all across the state highlighting the international research work of students and faculty in this MA International Studies program. These outreach events, begun under [REDACTED] direction of the Center for Global Studies (CGS) have won many ardent supporters of UW's international research work across the state and have generated significant private giving to the University to help in expanding international research

<p>opportunities that CGS has then made possible to students, faculty, and staff from across the whole of the University. Without the MA International Studies program, there would be a significant reduction in the number and quality of international research proposals submitted in response to CGS' RFPs and, therefore, a less robust pool from which to select compelling projects to fund and eventually showcase in future community outreach events.</p>
<p>We are fortunate that there are some other options (MS and PhD Plant Sciences, PhD in Ecology, PhD in Zoology) through which students can do entomological research and pursue graduate study. It is of note that some of the "entomologists" are in a different department than Plant Sci or ZooPhys, so the reorganization would hopefully give them an option to still mentor students.</p>
<p>None in-state.</p>
<p>Yes, but not without leaving the state.</p>
<p>The only path I see is other universities.</p>
<p>Not at UW. Eliminating this program will continue the push factors that lead to the under 30 population of Wyoming leaving the state.</p>
<p>Alternative paths would be not coming to UW.</p>
<p>Not at UW - at the University fo Denver and elsewhere there are wonderful programs, but the students would have to pay outrageous prices for what we now offer at a reasonable price</p>
<p>The only path I see is by seeking education elsewhere.</p>
<p>Aside from sending Wyomingites to other out-of-state colleges, I can't see how they can get foreign language education without supporting the languages.</p>
<p>Make it a concurrent degree structure perhaps?</p>
<p>Sure there are alternative paths for students interested in pursuing education in this discipline but at another university. I genuinely think if you eliminate these programs you will start to see a decline in applicants who have an appreciation for the humanities.</p>
<p>Not that I am aware of.</p>
<p>No</p>
<p>None, of which I'm aware.</p>
<p>None, of which I am aware.</p>
<p>Students looking at a masters in political science can go to other schools out of state to obtain that degree.</p>
<p>The alternative would be to attend other higher education institutions in other states. However, unlike the WWAMI program, politics are different everywhere, without having a graduate program within the state, the scholarship work about Wyoming will be considerably less.</p>
<p>They could attend another university and go into debt.</p>
<p>Possibly the Master of Public Administration</p>
<p>Going to Colorado.</p>
<p>There are no such alternative paths at UW.</p>
<p>I could go somewhere else.</p>
<p>I suppose other universities offer similar programs, but the quality of this MA program combined with the funding available for global research here make it one of the best options for this field. Its honestly not a fair comparison</p>

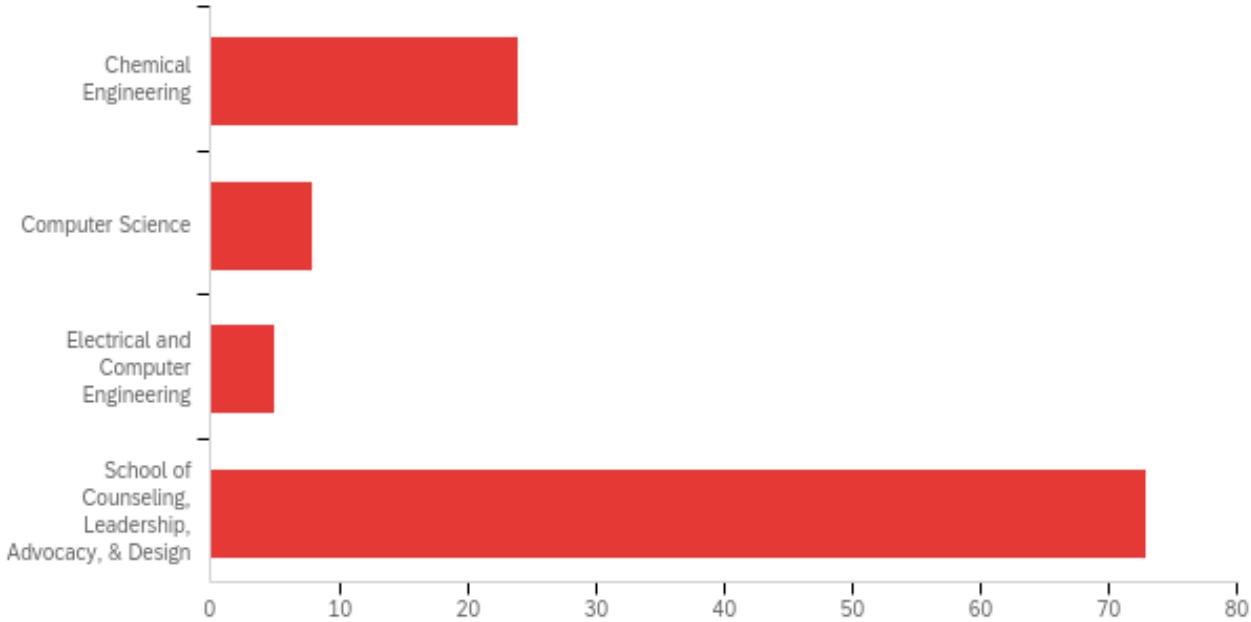
all things considered. This program has a pretty good reputation as well, which expands job opportunities after graduation.
They would have to go to a different school. UWYO would lose funding
Just to go to a different university which would suck
As mentioned, as an experienced SIO I have built and managed joint degrees. This could be an option that decreases UW costs while also ensuring new enrollments into a unique program.
If discontinued the university should allow all students to fulfill their dreams at the school on campus with live instruction in the class room. The university should provide retention bonus' for staff to ensure quality education occurs
The only other path I can think of is that they go to another university in another state as we are the only college in Wyoming that holds this degree.
Don't know
No, which is why it is insanely irresponsible to cut it.
This is the SOLE university in Wyoming. I don't understand why this is difficult to understand. Many Wyoming students rely on the Hathaway as a means to earn a bachelor's and master's and you are still willing to cut the ground out from beneath them. Bravo.
Please do tell me if there is. Again, only university in the state, and you're cutting something as basic as foreign language. If you cut language you had better cut all language bachelors. It is completely unfair for people that study a language other than Spanish, will be treated AS LESS IMPORTANT than other students pursuing the same objective in a different language.
Yes, they would have to go to a university with a better reputation and wider range of disciplines.
Sure, they can leave the state and pursue their education at universities outside of Wyoming and we can continue to drive away young people from our state.
No, we need a French class to learn French.
Yes, there are. Plenty of universities around the country and around the world offer French programs.
Send students interested in languages to universities in other states.
Attend a different university
Don't know.
I obtained my MA in international studies and went on to pursue a PhD in Economics and I am now a consultant at a top international development firm in DC. The possibilities and alternative paths after the MA International Studies degree are endless. Please reconsider. Thank you
No. Should the program be eliminated, WY students will have to go out of state to pursue a number of career paths. While a BA in Political Science does prepare some students for graduate work at the PhD level, or as a preparation for law school, to simply work in government service, an MA is seen as an entry-level credential. Eliminating the program entirely would be a mistake.
There are no alternative paths for students interesting in pursuing education in this discipline at UW. They would have to go out of state. This is an issue for WY graduates. There are other MA-INT programs in CO and other states. Funding, however, is always an issue -- it is competitive, and there are a whole host of costs associated with going out of state that many WY students may not be able to bear. At WY, despite self-paying, I was able complete an MA. Economic disparities between WY and other states are a reality, and it is also an issue of equity. I can say with no hesitation that I would not have been able to get an graduate education were it not for WY. An interest in international affairs can be a pursued, to a degree, in specific areas in the reorganization plan, like, for example, international economics or agriculture. The issue is that the overwhelming majority of jobs in the field ask for graduate education specifically in international relations, affairs, or studies. It is seen as a generalist

<p>practitioner degree, like an MBA, and is very often a prerequisite for higher paid jobs in a variety of roles in government service dealing with international issues. Specialist technical degrees, like international agriculture, may sometimes be more limited. Companies are increasingly hiring students with expertise in international affairs, and in particular those with area concentrations. Those students have the language skills, training, and practical skills to form and maintain good relationships with government and commercial partners in particular area of operations. Government relations teams for corporations are growing. For example, while I accepted a different opportunity, I was interviewed for a role on a government relations team for a major energy producer that was exploring new energy deposits overseas. The MA-INT degree is a generalist practitioner degree that serves as a gateway for positions in commercial and government organizations. In a data-driven world, the ability to analyze data effectively rests on knowledge specific to the domain. The MA-INT program provides the ability to make sense of data in context. Further, The Bureau of Labor Statistics lists the MA-INT/POL degree as the entry-level education requirement for the area. The degree is of course also useful for further academic work, and many MA-INT students have gone on to pursue PhD work at numerous institutions. WY students with an interest in international affairs would be forced to leave the state. Growing WY exports outside of extractive industries needs workers able to navigate international contexts.</p>
<p>No. The interdisciplinarity and range of choices offered students, as well as the provision of resources for their accomplishing a degree that helps prepare them for involvement in international issues ,cannot be pursued with the remaining choices UW offers students.</p>
<p>Possibly through through the languages or geography departments but those lack any geopolitical focus and generally don't deal with policy issues, which is a critical part of international studies.</p>
<p>Under Covid19 regulations, this has affected enrollment in the Language and International Studies Departments.</p>
<p>Students could ultimately pursue this degree out-of-state, but other states are already more engaged internationally and are already conscious of the importance of supporting international research and cooperation. Wyoming is a relatively small and homogenous state that is particularly in need of pursuing international education/research and diversity for the sake of its own students, as well as those around the globe. Wyoming has a lot to gain from international engagement, and the world has a lot to gain from what University of Wyoming graduate students have to offer.</p>
<p>I don't see how at UW. It looks like the restructuring proposal is removing most of the degree programs that have a focus on anything international.</p>
<p>1. Online courses, which, as we well know, do not offer the same interpersonal interactions and relationship building as being face-to-face. 2. Similar language courses and programs found at other colleges in the nation, maybe even just across the border in Colorado, which will not help us to retain the students we would love to see enrolled in our own beloved state. 3. International travel, which is typically made possible for the first time for many students through Study Abroad programs offered through our colleges.</p>
<p>Engage with faculty, staff, current students, alumni, and Wyoming owned businesses. Consider working on a potential fundraising scheme like the one at South Dakota State University that just raised \$1.7 million in ONE DAY! https://onedayforstate.sdstatefoundation.org/ With this world moving into a post-pandemic state the demand for more online content is only going to increase. Has the administration considered looking more into online degree offerings? The only way that the University of Wyoming will be successful is if there is "out of the box" thinking. What are the best practices at other similar educational institutions?</p>
<p>The alternative paths is that students go outside of the state of Wyoming for their Secondary Education degrees.</p>
<p>No. Only at other universities, detracting students from UW.</p>
<p>all of the master's degrees in social sciences are unique; there are no other avenues for students to continue an advanced degree in political science or international studies at UW</p>
<p>Not that I am aware of. Just another reason people are forced to go to Colorado. Also means that Wyoming's perspective on future foreign and domestic national policy maybe lost.</p>
<p>Not really</p>

No. UW is the only university in the state. Many folks cannot travel to other states to pursue education because they need to support and take care of their families. Shutting down this program could rip families apart or deprive ambitious and smart people of opportunities. Not to mention that it would never change the lives of international students like me that otherwise would never get a chance to work in Washington, DC and contribute to better policymaking at the federal level.
They could pursue their MPA, but many students, like myself were more interested in the theoretical study of governments and their effect on business, rather than the nuts and bolts of day to administration which is what the MPA program provides. Both are really important, but different.
With UW being the only university in the state, I do not know how or where students interested in Political Science and International Relations could receive the rigorous education in this area I received.
No
None
Go to other universities.
If Wyoming cuts the world language programs, the students wishing to pursue these programs will have no other choice than to take their MONEY and talents to other states and universities.
No. Wyoming's brightest students will leave the state so they can attend a real university, not a trade school.
None that are nearly as effective or as easily understandable for those that wish to go into this field
None
Out of state
No. There is no alternative route to become an educator of language in the State of Wyoming.
No
No
No
If the plans to discontinue the MA in International Studies move forward, students who are interested in pursuing international studies might alternatively choose to pursue political science. However, that MA degree is also on the table to be discontinued, so most students if really passionate about this field of study would probably opt to pursue their studies elsewhere since UW could not meet their needs.
Not at the university level.
Make a different catch-all MA. Good luck.
No alternatives given the unique character of the program (and its partnership with ENR)
I don't see any
As the only four-year university in the state, the alternatives would be out-of-state options that would require Wyoming's politically and civically minded students to leave the state.
None. Especially if both political science and international studies will be discontinued.
Doubtful. Go to a different school.
The only way to create an alternative path for a teaching degree is through the Professional Teaching Standards Board and a change to their certification requirements, which seems like it would be outside the scope of UW's work.

I can't see any alternative paths to achieving proficiency in French at UW if UW chooses to discontinue upper-level French courses.
1. Not attending UW (I'm sure that is not what you want and is also detrimental to funding) 2. Perhaps outside of Wyoming; Alliance Française de Denver - which sends students away.
Assuming the MA in International Studies is discontinued but the MA in Political Science is not discontinued, many International Studies courses could possibly be offered through the Political Science program. However, assuming both programs are discontinued, there is not a near-equivalent degree program offered at UW which could/would offer the same path of study or the same options in research, career outcomes, or higher continuing studies. If both programs are discontinued, the closest related Masters program would be the Master in Public Administration degree. While this program could offer a somewhat similar path of study to an MA in Political Science, it would strictly limit students' possible areas of study and research, as well as career outcomes, to those surrounding public administration.
Create a double major and offer multiple minors.
I don't think it is that sought after
Other universities with Masters in Finance options that may take undergraduates out of state to continue their education.
I don't know that answer
No. The Wyoming National Guard (WYNG) and other servicemen in Cheyenne are very interested in our grad programs. They would have to leave the state to pursue such a degree.
There are none, this is the only international studies masters!
The alternative paths are for students to not attend the University of Wyoming if they want these degrees.
The only other option would be to seek another university.
Online
Not if both the MA in International Studies AND the MA in Political Sciences are cut. The MPA (Master's of Public Administration) degree is a professional degree and does not allow a pathway for students to pursue education (such as a PhD) after graduating from UW.
No. The lack of focus on politics and international studies will discourage more students from attending the university apart from some select programs which are lacking behind other regional alternatives.
No
Enroll in some other state's university. Wyoming loses again.

Q3.2 - The UW Restructure Plan calls for discontinuance of: The Departments of Computer Science and Electrical and Computer Engineering, with the development of a new academic unit that will preserve Computer Science and Electrical/Computer Engineering degrees and with revised curricula to address computing and technology innovations. The Department of Chemical Engineering. The Department of Chemistry will be reorganized to preserve the Chemical Engineering and Chemistry degrees and to revise the curriculum to incorporate innovations in chemical engineering. The School of Counseling, Leadership, Advocacy, and Design (CLAD). The College of Education will be reorganized to maintain key graduate programs and to expand Early Childhood Education, including the administration of the Early Care and Education Center. Departments proposed for discontinuance (choose below):

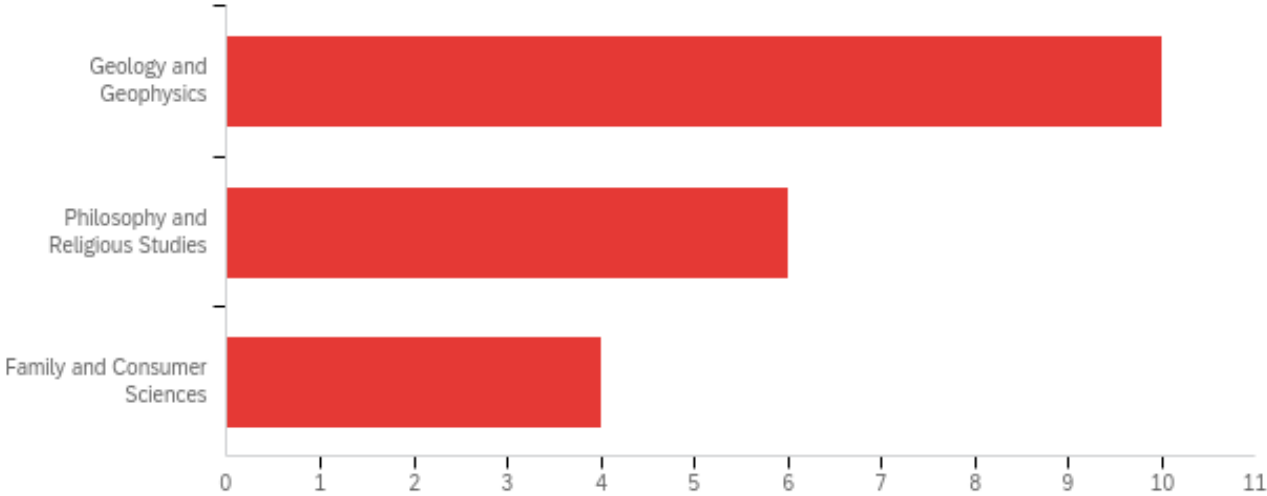


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The UW Restructure Plan calls for discontinuance of: The Departments of Computer Science and Electrical and Computer Engineering, with the development of a new academic unit that will preserve Computer Science and Electrical/Computer Engineering degrees and with revised curricula to address computing and technology innovations. The Department of Chemical Engineering. The Department of Chemistry will be reorganized to preserve the Chemical Engineering and	5.00	8.00	7.15	1.26	1.59	110

	<p>Chemistry degrees and to revise the curriculum to incorporate innovations in chemical engineering. The School of Counseling, Leadership, Advocacy, and Design (CLAD). The College of Education will be reorganized to maintain key graduate programs and to expand Early Childhood Education, including the administration of the Early Care and Education Center. Departments proposed for discontinuance (choose below):</p>					
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#	Answer	%	Count
5	Chemical Engineering	21.82%	24
6	Computer Science	7.27%	8
7	Electrical and Computer Engineering	4.55%	5
8	School of Counseling, Leadership, Advocacy, & Design	66.36%	73
	Total	100%	110

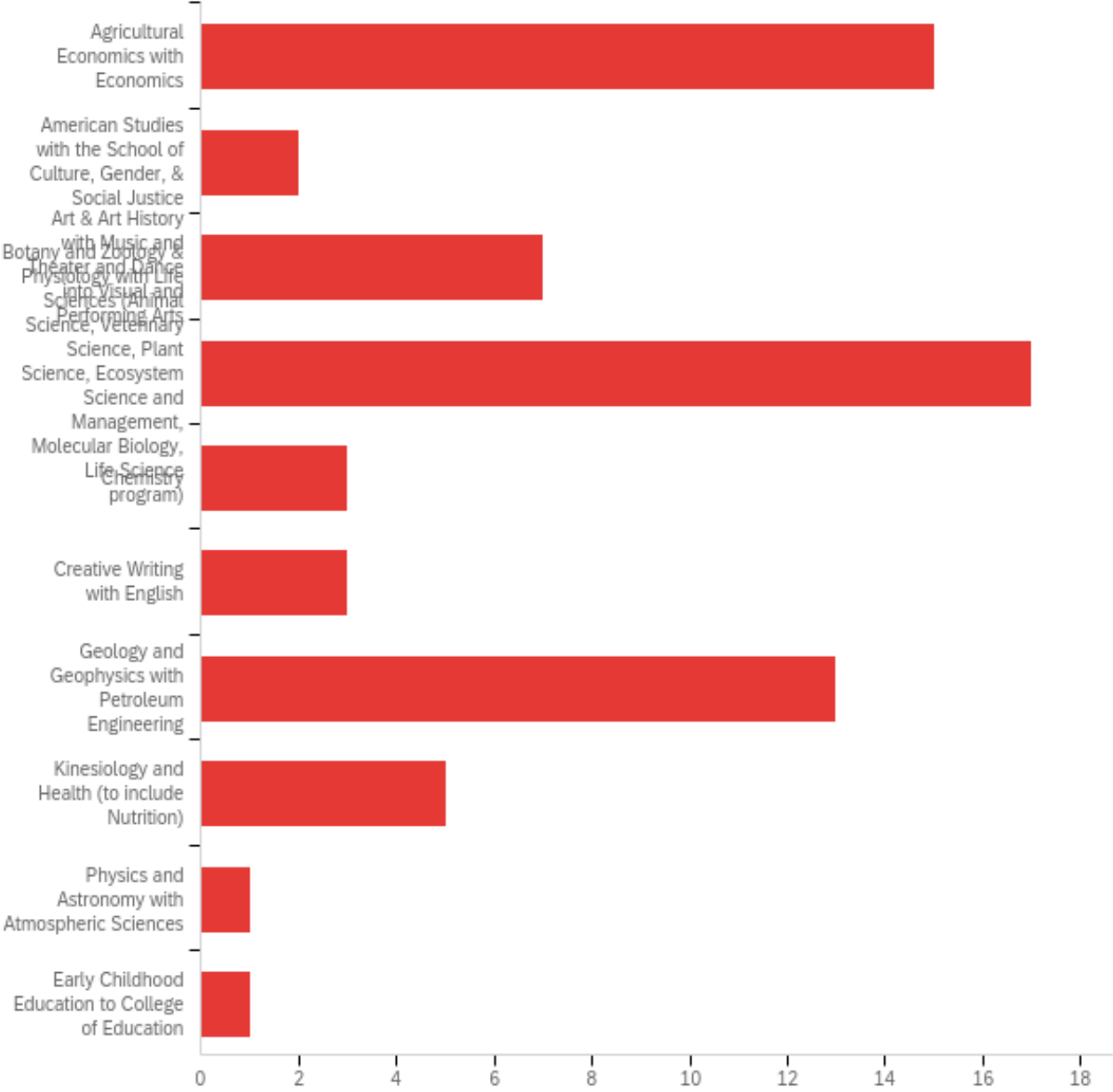
Q3.3 - The UW Restructure Plan calls for the reorganization, reduction and consolidation of academic units. In some cases, the plan proposes the relocation of units from one college to another college. Departments proposed for reduction (choose below):



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The UW Restructure Plan calls for the reorganization, reduction and consolidation of academic units. In some cases, the plan proposes the relocation of units from one college to another college. Departments proposed for reduction (choose below):	3.00	5.00	3.70	0.78	0.61	20

#	Answer	%	Count
3	Geology and Geophysics	50.00%	10
4	Philosophy and Religious Studies	30.00%	6
5	Family and Consumer Sciences	20.00%	4
	Total	100%	20

Q3.4 - The UW Restructure Plan calls for the reorganization, reduction and consolidation of academic units. In some cases, the plan proposes the relocation of units from one college to another college. Departments proposed for consolidation and/or reorganization (choose below):

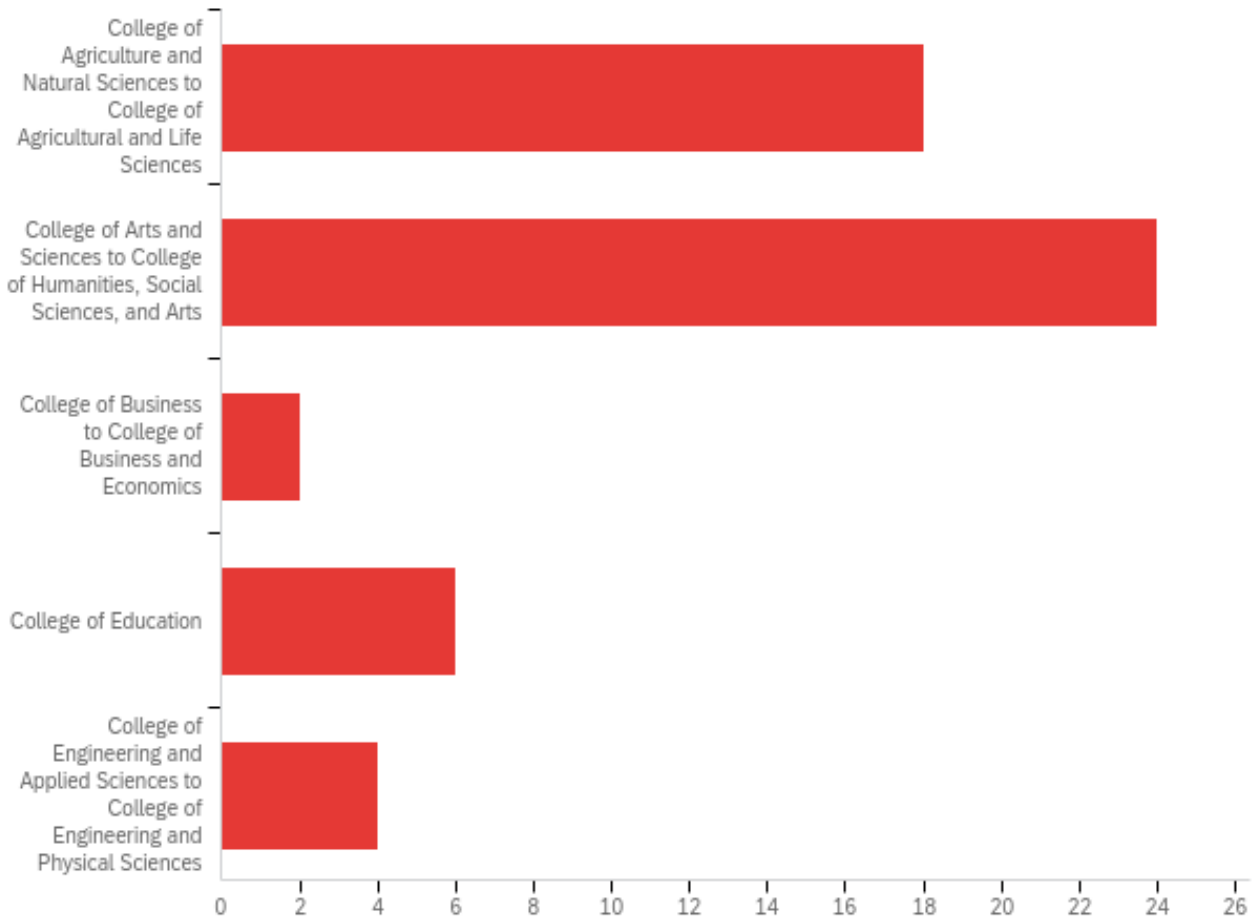


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The UW Restructure Plan calls for the reorganization, reduction and consolidation of academic units. In some cases, the plan proposes the relocation of units from one college to another college. Departments	17.00	26.00	20.34	2.49	6.20	67

	proposed for consolidation and/or reorganization (choose below):						
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#	Answer	%	Count
17	Agricultural Economics with Economics	22.39%	15
18	American Studies with the School of Culture, Gender, & Social Justice	2.99%	2
19	Art & Art History with Music and Theater and Dance into Visual and Performing Arts	10.45%	7
20	Botany and Zoology & Physiology with Life Sciences (Animal Science, Veterinary Science, Plant Science, Ecosystem Science and Management, Molecular Biology, Life Science program)	25.37%	17
21	Chemistry	4.48%	3
22	Creative Writing with English	4.48%	3
23	Geology and Geophysics with Petroleum Engineering	19.40%	13
24	Kinesiology and Health (to include Nutrition)	7.46%	5
25	Physics and Astronomy with Atmospheric Sciences	1.49%	1
26	Early Childhood Education to College of Education	1.49%	1
	Total	100%	67

Q3.5 - The UW Restructure Plan calls for the reorganization, reduction and consolidation of academic units. In some cases, the plan proposes the relocation of units from one college to another college. Colleges proposed for reorganization (choose below):

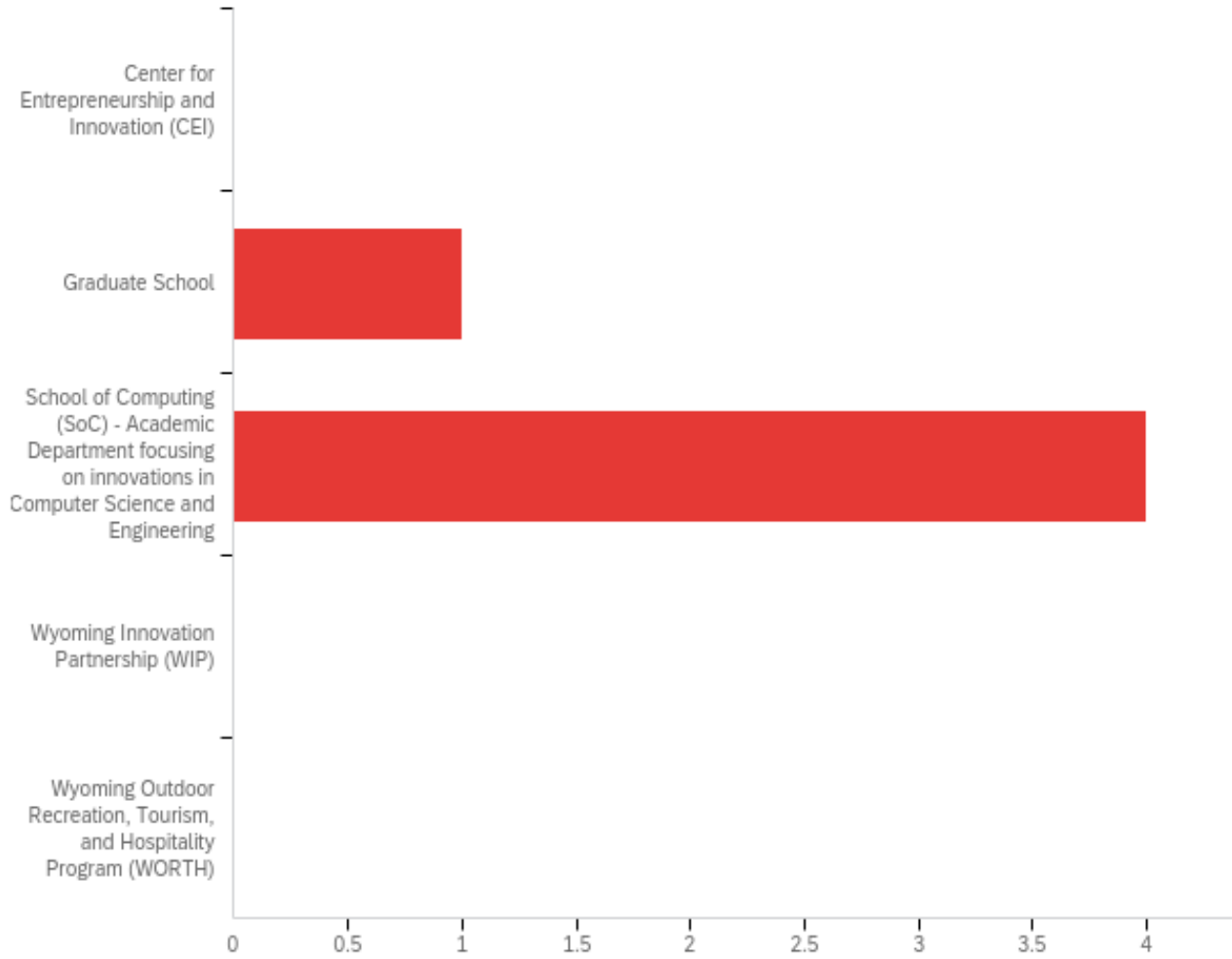


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The UW Restructure Plan calls for the reorganization, reduction and consolidation of academic units. In some cases, the plan proposes the relocation of units from one college to another college. Colleges proposed for reorganization (choose below):	6.00	10.00	7.15	1.21	1.46	54

#	Answer	%	Count
6	College of Agriculture and Natural Sciences to College of Agricultural and Life Sciences	33.33%	18

7	College of Arts and Sciences to College of Humanities, Social Sciences, and Arts	44.44%	24
8	College of Business to College of Business and Economics	3.70%	2
9	College of Education	11.11%	6
10	College of Engineering and Applied Sciences to College of Engineering and Physical Sciences	7.41%	4
	Total	100%	54

Q3.6 - Establishing a new (choose below):

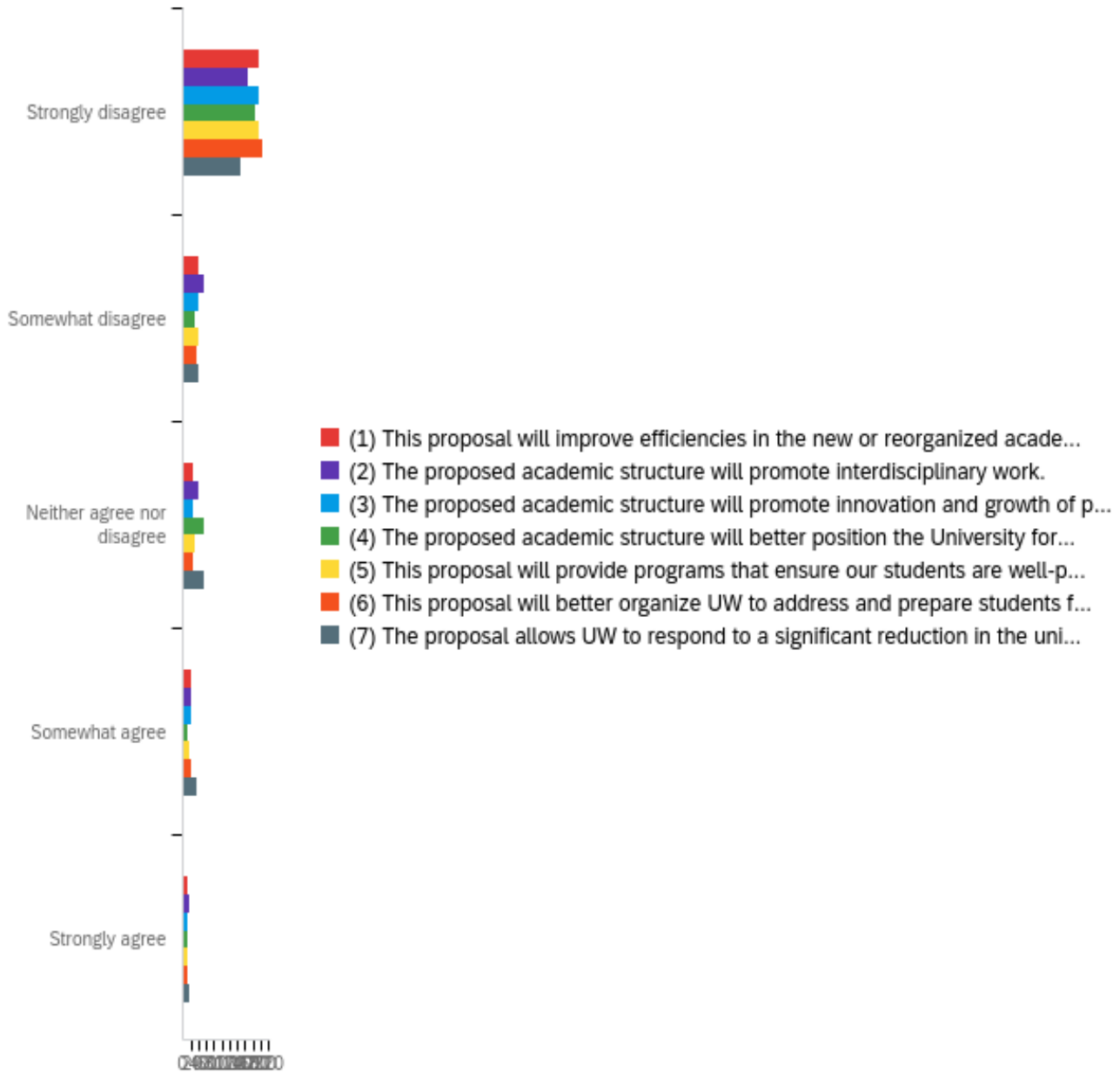


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Establishing a new (choose below):	7.00	8.00	7.80	0.40	0.16	5

#	Answer	%	Count
6	Center for Entrepreneurship and Innovation (CEI)	0.00%	0
7	Graduate School	20.00%	1
8	School of Computing (SoC) - Academic Department focusing on innovations in Computer Science and Engineering	80.00%	4
9	Wyoming Innovation Partnership (WIP)	0.00%	0

10	Wyoming Outdoor Recreation, Tourism, and Hospitality Program (WORTH)	0.00%	0
	Total	100%	5

Q4 - For each question below, please rank your level of agreement or disagreement, with 1 indicating Strongly Disagree and 5 indicating Strongly Agree



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	(1) This proposal will improve efficiencies in the new or reorganized academic unit.	1.00	5.00	1.71	1.17	1.37	296
2	(2) The proposed academic structure will promote interdisciplinary work.	1.00	5.00	1.86	1.18	1.39	296
3	(3) The proposed academic structure will promote innovation and growth of programs for 21st century themes.	1.00	5.00	1.68	1.15	1.32	295

4	(4) The proposed academic structure will better position the University for R1 research classification.	1.00	5.00	1.77	1.14	1.30	295
5	(5) This proposal will provide programs that ensure our students are well-prepared for their future careers and life.	1.00	5.00	1.66	1.11	1.24	293
6	(6) This proposal will better organize UW to address and prepare students for key societal and economic challenges of the 21st century.	1.00	5.00	1.66	1.14	1.31	296
7	(7) The proposal allows UW to respond to a significant reduction in the university's budget.	1.00	5.00	2.09	1.30	1.70	294

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	(1) This proposal will improve efficiencies in the new or reorganized academic unit.	65.88%	195	13.18%	39	9.46%	28	6.76%	20	4.73%	14	296
2	(2) The proposed academic structure will promote interdisciplinary work.	55.74%	165	18.58%	55	14.19%	42	6.42%	19	5.07%	15	296
3	(3) The proposed academic structure will promote innovation and growth of programs for 21st century themes.	66.78%	197	13.90%	41	8.14%	24	6.78%	20	4.41%	13	295
4	(4) The proposed academic structure will better position the University for R1 research classification.	63.05%	186	9.83%	29	18.64%	55	4.41%	13	4.07%	12	295

5	(5) This proposal will provide programs that ensure our students are well-prepared for their future careers and life.	67.24%	197	12.97%	38	10.58%	31	5.12%	15	4.10%	12	293
6	(6) This proposal will better organize UW to address and prepare students for key societal and economic challenges of the 21st century.	68.92%	204	11.82%	35	8.45%	25	6.42%	19	4.39%	13	296
7	(7) The proposal allows UW to respond to a significant reduction in the university's budget.	51.02%	150	12.93%	38	17.69%	52	12.59%	37	5.78%	17	294

Q5 - What are the benefits of this proposal?

What are the benefits of this proposal?
The proposal may allow for faculty to self-align with departments/units that more closely reflect their teaching/research objectives. Over time, several programs have deviated from their original mission and some faculty may be ready to realign with programs that align with their objectives more clearly. The proposal does include several very well respected departments coming to our college and gaining great people is always a positive! However, I would emphasize that several collaborations from our college with these units already exist (without the restructuring) so I am unsure if this benefit can be credited to the proposal.
The reorganization, if done well, could create new collaborations.
none
Nothing, the proposal seems careless. It is not well thought out and will impact the future of the University for decades to come. It is embarrassing.
None.
Downgrading UW
Absolutely nothing!
(1) An overblown Life Sciences where the needs of botanists may be overshadowed by the needs of physiologists and vice versa - I think that's less efficient and certainly harmful to the quieter voices of this conglomerate.(2) Interdisciplinary research happens organically. It does not happen when people are forced together. Biomedical sciences interested in alternative medicines may collaborate with botany. But most biomedical scientists would like to collaborate with other biomedical scientists - not ag scientists, not ecologists, etc.(4) R1s have medical schools and/or departments. Those programs/departments should be housed in health sciences not vet sciences. [REDACTED] They will not be well prepared. The degree title and college matter in the sciences. A life science degree is not going to make our students competitive for clinical lab positions.(6) Really? The Ag school consolidation is going to somehow better prepare students for healthcare challenges than the College of Health Sciences? Really? Where is the logic in that?(7) It is not clear how much money this actually saves. It honestly sounds more like a money grab - physiology is highly enrolled but health sciences students, maybe they can make money off our health sciences backs...
None
Seriously damaging.
See comments on previous page. The current lack of process has utterly eliminated any discussion of benefits in this consolidation. No joke. As a spectator present at most of the meetings, it's excruciatingly clear that the 2-13 process so far as failed to (a) even be a process, and (b) hold those tasked with it accountable to actually doing something innovated, progressive, and integrated. It has instead enabled a remarkable, pathetic entrenchment in most departments. Ironically, only the two most integrated departments (which are models and could nearly be a school themselves -- Zoo/Phys and ESM) seem to be at all capable or willing to consider a future that doesn't look precisely like their past.
A suggestion to save money---quit sending the expensive flyers and booklets to alumni! Send us an email with the information. I am amazed at your wasteful spending on advertising that is unnecessary! Plus, please think about the environment. Restructure with some common sense!!!
Not a thing

Benefits: 1. The three units model are likely to garner financial, administrative and personnel support to strengthen three programs that has distinct missions and cultures. 2. The three unit model are important to allow AA and college to support growth potential for some of the areas University want to invest more in order to meeting the mission of the University. For example, last year, for the first time, two of the pre-med (including Pre-vet) majors advance into the top 10 most popular majors at UW. These two pre-professional majors are the fast-growing majors that is taught by relatively small number of faculty across three departments: Zoo Phys, Vet Sci, and Mol B. The Biomedical Unit brought in approximately \$30 Million dollar extramural grants from NIH in the past 5 years. The proposed Biomedical School will help protect the growth potential of this unit, and meeting the education needs of our undergrads. 3. The T & P standards, teaching methods, culture and loads tends to be different between the three proposed areas. While there are more extension and service components associate with Ag, there are larger lab and bench component with the Biomedical faculty. Therefore putting these faculty in different units help generate unified yet, discipline specific standards for T & P. Same for recalibrating teaching loads: ideally, this should also be discipline-specific as well. 4. The three Units won't cause any disruption of interdisciplinary collaborations because the nature of interdisciplinary collaborations are mostly in the area of research, UW faculty has the tradition of forming interdisciplinary research teams across the college and department boundary anyway.

This will be disastrous!

Looking to innovate. But cutting the wrong areas. Look at the growth of bureaucracy at UW first- cut there

This action will weaken UW significantly.

There aren't any.

There are no benefits!

If there are fiscal issues that necessitate the proposal, then that is something that simply must be understood by all stakeholders. The benefits would likely be that there is some strengthening through consolidation, reimagining what cross discipline degree offerings might look like.

Very detrimental!

Most people tend to think of Creative Writing as part of an English department. And certain synergies can be achieved through that arrangement, but only if both parties are excited about that prospect.

I'm not sure what the benefits are because the more I think about it, the less I understand the President/Provost motivation for promoting the merger. Yes, other universities have creative writing housed in English, but nothing says we *have* to be organized like other universities. No "single standard university blueprint" exists, so why not do what serves us best? If CW **doesn't want** to return to English, then the merger is a terrible idea.

Terrible move!

None

Yes, many. Please see initial comment.

Creative Writing was always within English until quite recently. The main issue that needs to be addressed if they are combined is the graduate degree issue. [REDACTED] At that time, we gave 7 GAships to the new program, splitting our total in English in half, in order to support the new program. Our understanding the was that those GAships would be returned to English. This could happen at this point if we returned to our former structure of the MA in English to have 3 tracks: Rhetoric and Composition; Literature; and Creative Writing.

There is no excuse to proceed with any change.

Nothing. Focus on STEM, leave the separation of degrees and departments. Promoting industry and innovation is great, but cut all else out and focus on what will save Wyoming. Teach the STEM majors business and entrepreneurship but there doesn't need to be a department for that. Nor for the arts and sciences. This is a dire

situation but focus on making this a purely STEM university and as best of one as it can be, which would in turn make the university more prestigious to the world.
This restructure is counter productive -- research funding will be lost.
A state university should appeal to the needs of a student body. Yes U-W is AG-mech and now comp-sci focused but the humanities and be emphasized now more than ever.
I can't think of any!
Harmful
None
Harmful benefits.
Nothing!
I do not see any. The listed savings seem to be minimal for the impact this change will have on the departments and the perception of the school from without.
On it's face, I do not see any significant benefits to this proposal.
I don't see any
None
Putting Zoology / Physiology in the Ag college is a lose - lose move. Z/P needs to stay in the sciences college.
Zoology & Physiology do not belong under Ag college -- this is down right stupid!
Possible cost savings through staff reduction
None
Very few, honestly. Maybe it saves the University an Administrator salary, but I actually don't see that as a benefit in the same way the University might.
I see no benefits to the current proposal.
Rebranding the College of Arts and Sciences does not seem to be a way to cut our budget. What will happen with the Dean, who comes from the sciences? The chaos that will ensue does not seem to be worth the bottom line.
I do not see any benefits to discontinuing the school of counseling etc.
K&H and nutrition faculty already collaborate extensively, and more than nutrition does within agriculture. Nutrition and exercise joining in one unit will amplify what we can do to serve the state and nation in tackling the chronic disease, obesity, and also food insecurity problems we face. We would be better positioned to efficiently serve on state, regional, and national efforts in these arenas and to secure external research and extension funding, especially in USDA AFRI programs. Our education programs are an excellent match and many students currently struggle with which unit to be in, K&H or nutrition. The merger would help ease the struggles we each have now with offering enough upper level nutrition and community and public health courses. If the Cent\$ible Nutrition (SNAP-Ed) program moved with the faculty, then the whole would be even that much greater than the sum of the parts. The merger would position UW to be a national leader in research, engagement and education in rural nutrition and exercise health, community food systems, Indigenous food systems and food sovereignty and (with CNP) in evaluating impacts of SNAP-Ed and EFNEP federally funded programs (a position Cornell has held, but is likely to abdicate with the retirement of the program lead). K&H and nutrition faculty have wanted to merge for many years, for these reasons and more.
I could see a potential benefit to this by not making the arts, humanities, and social sciences an easily ignored subset of the university. Training in humanities and social sciences are ESSENTIAL for professional development in competencies that some of the top companies are looking for in their future employees. This would only be a

benefit, however, if the upper-level administration is committed over the long term to sending some much-needed budgetary funds to this new stand-alone college in order to make it possible for R1 capabilities. There are all kinds of possibilities that could work to future students' advantage: For example, I could see the history department, the school for culture, gender and social justice, and the American Heritage Center forming an interdisciplinary Ph.D. in public history that could attract some excellent scholars to UW.

None that I can assess.

None

This does offer an opportunity to respond to the budget decrease, and it offers the new programs that help support Wyoming's economy. [REDACTED]

Additionally, many of the classes in CHE are CHEM classes, but because they are different departments, there is often a lot of overlap in classes, so it may be beneficial to coordinate what is being taught in lecture in order to teach more new material rather than rehash the same stuff over and over again.

I understand that Wyoming is having budget issues, I've lived in Wyoming my whole life, it's been like that for a while now, but cutting out programs that so many students depend on shouldn't be the way to make the university stay afloat

I would agree that it is entirely appropriate to merge Applied and Agricultural Economics with Economics, but that it should be housed in the College of Agriculture. The "Applied" portion is important to all of Wyoming agriculture, including a new generation of managers. It has also been my experience working with bachelor graduates of both the College of Business and Agriculture, that many business graduates would benefit from more knowledge/skill in economic decision making, a skill that most Ag Business graduates possess from their course work.

There are no benefits, only degrading impacts.

Integration of zoology/physiology, botany and life biology into the Ag college would strengthen the programs.

I do agree with the moving of STEM out of college of arts and sciences I am just afraid of how that will affect the engineering side of things.

Save money no matter what it costs

The benefits of the reorganization of the nutrition department to kinesiology and health are manifold. It will bring more undergraduates over to potentially have access to a minor in nutrition or visa versa with a minor in kinesiology, thus supporting both departments. Electives from the college will be more targeted toward specific challenges that are faced by nutrition majors, such as having a better understanding of physiology. In addition, collaboration among faculty for research, especially Master's and Ph.D. research will bring 21st-century literature into the college. Finally, the incorporation of public health courses through the health portion of the department will be immense in allowing nutrition undergraduates and graduate students to be prepared for their future work, as well as continuing in education as graduate students, or professional students.

Lowering overhead costs but putting more time and stress on faculty, staff and facilities.

Very few, if any benefits as we are a small university with small departments. Creating larger departments will only mean more competition for limited resources such as teaching assistantships, travel funding, and ultimately in programs with more vocal faculty getting new faculty hires through the CPM process.

Not enough information is available to the public to answer these questions.

None

I don't see benefits or detriments to this proposal. Too soon to tell.

Administrative gas lighting
While this may achieve minimal cost savings, I frankly see no benefits to either UW, students, or Wyoming citizens. This proposal does not contribute meaningfully to budget reduction as any dollars saved are being reallocated to other new programs.
It better suits the universities decreased budget. Furthermore, it makes it easier for Chemical Engineering students to take Chemistry classes, and gives them easier access to those Chemistry related classes they need to take.
The benefit is to reduce cost. I think this is outweighed though by the loss of future student revenue by those who would eventually enter the LDT program. This program should be promoted because it is at the forefront of the changes taking place in the delivery of education.
Satisfy the Trustees and the Legislature.
none
it will, no doubt, push out some pricey professors, force those who have differing opinions out, and probably not ruffle the feathers of our vision-free state legislators.
If there are efficiencies to be enjoyed, that's great. If the quality of education within the college can grow in this new structure, students would benefit greatly.
(Continued) The Chemical Engineering Department is critical to the Wyoming mining industry as its graduates are employed industrywide. This shift from an applied focus and possible consolidation with other programs is highly concerning. WMA membership believes this will result in the dilution and degradation of the engineering degree programs thus impacting the quality and number of graduates Wyoming industries rely on today and into the future. An independent Department of Chemical Engineering is critical to reaching the UW stated goal of being a Tier 1 Engineering Institution. WMA members believe that discontinuation, downsizing and shifting toward consolidations with other programs will have a negative effect on both student and faculty recruitment. It is feared that both students and faculty will opt to move to other Universities where chemical engineering programs are perceived to be more strongly supported. This could ultimately lead to stagnation and possible closing of the program. National accreditation of the Chemical Engineering program may be at risk leading students to seek degrees elsewhere. Reputation is important when students and faculty are choosing their institution. The Wyoming trona/natural soda ash industry has identified a specific need in workforce recruitment; that of skilled workers in chemical engineering and process control. Process Control Engineers are currently the hardest position to recruit for within operations. To help meet this need, companies have been working closely with the College of Engineering to develop the current curriculum. The Process Control Minor was launched in Fall of 2019, with the ultimate goal of elevating this to a full bachelor's degree program. To date, Wyoming trona companies have donated an estimated \$100k to that effort for equipment purchases and curriculum development. Process Control is a collaborative effort between Chemical and Electrical Engineering – both slated to be discontinued and then reorganized into a new department. Given the outlook for the industries projected growth and expansion, the reorganization plan for these departments is troubling, both in terms of the industries financial outlay on the Process Control program as well as for hiring qualified graduates in the near future and beyond.
This does address some of the issued related to the budget cuts. It also allows for some organization of programs that have progressively become more disorganized over the past 10-15 years.
Early Childhood is something that has its own theories and philosophical base. Institutions that have tried to make early childhood fit into the elementary education philosophy have largely failed and been weakened. Those that embrace the differences and support the base have been successful. Institutions that have tried to hire early childhood educators have a difficult time , but those that are early childhood focused outside of elementary education have had larger applicant pools.
There are no benefits to this proposal except preserving a precious budget. I have nothing but contempt for this proposal and all those associated with creating it.
I see none.

<p>There are no benefits with discontinuing the School of Counseling. Given the mental health issues that are prevalent in Wyoming (suicide and substance abuse), the counseling program holds great significance. It is a program that benefits Wyoming at a community level. Training and educating people to address these issues benefits the society of Wyoming as a whole.</p>
<p>There are literally no benefits of this proposal. It shows the university doesn't care about the college of engineering and only cares about the many arts programs that don't bring any money to the university.</p>
<p>Given the disruption and rushed process, there are none. If the reorganization was truly intended to improve things, it wouldn't be forced on faculty with restrictions to 3-4 departments and "here's what you can't change" UW was already interdisciplinary. People know how to find each other here. We are a small state university and outsiders appear to be forcing this on us without first finding out how we work or what we do. Remember the guy who claimed UW would be the best land grant university among them all when he was president? I'm sure land grants like Berkeley, Cornell, Purdue and others would not have agreed. UW excels in what UW specializes. That guy left as soon as he arrived.</p>
<p>I see more detriments than benefits. Perhaps the upside would be supporting the arts and humanities in the way they should be (and currently are not).</p>
<p>It saves Petroleum Engineering.</p>
<p>A new position for [REDACTED]</p>
<p>Get rid of arts</p>
<p>This proposal has no benefits.</p>
<p>This proposal has the opportunity to streamline our stem departments.</p>
<p>Benefits, less departments and will cost less money</p>
<p>I am unclear on the benefits as the proposal is unclear around how it will integrate the counseling department in the college of education.</p>
<p>You're banking a lot on some computation center that isn't well described, so for now it's a BS buzzword. And you're lumping categories together that don't fit together for the questions which makes the questions disingenuous.</p>
<p>Apparently a financial benefit.</p>
<p>There are zero benefits to discontinuing the counseling department. Unless you enjoy being rated top 5 states for suicide and lack of availability of proper mental health.</p>
<p>Saving short term money at the expense of a high quality University.</p>
<p>None</p>
<p>This provides ample window dressing to disguise the fact that none of these changes will save any money.</p>
<p>I can see none. Our unit is already working on collaborative efforts and ways to increase enrollment/research productivity.</p>
<p>I am not sure what will be gained in the whole process, has there been any pre-shuffle economic studies to see if any financial gain would be achieved. the key would be for the legislature to work to diversify our states economy rather than keep stumbling over the same rock (drill and dig) and move the state forward in that manner</p>
<p>Well I guess you get to fire some department heads and that frees up money.</p>
<p>The Colleges of Engineering and Agriculture may look better on paper if those faculty in the Physical and Life Sciences with substantial grants agree to transfer out of the College of Arts & Sciences. The restructured College of A&S should have less expenses for maintaining buildings because responsibility for science buildings and labs will transfer to two other colleges.</p>

Increases focus on medically based nutrition

See very few. Will lead to loss of AG Econ as a field at UW within 10 years. This is what has happened at other universities where similar actions have been taken. Bad move for Wy and the people the university is supposed to serve.

As I mentioned in my previous comment, I don't want to talk about this reorganization. [REDACTED]

If you actually let the professors go that don't align with the mission and values of the University and the State then this could be valuable. Overall it seems like a short term gain and a long term loss. Only by eliminating duplicative roles and letting ineffective or uncooperative professors go will this be beneficial.

Restructuring to join Nutrition, Food Science, and nutrition related extension CentSible Nutrition with the strong, robust, and growing Kinesiology and Health department. The academic/curricular/educational fit is well aligned, well broadly benefit students across the departments related concentrations, and allow for training of a cutting-edge 21st century workforce. The research collaborations, synergies, and interdisciplinarity will benefit from being housed within a single department and are likely to further elevate the caliber, competitiveness, and success of externally funded research. I am confident that innovations will spawn, specifically those that will benefit rural and frontier America.

None. Terrible idea and short sided. Totally devalues the Ag Econ degree.

Honestly, I don't see any for CAS, particularly for my department (psychology), which is a science and will be isolated from most other sciences - including those with which we often collaborate.

There are none

This brings most pre-health students under the same department, which will allow for better support for those students.

As an alumni, donor and stakeholder, it is difficult to find the benefits in this proposed restructuring as all appear to de-value the importance of agriculture.

Administrators who are unfamiliar with Ag Econ's service across Wyoming may view this consolidation as a cost saver.

This consolidation is long overdue and would greatly benefit students and the state. Economics is recognized as one of the best departments in Environmental and Natural Resource. Economics faculty are leaders in this area--from regularly securing significant NSF, NOAA, EPA, etc. grants to serving in the White House to being on the IPCC to contributing to the UN and World Bank to being at the frontier of interdisciplinary work (25 years ago!). The economics department is responsible for two of the major policy advances in the field over the past few decades--non-market valuation and tradable pollution permits. The PhD program is among the best in the area of Environmental and Natural Resources. And in recent years, economics has embraced extension work by serving the tourism and energy sectors in the state. This applied work has exploded, and this work overlaps greatly with the applied work in Ag Economics. The economics group is amazing considering how under-resource it is. It could do more, but the faculty and resources are spread thin. They could get more grants. They could graduate more PhDs. They need a critical mass!! Ag Economics does a phenomenal job serving the state in the ag sector, but it's time to think bigger. This extension could be more coordinated and powerful by the merger. The merged group could better serve the three key sectors of Energy, Tourism and Agriculture. Combining the local/state expertise

of Ag Economics and the academic fire power of Economics would create a critical mass of incredible capacity to serve the state, serve students, secure grants, produce PhDs, etc. If extension wishes to not join, then there are many Ag Economics faculty that should still make the move because they are a better fit in Economics and could better move the needle on serving students, securing grants, supporting PhDs, etc. This is evident by the many existing collaborations across departments. This is long over due, but the timing is perfect with the lines between the departments blurring and even disappearing over the past 5-8 years. I could understand reluctance if economics didn't have a long and deep history (and success) in Environmental and Natural Resources. You couldn't have two areas of economics more perfectly suited for each other. It's hard to distinguish Agriculture Economics and Env and Nat Resources Economics. The potential for this critical mass is exactly what UW should be taking advantage of.

Destroying Chemical Engineering at the University of Wyoming if that's your goal.

I see no benefits in removing the counselor education program. It is highly attended and improves current and future students lives and futures. It brings money to UW by having school counselor promote college attendance.

Significant gains in efficiencies for curriculum. Specialized areas can be maintained at upper levels, but lower level courses can be provided more efficiently. Great potential for enhanced research with a critical mass of ENR (econ) and Agriculture (ag econ). The two are incredibly similar, and it really is ridiculous to have two thinly stretched departments instead of one well-equipped departments. UW can no longer afford the luxury of having two similar departments. Economics has increased extension efforts in the area of tourism and energy. It's natural to combine these extension efforts that serve the main sectors of the WY economy (which Ag is only one of many). Nobody would create two similar departments like this today. They would have them combined. It may be hard for individual interests, but it's the right thing to do for the university and state.

I have no idea

The key to a graduate school is making sure programs align. Therefore, we cannot have three different biomedical sciences programs with three different stipends. We cannot have some programs doing the right and current thing with rotations and others doing the outdated direct hire. If we are going to have a graduate school, they need to pick up the admin burden the faculty are dealing with.

This will foster cooperation between Computer Science and Computer Engineering faculty. The two departments already collaborate on degree programs, but this will encourage that even more. There is little savings, since the departments already share their staff. Losing 2 or 3 faculty members from each department will reduce the budget by 15%, but it will run counter to the other goals above. In particular, it will result in higher teaching loads, less time for faculty research, and less student-faculty interactions.

None.

I personally don't see any benefits of relocating the Ag Econ program from the College of Ag to the Business College.

The board of trustees gets a raise and the students get less value for their money yipeeeee

It accommodates the budget cuts.

As I noted in my main comment, there is a HUGE opportunity here. We should all be excited and feel totally empowered to envision a remarkable, modern university. However, the way this was all rolled out, the lack of clarity re metrics and parameters, and the underlying certainty that state politics will hamstring much innovation are all major impediments.

Always good to think about the advancing edge of knowledge in the context of human challenge

There are none. The administration clearly doesn't understand how collaboration works in science - it has ZERO to do with what department you are in. If a lab needs engineering expertise, it will collaborate there. If a lab needs chemical expertise it will collaborate there. This addition of all science (except human-based) to the College of Ag is STUPID beyond words.

I assume this is being done to reduce the power of A&S.

There are none for the Chemical Engineering discontinuation.
NONE
That the program is not completely eliminated
Perhaps you save money on the salaries of the department, yet you lose 30 to 40 tuitions from a mix of in and out-of-state students.
None - savings on 3 faculty salaries, maybe a few more if they want to fire everyone if they want to keep part of the program going.
There are no benefits to the proposal of discontinuing the CLAD program. This would be a mistake. This program consistently provides high quality counselors for the local community, university and the country which is needed now more than ever.
I don't see any amazing benefits to this proposal as the Chemistry professors will not be able to teach the engineering courses. This brings concerns to the ABET accreditation required for Chemical Engineers to have jobs in the future. The only classes shared between the two majors are the chemistry courses. Chemistry majors do not take any chemical engineering courses, while many chemical engineering majors can take the chemistry courses as electives. Chemistry students do not usually take chemical engineering courses as electives. So it is confusing as to why the chemical engineering department would be discontinued compared to continuing the chemistry department.
None except budget cuts. However, fewer students may enroll at UW as a response, so budget cuts may not even occur.
As far as I can tell, the benefits of this proposal appear to be allowing for the reduction of budget, but beyond that, I do not see many.
I understand the thought behind consolidating these two departments, however if we want to best prepare UW students for the changes in the 21st century, bringing Geology and Geophysics under the umbrella of Petroleum Engineering makes little sense. Considering the economics of sources of energy, oil and gas is quickly becoming more expensive source of energy than well established renewable options. Furthermore, as society moves away from fossil fuels, having a department under the name of Petroleum Engineering that mostly researches topics unrelated to this discipline will most likely decrease the number of students and make the University look antiquated. The G&G department has a very long history of exemplary research, and is one of the University's best nationally ranked programs. The majority of scientists in the G&G department do not research anything related to fossil fuels. Additionally, if we merge these two departments, and keep the name Petroleum Engineering, there will be an additional drop in the number of students (undergrad and grad) that choose to come to the University, since a lack of a Geoscience or Geology and Geophysics Department will turn them away. If we want to restructure to help save money moving forward, we must create departments that help students prepare for jobs in the 21st century; we need to look forward, not backward.
There are no benefits in eliminating degrees that are HIGHLY needed and growing in the state of Wyoming. Our population will suffer as UW is the only higher ed institution in the state.
What I can say that some of the these majors have been historically connected and it is not surprising to see them again together as they can help each other.
none
The university will have the opportunity to gain recognition for research.
Botany maybe works with the College of Ag and Animal Sciences and Zoology fit nicely together
I believe the only benefit is to save the University money. I also believe this is a short term reaction and not good for the University long-term.
There is some overlap between CS and ECE, but not a lot.
Hard to see any benefits other than someone gets to tweak college names again. For God's Sake, leave the name of the College alone.....it is THE COLLEGE OF ENGINEERING. Engineering is applied economic problem solving to

benefit a civilization. That role is broad enough for anyone on all subjects. Move of Electrical Engineering to ""computing"" is an error which emphasizes an ethereal concept of applying Engineering (computing) instead of a solid knowledge of the full range of EE skills for the (cannot be known) 40 year future. The role of power and power engineering will be even more critical in the future and having worked around industrial power systems for 40 years, there are precious few EE's who can do this work today. Deletion of Chemical Engineering does not track with versatile nature of this major and its broad use by industry. This is a simple error. This discipline is highly amenable to multiple tracks for concentration. Consolidation of PE and GEO is a solid proposal as long as Engineering is retained in the structure and not the A&S orientation of GEO.

We should not eliminate the counseling program at UW. That could cause a chain reaction that over years causes counselors at the elementary school level to not be available. It also sends the message that counseling is not an important piece to the education of our young students. Having counselors in elementary schools is a huge part of our overall programming. And we are seeing an increase of students who come to school bringing the impacts of early traumatic experiences with them. Counselors are specifically trained to work with students in a capacity to address those needs. Teachers, while highly trained, do not have that specific kind of training. Please consider keeping the counseling prep program at UW. Thanks

Streamlined budget for academics...

The university saves money.

I see no benefit to eliminating the Counseling Department when there is a need for more professionals in the field.

Early childhood is incredibly important, but it should not cost our state the health and wellness the counselors provide through the lifetime! Also counseling can be vital for social and emotional development in early childhood. To use a cowboy metaphor, discontinuing the counseling program would surely be a way for the early childhood education department to shoot themselves in the foot.

The benefits of the proposal to "improve" the chemical engineering program seem to be minimal. How can it be improved by having the chemistry faculty teach courses that they are not qualified to teach (i.e., don't have engineering degrees)? How will firing the current chemical engineering faculty and replacing them with new hires (if that happens), quickly result in improved research? The several hundred thousand dollars that will be required to support each new hire will also quickly add up to a significant cost.

There are clear benefits for those students who pursue technical degrees. Also benefits for UW in terms of achieving Tier I Research status. I have less clarity as to how this will benefit students in fields outside engineering and science.

The biggest benefit that I see is bring all of the life sciences more closely together. To recommend discontinuing a department while retaining the program offered by that department is brazenly disingenuous. For example, discontinuing the chemical engineering department while stating that the chemical engineering program will be offered by the new chemistry department seems to leave a disconnect. If the chemical engineering program is gone, who will teach the chemical engineering courses? The chemistry department faculty are not qualified to teach chemical engineering courses. This is something ABET (accreditation body) won't be happy about. There is very little to no synergy between the chemistry program and the chemical engineering program. Yes, the chemical engineering students do take 5 classes from the chemistry department (chemistry I and II, organic chemistry I and II, and physical chemistry). However, this is similar to the synergy that chemical engineering has with the Math department (4 courses). In contrast, chemistry students don't take any chemical engineering courses. An argument might be made that chemical engineering faculty are qualified to teach the above 5 courses while chemistry faculty are not qualified to teach any of the 15 required chemical engineering courses. As such, qualified people will need to be hired to teach chemical engineering courses. Thus, why was the department discontinued? And, how is money being saved? If the chemistry faculty have to deliver the chemical engineering program, who will teach their current classes? If all of the chemistry faculty are now teaching more classes, who will write the research proposals to bring in external funding? Finally, it was disappointing the process didn't involve the affected departments. Instead, it was all secret until the big announcement. All of the information for the decisions was in the big spreadsheet. Only, once the spreadsheet was actually released, numerous significant errors were found. If the departments had been involved up front, the errors could have

been eliminated and correct data could have been used to make decisions. Use of incorrect data draws into question all of the recommendation made by the administration. Maybe this department should not have been targeted for discontinuance and instead a different one should have been targeted. Unfortunately, at this point, the process is now started and it is hard to redirect it. How does any of this result in a feeling of trust that the administration knows what it is doing? Why should we be told that the provost is willing to listen and we should provide feedback on-line when no listening appears to have been done up front?

When one looks closely at the proposal, the reductions in the faculty and staff that UW needs are difficult to pinpoint. I understand the need for reductions, but it doesn't seem clear how you're getting there through the proposal as outlined. I am supportive of the administration through this time, but I'm concerned about the communications of this to the campus.

- Small but growing UG program in P&A - High average SCH in P&A (lots of service courses) - Some natural connection between the fields, esp. in cloud physics & dynamics, remote sensing - ATSC's ability to teach some senior physics courses - Flow of UG students into our grad program, may dual-list (4000+5000) some graduate courses (Phys Met, Objective Analysis, Radiative Transfer ...), possible Quickstart BS+MS - Both Depts are research-active, recruit strong graduate students - Strong link to new SoC; high probability that new SoC faculty will be housed in the new joint Dept - Solid partner within CEPS - Access to Science Initiative (not significant) - Combined Dept not too big - Closer relation with P&A's sibling, Chemistry - Tech personnel support for instrument-heavy research (currently P&A has 1 Ubertech) - \$1.4M per year to run the NASA WY Space Grant consortium, providing IC (total IC incl research grants about \$70K/year). The budget of the UW King Air is about \$3M per year.

The main benefit is budget reduction. Otherwise, these programs receive no benefit.

Benefits of this proposal are budget reductions and better possibility of collaborative research and grant-writing. Still, this will be difficult if no offices are physically relocated. If Animal Science and Veterinary Science were to merge to a single department, you would have offices in the Ag Building (AgC) on main campus, Wyoming State Veterinary Diagnostic Laboratory almost in West Laramie, along with the Animal Science/Molecular Biology Building on East Campus.

A mega-department of art, music, theater and dance is confusing and would be a monster to manage. Each department have distinct cultures, disciplines and research needs. However, the merging of each department under a 'School of the ARTS: Music, Visual Arts, Theater and Dance' has been under discussion for several years between each department. Each area must have a HEAD to manage the very complex natures of each department. Unified under a school, there are many selling points for students (elevating the departments under a school is a recruiting benefit) and for potential donors, effectively creating an ARTS-specific entity that has a unique profile, strong relationships to the state and community colleges, and would help administration to recognize the ARTS as an area of distinction at UW. OR leave them alone.

I can't see any benefits to discontinuing the Masters of Counseling program aside from more people enrolling in the Social Work Program.

Might save some money in the near term.

I understand the need to save money, but not at the expense of the health of WY residents.

n/a

I don't see any.

PETE and G&G are already closely aligned fields in the energy industries. They are not closely aligned academically at UW for unknown reasons but still a lot of students cross over in their course work anyway because they can see the relationship objectively and value the knowledge to be gained. The consolidation makes sense from both a practical and business sense and most in the outside industry would agree that each could be a value-add to the other. Hopefully, this will foster more collaboration for faculty AND students.

If this were conducted on equal footing for the two departments, there might be an opportunity to develop a more collaborative culture, use a shared infrastructure.

<p>The only benefits are to make Seidel and Carmen, who haven't even been here a year, feel that they're doing something progressive, but this is just keeping alive a dream of becoming a Tier 1 engineering program. For the state and the students, there are no benefits. This is a lose-lose proposition all the way around.</p>
<p>It should improve the woeful state of our so called computer science program and perhaps centralize and standardize commuting oriented topics that tend to be germane to multiple degree offerings in a similar manner to (as a couple of examples) English and math.</p>
<p>The days of seemingly unlimited resources are in the distant past and will never come back. As painful as it is to streamline (mostly humanities and liberal arts) majors and programs, no institution can afford to run programs and classes with miniscule numbers. Restructuring programs to provide strength in numbers is smart and provides protection. Eliminating some majors with very small enrollment will allow resources to be targeted at other areas more likely to benefit and thrive.</p>
<p>There are none. This program is being rebuilt after changes and the trustees are opting to eliminate it entirely with no recourse. Have they even taken the time to look at how many other 4yr universities offer these programs since they are so desperate to show that we are competitively preparing our students?</p>
<p>I have no issue with restructuring and being more efficient with programs. It is when you start cutting jobs during an unprecedented time of economic distress. How about the salaries of those deciding to lay people off get cut? As well as the trustees and president. How much did it cost for Siedel to go talk to people in DC? How many of these paid travels could have been done over the phone or Zoom? It is outrageous to be cutting jobs when the school spends like it does.</p>
<p>Reduced salary, reduced technical support, convenient only for university</p>
<p>There does not appear to be benefits by eliminating a needed department.</p>
<p>The consolidation or elimination of low-enrollment degrees provides a greater overall alignment of the college's offerings and streamlines the current departments. As an academic advisor previously, I saw students struggle to maintain momentum in their major when they continued to add fringe minors to their program, often resulting in requiring additional time to complete their major. A greater focus on core degrees would diminish such challenges.</p>
<p>I'm assuming that the president and his newly hired cronies will experience a tremendous ego boost in exchange for unnecessary pain and hardship incurred by people who are actually invested in the University and State of Wyoming.</p>
<p>For the college of Ag, it's hard to see any at this point in time. School of Computing is the major benefit of any of the proposal.</p>
<p>There needs to be some reorganization within the College of Education and this should be looked at without eliminating.</p>
<p>Narrowing of a focus and mission within the College of Education.</p>
<p>Just budget reduction, but it is far surpassed by its costs. You do not need to save on expenses — the university budget is not a series of expenses, but investments. — You should be investing more, but taking smarter decisions. There are many professors who are never there. Push them to fulfill their contractual obligations in quality.</p>
<p>To cause chaos and continue demoralization of the people who are actually pouring their time and energy into fulfilling the land-grant mission of the university.</p>
<p>I don't see any benefits</p>
<p>The goal appears to be recognized R1 research classification. This would attract more out of state students potentially.</p>
<p>I could see this merging of the Chemistry and Chemical Engineering departments helping those students who still want a Chemical Engineering degree because a concentration in Chemistry could potentially be easier now but I don't see how Chemical Engineering is applicable for Chemistry majors. My roommate for years was a Chemistry major and she (and many of her classmates) were more interested in the theoretical side of Chemistry and less interested in the applied science that engineering is.</p>

I see no benefits of eliminating the Counselor Ed program.
There is no benefit to take out CLAD and still have an effective education department. These are vital in the education field. Furthermore there is no where else in the state to pursue these degrees (competing departments where there is no lack of applicants), so UW will be losing many students to other universities.
While a Chemistry and Chemical Engineering degree have a decent amount of over-lap in course work, a Chemistry degree is much more narrow for real-world applications than a Chemical Engineering degree is. I can see how combining these departments would help promote "interdisciplinary" work while in college but the goal to me is not to prepare students to be prepared for college-life but for the real-world as many for students go on to work in the real-world and not in a college setting.
No clear benefit.
School of Computing
test - delete
Saves money.
It establishes a pathway to the future failure and instability of communities in the State of Wyoming.
None that I can see.
None really. LPCs are in short supply and high demand. This is a short sighted goal. Mental health is critical!! We're still in the midst of a pandemic and opioid overdose deaths are at an all time high.
I do not agree with this proposal. It seems that the main benefits are economically driven and are not meeting the needs of the students or the individuals living in the state of Wyoming.
There are no benefits, please do not disrupt the education of Chemical Engineers in Wyoming.
Perhaps looking at how streamline programs would save costs, but hopefully not at the loss of key counseling graduate programs.
I commend the proposal for considering reorganization of departments to reduce overhead / administrative costs.
Saving money
I perceive absolutely no benefits except that it cuts cost and that is it.
I suppose the benefits would be reducing the number of department heads and administrative services, but there are too many detriments to this proposal.
I am strongly against this proposal. Cutting vital research scientists and lab managers in the Geology and Geophysics departments does not lend itself to positioning the university as an R1 research facility. In fact, I would argue that this merger does the exact opposite.
None. This is stupid and irresponsible
The only benefit I could see is fiscal.
It saves the university money?
Reducing costs for established programs
Interdisciplinary work with probably be promoted.
I don't see any benefits to this proposal. In removing the chemical engineering program it could result in students being ineligible for the professional engineering exam. This was a determination in my choice to graduate from UW and if this is removed I know that prospective students will turn to look elsewhere.
There are absoultey no benefits in this proposal. It is my understanding that the program in Casper alone makes the university money. Why not cut it in other areas like sports? The counseling program helps supply counselors

to the state of Wyoming and at the counseling center in Laramie, so to say that this would help students better prepare for their future careers and life will not be as much as an option by eliminating this program. This will hurt UW's reputation and should.

While focusing on early childhood is an added program enhancement, there needs to be a continuance of focus on helping the whole person throughout life.

I can see no benefit

I have yet to see any benefit of this proposal other than reduction of the program and associated cost associated with it.

There are no benefits at all. You are cutting from a college that is already under-staffed. On top of that you are cutting graduate programs with significant enrollment. If the university is looking to make cuts they should stop creating new programs (like the counseling program in Casper) when there is a year of boom and work on funding what they have in a year of boom (or saving money).

There are no benefits to eliminating the counseling program

Eliminating CLAD secures no benefits in my opinion. Please see previous response or read below again: In particular, I believe that the reduction of the Counseling Education Programs (CLAD) is a VITAL disservice to Wyoming Citizens and the future students of the University of Wyoming. I believe this to be true both of outside counseling preparation programs and school counselor preparation programs. Eliminating these programs comes as a great disserve to Wyomingites as Wyoming has one of the highest suicide rates in the country and the need for mental health services is evident across our great state with rural population and difficult access. It is also important to note that these masters programs generate nearly double the credit hour production per student as compared to students in other graduate programs in the College of Education (60+ hours per student vs. 30+ hours per student for other programs). However, I find it even more grievous that the School Counselor Preparation programs are looking to be removed. Our nations youth have had great impact from COVID19 and the need for social, emotional, educational, and academic support in the schools is at an all time high. In addition, with the national importance placed on the role of a school counselor in helping students succeed, this only propels WY back behind the educational curve once again. In fact, in the past 5 years the state has lost more than 145 school counselors across 364 school buildings in 48 districts leaving our state with a 343-to-1 student to school counselor ratio at last report (an increase of 52%; recommended ratio is 250-to-1). If we do not allow for the preparation of school counselors within our state, this trend will only worsen. Finally, I need to draw attention to the role of High School counselors and the unique access and guidance they have on the post-secondary pursuits of Wyoming High School Graduates. If the ONLY preparation program in the state is eliminated I believe that school districts will be forced to fill school counselor positions with outside individuals that do not have the insight needed to help Wyoming students navigate their post secondary education within the state. This to me, seems like cutting off the hand that feeds the University and the recruitment of Wyoming students to Wyoming schools. Not to mention to help students navigate amazing programs like Hathaway and realize that they can achieve their post-secondary goals within the state of Wyoming at the same time as minimalizing their future debt. I hope that you reconsider elimination of these programs and perhaps look at a restructuring to where they fall under an alternate category- such as the Department of Education etc.

None. You're combining a dying industry (petroleum) with the degree field that can provide the materials for clean energy (geology). In no way does this improve interdepartmental work. In fact it lumps the future with the past and dying oil based economy.

By removing the "hard" sciences from A&S, the proposal could actually silence the ongoing argument between them and the "soft" sciences, by simply separating the parties. The remaining programs in the "new" college will be able to more clearly see their role as a secondary or supporting role to other "tier 1" programs across campus. This clarity will help prospective students and prospective faculty better understand which programs at UW are central to the institutional mission and which are ancillary. That will help students make better enrollment and major choices while also helping prospective faculty hires understand what their employment at UW would actually look like.

None that I can see.

I am not sure of all the details but I know cutting out the counseling program will not have any benefits other than saving money for the school. If they are planning on putting more money into other mental health services for the students then that will be good.

• It is common for counseling professionals to work in both school and community settings concurrently. Many school counselors also have mental health licensing (LPC's). • It is important to cross train counselors in rural areas like Wyoming because often in rural areas school counselors may be the only mental health professional in the community. • In 2016 the Wyoming Legislature budgeted \$387,312 for the biennium to fund the restarting of the counselor educator program, which included specific line-items for the faculty lines at UW-C in the state budget. We believe this funding has continued in subsequent biennium budget legislation. • In the most recent legislative session, mental health and addiction issues were reported as legislative priorities in Wyoming: <https://oilcity.news/community/health/2021/02/03/mental-health-and-addiction-emerge-as-wyoming-legislative-priorities/>. • The Counseling Program's WellSpring Clinic in Laramie provides free in-person counseling services to members of the Laramie community, as well as telemental health services to citizens across the state of Wyoming. WellSpring Clinic was recently awarded funds to increase availability of services to Wyoming residents • The Counseling program's Casper campus cohort is designed to support working adults from across the state to gain the skills to serve their local communities. We are grateful to our colleagues at the University of Wyoming College of Education for their dedicated to counseling and mental health service, and we are ready to work collaboratively to ensure all communities across Wyoming have access to future counselors. We deeply hope you see the huge contribution the UW Counseling Program will continue to serve our state to improve access to mental health professionals and expand the program's legacy of success. In Service, Executive Committee of Wyoming Counseling Association Wyoming Counseling Association [REDACTED]

As far as I can see there are no benefits. Unless the restructure includes maintaining the counseling degrees. There is just too much of a need in our communities to justify eliminating our pipeline of counselors.

I do not see any benefit in eliminating the counseling program based on the need for mental health professionals in Wyoming.

In certain areas of the budget, it may be convenient in the short term to cut this program to make room for others.

None. Getting rid of counseling in the midst of an ongoing pandemic is illogical and counterproductive.

Honestly, I can't find any benefits other than just cutting to save money. I have previously noted in my comments that there are multiple benefits of retaining the Counseling program, and even if you look at it financially, I believe you can make an argument for not only better revenues for the Counseling students, but the impact they have by staying in Wyoming compounds their financial impact beyond UW, which as the only graduate school in Wyoming, you should consider! Graduates of the Counseling program stay in Wyoming and impact Wyoming! Keep that program! Consolidate it if you must with other programs, but keep it!

I don't see any

Attraction to Californians, so no benefits.

My one comment is simple. Many of the restructuring suggestions are good.. but success will depend on the right people (at the new unit level) managing those re-organizations effectively. A question for you? How many of the restructured/discontinued programs are a result of outside uncontrollable factors vs the result of ineffective management of those programs? If the latter- how will you ensure this does n't continue after reorganization?

I do not see any benefits to removing the Counseling School, in fact I see it as unethical and detriment to our society. We keep cutting things that can improve our world. So not okay

I really don't see any benefits right now.

Reduce the University's budget

Consolidation of two departments.

None really, this is poorly thought out.
Nothing
Organized in response to above questions: 1) We will not be in the same physical location so I would not expect our efficiency or collaborations to change from their current level. 2) I think condensing economists into a single department within one college is a step back from promoting interdisciplinary work. AGECE would lose some of its interdisciplinary work in the College of Ag. 3) This proposal would actively limit innovation and growth of programs for 21st century themes. The state and nation need to boost rural areas and this proposal would hamper some of the most important programs for rural development. From the students I have interacted with, I believe many would find a different major in the College of Ag rather than follow AGECE over to the College of Business. 4) Given this proposal would not increase collaborations, it would not improve research output. In fact, it would likely complicate funding for AGECE grants leading to worse research output. 5) This proposal will merge very dissimilar students into a program that is unable to cater education to student interests and needs. 6) Again, this merger ignores the trends we are seeing in the US and world and blends two disciplines that although use the same basic methods, prepare students for very different, but equally important careers. 7) Whatever savings are gained in reducing faculty would be quickly negated by the increase in administrative costs from keeping AGECE tied to Extension. Breaking the link between AGECE and Extension would be MASSIVE detriment to the state, its communities, industries, students, and research productivity.
None. All the additions (school of computing, etc) mean that there are more expenses than actual cuts. Programs with students which are graduating students in needed fields are being cut, while programs with low enrollment and few jobs continue at the expense of the programs being cut.
Still looking for that. This proposal seems to be more about organization than efficiency. These two departments have completely different cultures and mostly different service areas.
None
I honestly cannot see any besides giving profit to the university.
ZERO
The benefits are simple - the people who've dedicated their careers to UW and the citizens of Wyoming won't be cut. At least not yet.
I don't know. The proposal itself contains roughly 5-10% of the information one would need to weigh in on this objectively.
The only benefit for the nutrition faculty is that they can also study exercise and sports nutrition related topics. However, as that is not any of the current faculty's area of expertise, I do not think it will really be that beneficial. Additionally, they will lose access to USDA funding in at least two current grant endeavors. Perhaps the College of Agriculture should absorb K & H. Nutrition involves certain aspects of health, yes, but primarily how different foods impact health which makes it better aligned with Agriculture.
Departments of Zoology (or Zoology & Physiology) and Botany are antiquated, and we should have dismantled these a long time ago. Many (most?) faculty in these departments would agree. Overall, I am supportive of the proposal (as long as someone else is doing the work). Structural shifts at U Wyoming are 3-5x as difficult as they ought to be because of a revolving door of administrators, a meddlesome board of trustees, and a state legislature who can't tell poo from apple butter.
Still trying to find them.
The reorganization make sense numbers wise, and I'm not against splitting A&S up overall. But there is so much being ignored in favor of aligning with the state's interests.
None
cutting out more middle men, making organization simpler, reducing spending

I believe we are not yet able to suggest any benefits to the proposed changes; there is no transparency regarding the financial benefit of the proposed changes, so we cannot weigh the pros and cons of such changes.

More sciences under one roof

If I'm to focus here on the benefits of reducing A&S to a college that excludes the "hard" sciences, I'm at a loss to see the benefits for what is left of the college. I'm willing to hear what those might be, but I've not yet received that information.

We effectively get to cut funding to the less important departments within the university without doing so directly. We can call it streamlining because now the "arts" and "sciences" are separate.

Q6 - Are there unintended consequences to the discontinuance of this degree? What are mitigation strategies to overcome those unintended consequences within the scope of the proposed re-structure and the significant budget reduction the University must make?

<p>Are there unintended consequences to the discontinuance of this degree? What are mitigation strategies to overcome those unintended consequences within the scope of the proposed re-structure and the significant budget reduction the University must make?</p>
<p>There will be MANY unintended consequences. The proposal threatens the mission of the land grant institution. This proposal threatens to dilute the emphasis on production agriculture at our institution and this is a VERY serious unintended consequence that will have a domino effect from students, faculty, staff, to our stakeholders. There are no budget reductions associated with this reorganization, which is very frustrating as the purpose of this is not evident. If asked, I am positive our college could come up with proposed strategies to tighten our budget, although our dean has done an excellent job of preparing us for the upcoming cuts and as such, our departments are equipped and able to take on the cuts proposed while maintaining our high level of productivity. We are agricultural people, which means we value work ethic and integrity above almost anything else. We have a culture in our college and within each department and our college already embodies the goals of a diverse group of people working together to educate our next generation, conduct nationally/internationally recognized research, and provide exceptional outreach and extension education to the stakeholders of our state. We combine basic science with applied science to teach and train students, investigate questions posed by our stakeholders, and utilize our diverse skillsets to accomplish these things. We integrate technology, data science, and many of the other platforms outlined by the current administration. In order to overcome the unintended consequences our college MUST uphold the focus on applied agriculture, value in our culture, and continue to support the diverse work accomplished by the wonderful people in our college. There are NO budgetary reductions with this plan, it is VERY unclear why we are being reorganized in the absence of any budgetary reductions associated with the restructuring.</p>
<p>There are unintended consequences of any elimination. It will hurt. The reality is that we have to cut things because our financial situation mandates it. There is nothing that can replace money for this, ask any businessman.</p>
<p>This question makes no sense as you are proposing discontinuing the department but keeping all of the degrees which is a big reason this proposal makes no sense.</p>
<p>Yes, there will be impacts felt through the entire State of Wyoming's educational system. This impacts not only the University and its current students, staff and faculty, but the teachers, counselors, k-12+ school administrators, superintendents. It will impact k-12 students, their families and will not create a robust educational system. It will be a large chip as we continue to chip away at the base of our educational systems here in the State. Thus impacting the future UW classes, they will be smaller, students who graduate in the state will go elsewhere or not be prepared. They will not have the option to make changes in their educational systems here in the State unless they are privileged enough to study outside the State, which seems like that's what the proposal is going for.</p>
<p>Stop reorganizing for the sake of platitudes on the subject of 21st C work, innovations etc.</p>
<p>The result of this budget cut / restructuring will result in research faculty leaving in droves with their grants going with them.</p>
<p>The Agriculture college needs to remain as is so it can serve the needs of Wyoming farmers and ranchers. Moving Zoology into it dramatically weakens the broad exposure of this department. It truly belongs in the bio-sciences.</p>
<p>Save money by cutting the salary of the provost and president, they have not earned it with a plan like this.</p>

<p>Yes rethink how you merge. Physiology belongs with HUMAN HEALTH! Ecology and botany belongs with LIFE SCIENCES.</p>
<p>Moving Zoology & Physiology into the Agriculture college is another example of how poorly this proposal was put together. Z/P does not belong there because it covers many diverse subjects other than agriculture.</p>
<p>The Geol/Geoph dept is a top performing department at UW. Why do the president and provost want to cut it 15%? This is a perfect example of the incompetence of the leadership there. We certainly hope the board of trustees is not too stupid to see through this smoke and mirrors plan.</p>
<p>See previous comments.</p>
<p>Top rated universities and our competitors will be laughing at us.</p>
<p>1. The three Units, although somewhat separated along the disciplines boundary, is still too large. Some units has developed more rigorous departmental culture, they bring more indirect research dollars. These departments should be protected and strengthened. 2. Very importantly, some of the smaller group (i.e. <math>10</math> faculty) within a school may actually carries largest loads in undergraduate education (e.g. Neuroscience and Physiology group). Identities for these small groups should be preserved. 3. Departments from A & S typically (2:1) has two times of teaching loads than the Ag departments (1:1?). It is a matter of fairness to have all faculty in the same School has the same teaching loads. 4. There are a few faculty who may thrive in larger schools and finding difficulty to decide which one best suit them.</p>
<p>The Zoology / Physiology department has many dimensions and does not belong under an Agricultural college.</p>
<p>Cutting World Language degrees and teaching degrees is the wrong direction. If we want to be an R1 university, consider what other R1 schools have. I have my doctorate from University of Utah and language programs and degrees are critical to the school</p>
<p>I have heard no justifiable reason to realign Arts & Sciences. There is no way this will make UW a R1 institution. Most of our competitors and major universities still function this way.</p>
<p>Going ahead with this plan will degrade Geology/Geophysics substantially. This type of action illuminates the incompetence of the president and provost substantially.</p>
<p>This plan will diminish the effectiveness and notoriety of the Zoology and Physiology Department</p>
<p>As an ██████████ program, it is disheartening to hear that this exciting area of education is possibly going to be restructured or eliminated. Personally, I thought the university's offering of this degree was timely, affordable, convenient (I live and work in Texas), and accomplishable. The fact that it is from an established university factored heavily into my decision to choose this program over others. I feel as if there is some momentum in that for the university, many of my peers are from other states and chose it, likely, for similar reasons to mine. We are in a time in education where there is a significant gap in the technology that we possess to improve the quality and efficiency of education, and the skills teachers, and students, need to harness the capabilities of that technology. A degree program of the LDT's nature fosters the growth of leadership and research that expedites the harnessing of the tech skills needed in today's learning environments. The attainment of a tier 1 research university is noble, but think about the classrooms and learning environments that those future researchers and engineering students are currently in. Think about the increased quality of those environments and how that may encourage and reach students that previously might not have been successful. What degree/career paths might they explore? If we tap into a greater number of the young minds in our society, we may find that many that were lost due to subpar learning environments might be more than capable of the challenges that research and engineering provide them with. Education is important, designing learning is important, but in the world in which we live, developing quality learning with the use of technology is extremely important.</p>
<p>Innovation and creative ideas need a diverse collection of disciplines -- this move restricts the field.</p>
<p>What are the Creative Writing faculty willing to teach? If they move back to English, will they be willing to haul their own weight? What about GA-ships? It's important that they don't act the way they did before the divorce. Only a few people remain who remember that.</p>

<p>The proposal on the table is a merger between CW and English, not a discontinuance. Therefore, this question is irrelevant unless there's something I don't know about. If discontinuance is a potential outcome of *not* merging, then the administration needs to make that crystal clear because it shifts the whole conversation into something more urgent.</p>
<p>Zoology/Physiology is not just about farm animals and crops, put it with the sciences not in AG College. Exterior funding is becoming more competitive and this move will put UW Z&P at a great disadvantage.</p>
<p>NA</p>
<p>N/A</p>
<p>This will put UW at a disadvantage for external funding.</p>
<p>The consequences are a lack of morale and unity in the faculty and staff. This honestly looks ridiculous even if the intentions are well.</p>
<p>Offer retirement incentives and cut other ancillary spending (expense accounts, etc.) before cutting G&G 15%. The people coming up with these ideas don't know what they are doing and should be relieved of their positions.</p>
<p>American Studies can tie into history very well, but its importance would mostly be as an aside to the main history program.</p>
<p>Make cuts equal, no one should have more than 3% cut.</p>
<p>The administration needs to look at how are other universities are structured. I challenge the president and provost to name the schools where Zoology & Physiology are in the Agriculture College. There will be increased competition for funding in healthcare and I doubt many funding agencies will put their money in a Z/P department under Ag -- they aren't in the business of healthcare for farm animals!</p>
<p>Zoology and Physiology belong in the sciences, not in Ag. All of our competitors keep the sciences together in the same college -- they think we are a bunch of hicks by putting Z&P in Ag.</p>
<p>Several innovative processes come from chemical engineering, some of which would help Wyoming's economy.</p>
<p>It seems that the actual intended consequences are to reduce the value of the educational experiences in these areas, creating less incentive for students to attend UW, and thus creating a self-fulfilling feedback loop of less incentive = less students = less need for the department = eliminating the department. The current plan does not seem to save significant amounts of funds in this reorganization.</p>
<p>Family and Consumer Sciences is an integrated field of study that focuses on various aspects of human life. In my opinion, these are core to a well-rounded university. Discontinuance of this degree/department as well as distribution of programs will likely result in loss of the systemic approach to addressing these aspects of human life. At a time when humans and families are greatly challenged, such a plan seems short-sighted.</p>
<p>I think that an attack on a department that is centered on family health, growth, and success has a serious problem with impressions and optics.</p>
<p>The G/G department is one of the most successful ones on campus -- cutting them 15% is not an incentive to be successful. This is a bone-head move by the president and provost -- they know very little about the disciplines they are rearranging!</p>
<p>My concern is with the consolidation of the geology program into petroleum engineering. I fear the focus will be on petroleum geology and not as well rounded in other geoscience disciplines which may be more marketable in a changing job market. Students who desire to become hydrogeologists, engineering geologists, mining geologists, and environmental geologists may simply choose another school, resulting in fewer students. In addition, the market for petroleum geologists follows the boom/bust cycles of the industry. The proposed decrease in fossil fuels will further reduce the availability of jobs for graduates. Questions I have include, will geology degrees be earned and will the curriculum support licensure in the state of Wyoming.</p>
<p>People in ChemE leaving. People in Chemistry leaving. That's something that's probably already in motion and there's nothing that can be done. I doubt that anyone will be willing to take a new position meant to replace those that leave, either, not for at least long enough for the institutional 'trauma' to dissipate (~years). There are no research active universities that have a 'Department of Chemistry and Chemical Engineering', and it's not going</p>

to be cute to try to be the first. We're usually separate because we're really, really different; we share the same stem 'Chem', but are about as connected as the faculty in Physics Department and the faculty in Physical Education. We care about different problems, different levels of science, and different systems of teaching students and conducting research. That said, we do have a lot of collaborations, but the proposed 'merge' has already done more to hurt those collaborations than help, since the ChemE faculty rightly feel trod on at our expense. It has already strained relations between us, which sucks because I like them and rely on a lot of them in interdisciplinary work.

The unintended consequences will be degrees and focuses becoming too broad to properly serve students. For a mitigation strategy I propose a Performing Arts department made up of theatre, dance, and music and for the Visual Arts department to remain separate.

"Restructuring" by pulling the sciences out from the College of Arts and Sciences pushes humanities to the edge of importance in our world when it should be at the center of a liberal arts education. While an education is necessary for career preparation, that is not the sole purpose of education. Learning what it means to be human and think critically as a citizen should be at the center of higher education.

When you consider the scale of mental health needs in our country but also in our state, and the difficulty presented with finding people to fill mental health positions presently, I cannot for the life of me figure out why this program is even being considered for elimination. Access to mental health therapists in Wyoming is already limited by things like geography, cost and availability; why are we trying to make this worse? We are already top in the nation for rates of suicide, and the COVID pandemic is increasing these rates in our young people. The counseling program is one that allows graduates to do directly into available jobs, jobs that are in demand and that pay well. Again, I can't understand at all how or why this program came up for the chopping block. Please reconsider. It's not enough to just keep the MSW (social work) program; the focus of the two programs is pretty different and oftentimes prepares people for different work.

These changes would create a bit of a split in separating food science and food safety from nutrition. In many places they are in different units, however, and I don't see more than a few technical issues arising here.

Potential unintended consequences: leaving this college to languish without proper support or funding streams necessary to move forward in the evolving world of higher education. A huge push should be made to educate students about the importance of the humanities (particularly the absolute necessity of anti-racist and pro-democracy teaching in courses such as history, American studies, and beyond). If the upper administration and Trustees are not willing to put their money where their mouths are in terms of supporting the humanities and social sciences, this college will languish and there will be no amount of effort that can lead UW to R1 status.

Re-Org of A&S will funnel funding into other Colleges that may or may not need it. A&S's mission is at the core of the land-grant mission and prepares all of our students in a way that will be compromised (reduction in funding to the College, selectively claims that Human and Behavioral Sciences are not, in fact, Sciences. They apply the Scientific Method on a daily basis and to deny that is demean what they do).

This will cost us in student interest in UW. A combined Arts Department equates to a community college experience. Small schools and community colleges lump the arts together, share a common building, and do not represent their unique training requirements and artistic endeavors. Graduate student population will rapidly decline. As we're not a School of Music like most of our competitors, a degree from a Department of Music, T&D, and Visual Arts is not something talented, savvy graduate students will even consider. We currently have a graduate population of 26 in two degree tracks (as high as 45 in 2017). This will fall to 7 or 8 graduate students in very short order. Our highly qualified faculty is NOT at all interested in this proposal.

If the goals are interdisciplinary work and becoming a R1 university, then combining departments and cutting faculty from science and engineering research roles is not the way to go. Many of teachers are already sub standard in the CHE department, and gutting the funding and combining it with chemistry is not the way to attract the best possible teachers for the post, or the brightest students for undergraduate or graduate studies, so by going through with this plan, you may cause the entire department to flounder. You also made a promise to any of the students currently in the any of the departments up for discontinuation, that they would be able to get a quality education from Wyoming's land grant university, by discontinuing science and engineering you are not holding up the promise to the state to provide the talent and innovation portions of what being a land grant university means. To overcome these issues, you may consider increasing tuition. This university is much cheaper

<p>than other four year schools in the area. You have said that you want to increase the percentage of students who stay in Wyoming. By increasing tuition, you make other schools cheaper for out of state students, and so you will have a larger population of students who grew up in Wyoming, and those students are the ones who stay. You may also consider combining departments in other colleges to save on department head salaries, if, as you claim, it truly will not affect the students, then there is no reason not to combine every department with another to save administrative fees.</p>
<p>An entirely new set of students struggling now to reclaim credits, find new majors, we should propose other options than cutting out so many students from their education.</p>
<p>Loss of the Ag Business degree, housed in the College of Agriculture (under whatever name that College is given) will certainly decrease enrollment in that college, and very few prospective Ag Business majors will chose to attend UW.</p>
<p>Yes, you must involve stakeholders to help develop well thought out solutions that mitigate the unintended consequences.</p>
<p>Leave the structure as is.</p>
<p>Moving ag econ out of the college will reduce the effectiveness of the department. The Extension function, vitally important to Wyoming citizens, will at best be watered down and at worst be eliminated. The same can be said for moving nutrition out of the Ag college. Wyoming citizens rely greatly on Extension to keep up to date on new information. Moving these areas out of the college would be a huge mistake. This is at least the third time I have been aware of moving ag econ out of the ag college. Each time previously it has not happened for several reasons. The ag econ and econ departments are so different in approaches it just does not work, especially if the ag econ program is strong, like the one UW has.</p>
<p>Will we lose ABET accreditation of the Chemical Engineering Department? If we do that is something that would make me want to transfer schools</p>
<p>A University of Wyoming geology degree has been recognized in the petroleum industry as one of the best. It was the foundation of my career. A degree from an engineering department will not be recognized by geologists. There is no mitigation to fix this. It would be better to destroy the geology department than to merge it with engineering.</p>
<p>I worry that nutrition students will limit their outlook on how impactful nutrition is across the spectrum of health. Kinesiology and Health is a fantastic department, but the department of Family and Consumer Sciences also allowed students to get perspectives on nutrition that they otherwise will never again have in their careers. Having taken classes in Textile and Merchandising, I understood how to set a display to garner attention, and using marketing psychology to bring awareness to a project/product. Also, courses such as aging throughout the life cycle show the importance of aging and nutrition can have major impacts on all parts of the aging process. In the Kinesiology and Health department, nutrition students will not get that perspective of real-world application. A mitigation strategy would be to still allow students to see the elective courses of Family and Consumer Science and take those electives if they so choose to get additional real-world perspectives instead of strictly academic perspectives.</p>
<p>Online learning, lecturing, utilizing the states other community colleges. Typically what happens are people and positions are eliminated however programs are continued attempting to do more with less and the quality of instruction goes down hill in a hurry.</p>
<p>I recognize that budgetary constraints call for the elimination or combinations of programs, what I fear is that the Art and Humanities will suffer and our students will not gain a well-rounded education that will prepare them for a world that requires interdisciplinary thinking and creative minds. I think that the university should (1) create a number of structured combined or interdisciplinary degrees; (2) require all majors to take sequences in arts and sciences, (3) that internal research funds should be granted to programs/faculty that have few federal sources to apply to AND that faculty in STEM fields applying to NSF should be encouraged to work with faculty in non-STEM fields when developing their broader impacts or educational plans as a part of the NSF merit review criteria.</p>
<p>Which degrees?</p>

This survey does not allow for comments on moving the Ag Comm degree out of the College. What are the proposed cost savings? Ag Comm is an interdisciplinary degree - one could argue it's a general agriculture degree. Why not let students receive their degree and counseling from the College of Ag? If they wanted a degree in Communications, they would already be in that Department. The agriculture focus is important - this is a more applied degree.

Yes - moving Ag Econ out of the College of Business erodes the agriculture focus. UW is a land-grant institution. Ag should be a priority. This move risks loss of enrollment, donor and stakeholder engagement. Leave Ag Econ in the College of Ag and require the Department to work with the Econ Department to remove duplicative courses.

Yes, fewer interdisciplinary opportunities for students and faculty.

Unintended consequences include the following: 1--Students in other Departments within the College of Agriculture will be less likely to pursue elective courses in Ag Econ, thereby leaving the less prepared to succeed in future careers in agriculture. 2-- The strong engagement of Ag Econ in Extension programs will be lost or significantly diminished. 3--The strong existing relationship between Ag Econ research in meeting the needs of the agriculture community, in particular the agriculture trade associations, will be lost. These impacts will, over time, only serve to weaken one of Wyoming's three major economic drivers--agriculture.

Discontinuation of highly specialized and important departments such as Chemical, Electrical, and Computer Engineering, as well as Computer Engineering, will not only harm a student's degree, but also their future, and in turn the entire STEM field. Chemical, Electrical, and Computer Engineers are the ones that go into the highest level positions in pharmaceutical and medical companies. In removing these departments and their specialized classes, and downsizing them into other departments with less specialized classes, students will not receive the education they need. These are intensely difficult and highly specialized fields, and as such need classes that are correspondingly so. Without them, those that pursue these degrees will not be on the same level as others in their fields who had those specialized classes. As such, they will be overlooked again and again, all due to their lack of understanding. These departments, while small, produce the leaders, supervisors, directors, and managers for some of the largest and most important industries in the world. If we start downgrading the level of education that these students receive, in the long run we will be downgrading the level of pharmaceutical and medicinal development.

I do not see any other than the loss of this important program that I believe could be one that makes the University stand out among its peers. I think with better promotion it can be a revenue generator for the university.

By discontinuing a program like this, we are just hoping that the College of Education has people who know a little something about these programs within CLAD. The problem is- especially in counseling or the LDT(E?) majors- is that people without a fundamental knowledge as well as experience cannot effectively teach these kinds of courses and set students out for success in their future careers. I get it, Cs get degrees, but they don't get you very far in the real world. By providing options for students to have real-world-experienced instructors rather than people who know about it but don't have the time or energy to really dive deep, we're losing in the long run.

Ag. Econ for example needs to stay in the college of Agriculture. Listen to your advisory boards and remember they are UW users and taxpayers.

There are a very few doctoral programs in the US that offer distance learning in a technology program. I came to UW solely because it was a state school that had a technology education doctoral program. That is what sold me on UW. I would not be at this school otherwise. Furthermore, I'm a veteran using my GI bill to pay for this program. People like myself will apply elsewhere and not consider UW at all. In addition, we need structure. Discontinuing degrees mid-way is detrimental to the continuance of UW receiving funding from the VA. Mental health of students needs to be taken into account.

Merging these two departments--as well as some of the other mergers being pushed down throats--just seems ridiculous. One net result is that a climatologist will end up being part of a department that promotes the continued use and growth of the fossil fuel industry. Sorry, that's just wrong.

As a student within this discontinued program, I am fearful that my education may suffer from administrative fights for power, relevance and turf. I can only hope that the university's commitment to its students - or product the institution is responsible to deliver - does not waiver. I am sorely disappointed in the process thus far, there

has been little communication about a process or next steps, no clear way to ensure the college of education remains relevant, or support for those of us feeling disillusioned.

(Continued) Electrical Engineers with aptitude and desire for power engineering and transmission, applied instruments and controls are vital to the Wyoming mining industries. WMA is concerned the proposed discontinuation of the Department will result in loss of faculty that support those key state needs. Further, the proposed reorganization and focus on computer technology must not distract from the 'classical' electrical engineering disciplines that the state's industries need to survive. WMA membership has also expressed concerns with the proposed reduction of the Department of Geology and Geophysics, believing this will have a negative impact on vital coal and rare earths research currently underway at the UW School of Energy Resources. Additionally, WMA works closely the Department of Agriculture and Applied Economics on a number of important projects related to applied research and outreach. We are very concerned that consolidation with another Department could negatively impact that ongoing work, particularly over time. As faculty and staff retire, principally those with co-appointments in Extension, WMA questions if the College of Business will replace these positions with the same focus and "service to state" ethic currently prioritized in the College of Agriculture and Natural Resources. Unbiased analysis is critically important to WMA's membership as data is used to demonstrate economic impacts of state and federal policies. The Land-Grant Mission The core mission of the University of Wyoming under the Morrill Act governing land-grant colleges is spelled out in statute, "without excluding other scientific and classical studies and including military tactic, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." Clearly, the mining and manufacturing industries so critical to our state fall under "mechanical arts". WMA membership feels that the proposed reorganization and the discontinuance of the above departments are not in sync with the spirit of the UW mission as a land-grant college of aligning academic programs to serve the unique needs of the state of Wyoming.

The biggest concern I have regarding these changes is whether the university loses ABET accreditation in any of their engineering programs. As a former student from the college of engineering and applied sciences, the loss of ABET accreditation may not affect me personally, as it was accredited when I graduated, but it will make future students' job prospects severely limited. I am worried that it may also cause a reduction in enrollment in these programs, exacerbating budgetary concerns in coming years. If these changes are still to be committed to, it is necessary that the university does everything in its power to preserve the integrity of programs such as physical sciences and engineering, including ABET accreditation for engineering programs.

In the program there was not anything said about the Social Sciences as a whole so it leaves it to the hypothesis that there is an additional range of changes to be made which will address those changes. Faculty and program administrators need to be a part of the discussion and not have this be a top down model of decision making.

Professors already see the writing on the wall regarding who is disposable and who is not. Nearly every computer science or electrical engineering professors I've interacted with since the start of the semester has already indicated that they have no desire to partake in a university that views them as expendable and that they would be happy finding a new position elsewhere.

Focus on what matters and what makes the school unique. The POLS/INT MA program is one of a kind and the only opportunity in the State. International experience makes a difference in students lives, it helps us learn, experience other cultures and grow. It certainly did that for me. The university administration is paid to find options, I believe that other options should be considered.

Simply put, the counseling program should be kept. If it is discontinued, it limits the opportunity to combat mental health issues prevalent in Wyoming. Ensuring that Wyoming is better about addressing these issues is important. It can only benefit our communities, and the counseling program can facilitate this. Putting the counseling program in another department/school would be best.

I think it will be very difficult in the future for chemical engineers from the University of Wyoming to find work. If you are only going to hire back a few Chemical engineering professors, it sounds like we could lose our ABET accreditation. Although our degree will be finished through an ABET accredited university, one of my main concerns is that future employers will look at the university and realize it is no longer accredited and implies that the program wasn't successful and they won't hire me. I'm originally from Wisconsin and came to the University

of Wyoming because at the time, the engineering programs were competitive with other big university names but at a fraction of the cost. I'm worried if you discontinue these engineering programs, out-of-state attendance will all but disappear.

Do not force people into only "so many" units. Let them figure out how to reorganize if reorganization is necessary. Do not think that disrupting everyone is going to make us more productive. The obvious point is the disruption will lower morale and productivity. There is a high likelihood this will make things worse - not better. Have you considered who is responsible if that is the outcome?

There are many. I wasn't planning on commenting on a degree discontinuance here, but rather a college restructuring. That said, losing the CLAD School will impact future education leaders in the state of Wyoming. Those students will go elsewhere to get their education, and likely stay elsewhere, contributing to a dearth or limited pipeline that would not feed into these fields. Combine departments, such as early childhood education with ECEC, but do not cut them altogether. Partner with community colleges, school districts, and community agencies for possible certificate programs (but that is NOT a degree and should not replace formal education).

Computing degrees are going to lose accreditation.

No, nobody likes art people

There are a lot of consequences to the discontinuance of this degree. Changing the degree plans when thousands of students are in the middle of their degree plans is wrong and unfair to those students.

In its current state the school will likely hemorrhage much of its talent and structure for the sake of cost saving that will only cost students their education quality. Students enrolling during covid have already lost much of their educational opportunities with little to no compensation. Restructuring in such a barbaric way will cost these students and their professors even more.

By changing curriculum and changing department administration I feel like small departments will get overlooked, I also worry about the quality of professors declining due to dismissal and firing professors. I also worry that many will quit if they are unhappy with the restructuring and then we will have to hire and the people being hired might demand too much money and like I feel like it will just be a mess.

As noted previously this program is strongly needed in Wyoming to put out quality and ethical counselors and counselor educators into the state. As I have seen so many alumni of these programs provide quality service to Wyoming school and communities. I understand the need to cut things that are not effective, however I believe this program to bring in students from other areas, bringing money to the university, and hope if restructuring occurs it does not impede the program's ability to offer its full potential to students, which may result in lower application numbers to the program.

Again, you're asking about the discontinuance of "a degree", but the discontinuances are for departments. Where in the first two cases it explicitly says it's discontinuing the department and continuing the degree. These questions seem more like they're intended to cause bamboozlement rather than to collect information. I don't know enough about CLAD to comment on it. There are departments and degrees that are declared for elimination that aren't listed above. I'll take that as you're not making the tragic mistake of eliminating French, German and secondary education, although if you do the latter you could eliminate the problem of having (to fund a) university.

I say yes there will be unintended consequences. Students must be well educated in agriculture to be able to understand and make a positive impact as they enter the work force. The college needs to become more focused on educating students to the needs and practical working of the livestock business. UW needs to listen to the stakeholders as what they can do to educate students to add to the work force with a clear knowledge of how the industry works on a daily basis. Combining departments will only have the opposite effect. The Wyoming College of Agriculture is struggling to be a premier college and compete with other colleges out there. Don't make it worse.

unintended consequences are brain drain. The only mitigation strategies would be to cut other things and keep departments and programs for example why are we building new buildings when we are having to make cuts to the faculty

Ambitious young faculty will leave (and have already left) facing a University that is rapidly dissolving important programs and colleges. What is the benefit to siloing traditional pillars of the liberal arts degree, the sciences and the humanities? Why not instead create a program for biomedical sciences that caters to more applied sciences, while leaving pure research where it exists in most R1 universities?

The consequences are numerous. FCS is one of the most productive units on campus - highly functional and self-sustaining. I cannot understand why this unit would be targeted for reduction. In regard to budgetary issues - are you aware that FCS generated over \$3.2M in outreach tuition over the five year period Fall 2015 through Summer 2020? That revenue benefited the university, college and department. Why would anyone consider disbanding/reducing such a productive unit? FCS has not had a full faculty in years and has limited staff support yet they still contribute significantly. FCS is the study of humans in their everyday lives - food, clothing, shelter, and human relationships. Every single citizen of Wyoming has had their everyday life disrupted since the pandemic. Long term impacts of the COVID crisis on Wyoming individuals and families cannot be ignored. We all have a responsibility to support each other during this time. FCS degree programs train students to deal with these real life issues as well as preparing them to try to find solutions. Reducing FCS makes no sense and could have huge ramifications for the people of Wyoming. Moving our human nutrition and food unit to Health Sciences would have detrimental impacts on programs provided by University Extension to every county in Wyoming. On a side note, I am not pleased with the fact that this committee was not allowed to offer alternatives. That, in my opinion, is unfair to everyone involved.

confusion within the programs involved when all is said and done. It seems that some of what is proposed may make sense but moving some programs from one college to another may not be effective, case in point in the college of Ag, moving ag econ to the college of business. Will this result in loss of funds from the USDA?

Botany and Physiology are completely different sciences with completely different career tracts. Having a degree in life sciences from the college of agriculture makes our students less recruitable when they graduate.

Please see previous comments.

Will result in loss of 2/3-3/4 of students in program. Only about 25-30% students in an undergraduate nutrition program enter clinical dietetics field. Remainder have successful careers in food/pharma industry, education and community service. Will be a substantial loss of professionals with a nutrition background who do not chose a clinical career. Will negatively impact current state wide collaborations. Consider a joint 4+1 for students interested in dietetics (between CANR & Health) and leave department in its current home.

Ag Econ will evaporate as a field at the institution. This unit provides valuable service to state in its current form. Mitigation = leave it where it is. Could consider moving Econ to A&S?

It seems this realignment is to push out real agricultural education out of our system. This will leave future students no choice but to seek education out of state, leading to long term loss of revenue to the university. Students need a place to learn the nuances of agriculture and if AgEcon is in the College of Business they'll lose the specialized degree that will set them apart in the workforce. Overall the realignment is a mistake for AgEcon and many other departments, including animal science. It'd make more sense for a better collaboration between Animal Science and Ag Economics. Based on my experience at the University, Econ professors have no agriculture knowledge or experience.

The State needs Counselors; it is an immediate need throughout the State. Discontinuing the College of Leadership, Advocacy, and Design and adding it in some capacity to the College of Education disqualifies this need and leaves the people of the State without these services. Furthermore, the students who graduate from this program stay and practice in Wyoming. I wonder how the College and State plan to get the graduates from the new programs to stay here.

Make the Econ and Ag Econ degrees complimentary, but do not remove Ag Econ from the College of Agriculture. Just as a student can get a dual degree with the Haub School, make the Econ and Ag Econ a joint option also. Obviously you can eliminate any duplicate classes, but the curriculum for Ag Econ is super important to keep it in the Ag College. Removing the Ag Econ from the College of Ag will gut the new (and much needed) Ranch Management and Ag Leadership program.

I think the narrative of the budget reduction necessitating reorganization is mostly false and have heard as much from multiple administrators, so I'm not going to take the bait on this question. No degrees are being

discontinued that I am especially familiar with, so I will not comment specifically on that piece of the question. What I will offer, is agreement that in tough budget times, the university may need to make changes, including perhaps eliminating positions. If people are not performing their jobs to expectations, they can be eliminated. Reorganizing departments to trigger a mechanism for elimination is both unnecessary, strange, and muddled by downstream, often unanticipated and adverse, consequences.

Agriculture is one of Wyoming's leading economic industries and rural communities comprise most of Wyoming's social infrastructure. The proposed merger of Agriculture & Applied Economics with the Department of Economics and housing the merged department in the College of Business is a direct shift away from agriculture. This move also assumes agriculture students will be willing to move to the College of Business for counseling and core instruction. This is a false narrative. Agricultural students have a deep connection to the land and the industry - they want a degree in agriculture and they want to be with their peers. Culturally, the two colleges are very different. Similarly, the restructuring of Family and Consumer Sciences results in a lost focus on production agriculture, both food and fiber. Statistics indicate most people are at least three times removed from the family farm or ranch. People do not understand the origins of food or fiber. Given the importance of agriculture to Wyoming's economic health, the University of Wyoming should strive at educating students on the origins of food and fiber - specifically, interdisciplinary work which requires students to take courses in both Animal Science and Plant Science. Budget reductions can be met with innovative approaches and more interdisciplinary focus. Ensure duplication is removed to help streamline limited fiscal resources.

An unintended casualty will be disconnecting applied economics from stakeholders across the state.

There is no need to discontinue any degree. In fact, the consolidation will allow existing degrees to be better delivered to students. Many classes can be consolidated/combined to create opportunities for more course offerings. This addresses the current problem of not having enough faculty to offer sufficient courses for students to complete their degrees. To the contrary, the consolidation will strengthen the graduate degrees. Efficiencies are ready for the taking in the masters degrees, and the already successful Economics PhD could grow by adding an Ag/water component. I would think Ag Economics faculty would be excited about working with PhD students.

Provost or President need to talk to the department directly. Full disclosure, I am not in the department but am on a different 2-13 committee and I find the treatment of chemical engineering to be appalling.

Yes, K-12 students will be impacted, a social set of skills will be lost across the state. The counselor education program, especially the school counselor program is an investment for UW.

There are no significant unintended consequences that rise to the level of the intended benefits. These two departments are much more similar than many combined departments. Extension needs to be broadened; not lose agriculture but add tourism, energy, wildlife management, etc. This is a chance to have a broader impact on the development of WY. The cost of not making this change. The lost potential for bigger things. Inaction from fear and status quo. That is the risk.

Strongly suspect this will result in a college that, despite being critical to the university, is not a priority for this president, board, legislature, donors, or governor.

The biggest unintended consequence of the discontinuance *announcement* is a faculty exodus that imperils the ability of the departments to continue offering their degree programs. At the very least, the current proposal -- which may have been in error in the spreadsheet -- would make it impossible to continue offering graduate programs. The best way to address this would be for the administration to revise the proposal publicly quickly enough to address fears. We can absorb moderate budget reductions through attrition, as UW 2-13 prefers. But the academic search schedule being what it is, UW could find itself with too few instructors to offer even the required courses for the degrees in AY 2022.

I don't understand why the departments have to be discontinued in order to be combined, other departments in the plan seem to be doing just that. The university says it is because they need to make 15 % cuts, but these cuts can be made without discontinuing the departments. I suggest that we merge the two departments into one without discontinuing the individual departments. To achieve the 15 % cut, just require that each department (ECE and COSC) make a 15 % cut to its budget.

Yes - we will look even worse at biomedical sciences than we already do. It will be harder to procure NIH funding as we merge human physiology with botany.

I anticipate that culturally the students who are interested in an Ag Econ degree will not be 'comfortable' in the College of Business. I speculate that if you were to 'survey' these two different bodies of students you would find that their education and career goals are very different. Current and future students interested in Ag Econ would most likely not 'look' for this program in the Business College -- and I think given enough time UW would see a decline in Ag Econ students -- and faculty. If there is a 'natural' opportunity for Ag Econ students to take a course in the College of Business -- great, but it does not appear that there is enough benefit to moving the entire department.

morons

As a mental health provider/trainee, I am concerned about Wyoming's high suicide and substance abuse rates. You may be knowledgeable and concerned about the rates and traumatic impact of bias, discrimination, and crimes toward marginalized populations, of course - including women, on this campus and around the state. You know that these are social concerns for which Counselors (LPCs) are a PRIMARY treatment resource, particularly in rural communities. There is no question: UW must retrain a Counselor Education Program - particularly one which is accredited and high-performing.

I'm not writing about a degree program being discontinued. But, our curriculum is totally out of date. Right now, there are no incentives and substantial disincentives (e.g., T&P) to updating it comprehensively. It would be amazing if the President and Provost required (and funded, through stipends, summer salary, teaching releases, etc.) a whole-sale review of our curricula as we move into CALS.

Discontinuation of MA INST will severely impact internationalization across the campus. This is a degree that needs to ramp up recruiting of US and international students (its international recruitment took a ding from COVID, necessarily). International students impact the whole campus. The program's graduates help UW hit above its weight internationally, in governments, think tanks, etc. around the world.

Students interested in Neuroscience, Biomedical Science, or Physiology will not come to this program. Our students will be less competitive for Med School if their degree is from the College of Agriculture. They will be less competitive for jobs if their degree is from the College of Agriculture. I'm all for consolidation but please for the love of all that is holy, can we combine departments in a way that makes sense, that's competitive with the rest of the country, and doesn't hinder our students???

The separation of the physical and life sciences from each other and from the Arts will lead to a reduction of interdepartmental collaboration, leading to lower research productivity.

Yes, the Chemical Engineering department could lose ABET accreditation due to loss of professors which would cause the degree to be pretty much useless. All job opportunities require an ABET accredited institution and if the University doesn't supply this there is no point for a student to get this degree. This would cause a lot of transfer students and loss in admissions. I also think the Chemical Engineering department brings in a lot of revenue through research grants considering we have a NASA grant. If this degree is combined with Chemistry you will lose a lot of professors that received these grants which would mean you lose that funding and potential future grants. Research and Technology is the future and the more research that is available the better. I think the Chemical Engineering department needs to stay its own department under the College of Engineering or the Chemistry needs to be absorbed into Chemical Engineering.

With the elimination of the Department of Geology, you are eliminating a WORLD CLASS academic department that has national recognition. And, WHY would you put it under the department of Petroleum Engineers, a department that a few years ago was ELIMINATED. You are planning on eliminating the Department head of Geology and Geophysics. So... now who is making the curriculum decisions? Petroleum Engineering? And who is making faculty decisions? Petroleum Engineering? What does Petroleum Engineering know about geomorphology, or environmental geology, or groundwater geology, or paleontology, and others?

our students lack critical thinking ability, eliminating philosophy and religious studies is not going to help that

UW Counseling students provide free mental health services to the Laramie community. They also conduct mental health screenings for student-athletes. They have also collaborated with other departments on campus to help train pharmacy students in the past. Without this program on campus, all of these free services go away and mental health resources become less accessible to vulnerable populations in the community. The Rocky Mountain Center for Play Therapy is also headed out of the UW Counseling program. That is a prestigious

association for the University to hold and helps build credibility with the University as a research facility. If the counseling program is discontinued, this association will also go away.

Schools will be forced to go out of state for non-Wyoming school counselors, many of whom don't know much or care much about the state; lots of turn-over. People will be even more desperate to find quality mental health care. Professionals across the state will find it harder to seek additional credentials to move their careers forward in education, mental health. Supports provided and expanding from the program will be gone. The list goes on and on but the long-term implications to cutting mental health in a time of crisis is unreal. Have you really looked at what the data says about the success of the program? The amount of output that program has and lives it's changed for kids, families, adults? Our students feed the Ivins Hospital Behavioral Unit and many other local organizations - you're not only getting rid of counselors in training, you getting rid of future master's level clinicians AND doctoral level clinicians. The list goes on and on.

Keeping the CLAD program as comprehensive as it has always been is essential. Moving to another department would be acceptable if the program remains whole and is still able to meet CACREP standards for accreditation.

Yes, terminating professors that teach these engineering courses makes no sense as they are engineers and most chemistry professors are not engineers and will not be able to teach these courses. This will cause issues with the ABET accreditation. A few years ago the chemical engineering department changed the introductory engineering courses to chemical engineering courses. The chemical engineers could switch back to taking the general engineering courses (ES) with all the other majors again which would be under the college of engineering and not a specific department. In the past, the chemical engineering department was with the petroleum department, since some of those professors are able to teach some chemical engineering courses. These chemical engineering professors also have funding from companies and other sources to complete research which brings a lot of recognition to our university. By terminating the professors, you may be discontinuing all the amazing research opportunities students are able to partake in. I completed research for a couple of years which then providing a good stepping stone into the workforce and allowed me to receive an amazing job opportunity.

I majored in Chemical Engineering and graduated in May 2021. I was raised in Wyoming all my life. As a student in the Chemical Engineering department, I got to conduct research every summer term and was more competitive in applying to internships at national labs and REUs. I worked for [REDACTED]

[REDACTED] my junior year and traveling to two national conferences and one regional conference. All of this helped me become more competitive and get into a paid graduate program at CSU, where the biochemical focus matched with my career interests. This summer, I interned at Idaho National Laboratory under the SULI program, an opportunity which relies on previous research experience and campus/community involvement. By discontinuing this department, future employers could look at this decision and deem my education as not adequate. If the chemical engineering degree is taught by staff not properly prepared to teach it, the degree could lose ABET, impacting my ability to take exams needed to become a licensed engineer. Most of the students who I met went on to get good jobs that greatly contribute to society, and the program was super helpful in preparing students for the real world - thus, I am confused why our program would be discontinued, especially in the face of technological change in society. I also worry that future chemical engineering students will be dissuaded to attend UW and may look at other schools instead. A mitigation strategy would be to retain some chemical engineering faculty instead of offering the chemical engineering degree without qualified teachers. Another change would be calling it the "Department of Chemistry and Chemical Engineering", so the program does not seem so minor to employers.

I would strongly warn against eliminating chemical engineering faculty and restructuring the department -- accreditation of the chemical engineering degree through ABET rests on the college having highly qualified and invested faculty members that teach the curriculum. The loss of that accreditation would be catastrophic for the program and the proposed college. Without accreditation students will be at a serious disadvantage in the job market, and the currently desirable engineering program will what makes it so desirable to be a part of. Unfortunately, it does not seem like avoiding this consequence is possible within the current scope of the restructure and significant budget reduction, and I urge the University to reconsider their plans.

A few unintended consequences: - Fewer undergrads and graduate students decide to come to our department because they do not want a degree under a department name completely unrelated to their degree or research. -

With fewer grad students there will be fewer TAs to fill the positions needed in classes for undergrads, and likely classes will have to be cut... leading to an additional reduction in students. - No one can do any effective research or help others on campus to do the same because the research scientists who run our million+ dollar facilities are a main part of what makes our department competitive with other institutions. The proposal merges G&G and petroleum engineering, however only G&G has to cut 15% from its budget - Petroleum Engineering has no budget cuts. Make the two departments share this budget reduction cushion the blow to G&G and help create a more sustainably run new combined department. The budget cut only to G&G will also cripple the research in Petroleum Engineering since many of their scientists use G&G facilities to do their research.

The unintended consequences will be having fewer therapists to address our rural mental health crisis. Right now, it is nearly impossible to find therapists to fill positions both educationally and in private practice. I live in Buffalo and have 5 counselors on staff. We could use even more and we do take interns from UW. The suicide rate is unmanageable in Wyoming and depression/anxiety has always been a top priority in treatment. The Play Therapy program is ESSENTIAL. Our neediest children will not have trained people to work with them. Children already struggle to find trained play therapists (three are certified in my office in Buffalo). We need to advocate for our neediest population and support their mental health in Wyoming. Online programs available ARE SIMPLY NOT AS GOOD as the program offered by UW. I am a graduate of the UW Counselor Ed program (2002) and I see online grads in my office who do not have many of the basic skills taught at UW. You have an amazing staff...PLEASE RETAIN THIS PROGRAM! [REDACTED]

Please see my previous comment.

Some of the departments should undergo a significant budget cut which can force them to fire young faculty members. For instance, the geology and geophysics department is one of such cases. I strongly believe this should not happen since both the university and faculty have invested a lot in these positions. On the other hand, I can see that 1-2 faculty members in PETE department are receiving unbelievably high salaries. Based on what I have seen and heard, these faculty have somehow abused their influence and connections with the state and college and asked for such an unrealistic raise in the salary. [REDACTED]

[REDACTED]

As noted in initial comments the elimination of the counselor education program would be highly detrimental to the state of Wyoming's capacity to continue to develop a skilled, competent behavioral/mental health workforce. This would further complicate the lack of services that Wyoming already experiences.

As a school principal I am concerned about programs that may be lost to make room for these new additions. The number of students in our schools that are experiencing mental health concerns is increasing each year. As I look forward, I see a growing need for counselors, as well as administrators who have received some counseling training. Counselors are desperately needed in our schools and communities to provide mental health support for our Wyoming children and their families.

Not a single R1 university would put neuroscience faculty in the College of Ag. You will not be able to recruit new faculty. You will not be able to recruit new students. You most definitely will have zero credibility given that we have a College of Health Sciences which is where Biomedical Sciences belongs. I hope you have a marketing plan to get students who are doing neuroscience or physiology research a job given their new degree titles will render them noncompetitive.

Possible loss of ABET accreditation, hiring issues for Alumni if employers see the University no longer has this degree option. As a [REDACTED] Chemical Engineering graduate, I am worried how my resume will appear with a degree

that was cancelled 2 years after graduation. It seems that being in proactive in finding more funding and revenue sources would be much more effective.

As far as I understand, the degrees would not be discontinued; I will answer the question of whether discontinuing the department could have unintended consequences. In particular I am worried that the discontinuation will cause faculty to leave and make it less likely that new faculty will come here, potentially creating a vicious cycle of decreasing quality of the department, decreasing enrollment, decreasing scholarly productivity and external grants, etc. I believe the only way to mitigate this is to not discontinue the CS department. The targeted budget reductions of 15% can be achieved through upcoming retirements.

Based on long observation of the UWYO operation, it is my considered opinion that Old Main minds are made up on this entire topic. Why Comment further on ""Mitigation""??

We should not eliminate the counseling program at UW. That could cause a chain reaction that over years causes counselors at the elementary school level to not be available. It also sends the message that counseling is not an important piece to the education of our young students. Having counselors in elementary schools is a huge part of our overall programming. And we are seeing an increase of students who come to school bringing the impacts of early traumatic experiences with them. Counselors are specifically trained to work with students in a capacity to address those needs. Teachers, while highly trained, do not have that specific kind of training. Please consider keeping the counseling prep program at UW. Thanks

Please see previous comments about counseling program

Continuing mental health crisis in the state of Wyoming. Continues lack of mental health support in rural communities throughout Wyoming. Continually high suicide rates due to lack of support and resources. High rates of professional burnout among mental health professionals and prevention specialists throughout the state. A lack of academic opportunities for individuals interested in counseling and counseling education. Make counseling a priority on campus in order to offer mental healthcare opportunities to Laramie but also increase the number of counselors available in the state. Prioritize and accept responsibility for the university's role in impacting the direction of the state of Wyoming through brave leadership and research based interventions.

Yes, fewer Mental Health Therapists, School Counselors, Addiction Specialists, and Leaders leave Wyoming's most vulnerable populations without access to services and professionals to assist them.

See above

Chemical engineering has only been its own department for 6 years (when it was separated from Petroleum Engineering). In this time, we have reworked and updated our curriculum because a number of courses for ChE and PetE were identical, but did not properly serve the chemical engineering students. We also developed our own courses and withdrew from the ES curriculum because the ES courses were not properly preparing our students. These courses were really focused on preparing the civil and mechanical engineering students for their upper level courses. In spite of the common perception, withdrawing from the ES program also decreased our teaching load. We have been responsive to industry needs in Wyoming and developed a Process Control minor. Through this program, we have recently purchased several pieces of laboratory equipment to simulate real plant equipment (arrived summer 2021). This equipment can be integrated in multiple courses already existing in the curriculum. We have also developed a Biomedical Engineering minor (up for final approval this fall). This program and its courses prepare students for a number of growing professions in the life sciences. The Biomedical Minor will also be very attractive to female students (based on similar majors at other universities) and should increase the department enrollment and percentage of female students. The department has been long aware of the need to provide our students with appropriate education and instruction on using computers as tools to solve problems. Over a decade ago, we introduced ChE 2060, Introduction to Chemical Engineering Computing, to provide our students with Matlab type experience for solving systems of equations and differential equations. At the time, this course came before mass and energy balances in the curriculum. When we subsequently re-worked the curriculum, we retained the 2060 course (to prepare students for thermodynamics, transport phenomena, and kinetics and reactor design). As an instructor that teaches courses after ChE 2060, I can attest that the students are completely comfortable using Matlab (or similar tools) to solve systems of equations, perform regression, and solve coupled differential equations (either symbolically or numerically). In addition, we added the ChE 1005, Introduction to Chemical Engineering, course to provide the students with spreadsheet skills and an

introduction to R or Python. Research into similar types of first year engineering courses in the students discipline shows them to help student retention and also start to develop their identity as engineers. To further improve computer skills, we worked with the HT Person chair who provided funds for a GA. That GA then worked with some of the faculty to introduce additional computer focused problems in their courses. Another year of this type of support would complete the project.

The administration should be more clear, and communicate much more, about which parts of the restructure are intended as budget reducing, and which parts are intended to garner resources to support the new programs, such as a school of computing.

There seems to be a general thought that every department head is being paid \$130,000 a years as a full time job description to manage a department of 10 to 12 people. At first glance, this could lead people (general public, legislators, members of the board of trustees) to assume that getting rid of a department head clearly would save a lot of money. Unfortunately, this is not true. Many department heads on campus are at most a 50% job description to run the department. The rest of their job description is teaching (everybody must teach at least two classes per year) for another 25%, and finally the last 25% for service and an effort to maintain their research/scholarly activity. This low time percentage for doing the job also results in numerous other important things that will build the department not being done since there is no time. In reality, the cost of a department head is only marginal. A colleague was recently offered the department head position and the Dean offered a \$10,000 raise and one month of summer salary (about another \$10,000). The raise is permanent, but the summer salary goes away if they are no longer department head. Thus, getting rid of a department head will only save a small amount of money. In addition, if departments are combined, now the department head has more work to do (approximately twice as much). Will they be expected to manage twice as many people on only a 50% job description? Will they have to decide which part of their job description isn't important and not do that part? Progress won't happen until people have time to do their jobs. Combining departments also won't result in much staff savings. For example, chemistry and physics already have a combined department staff. How will combining chemistry with one department and physics with another department save staff? There seems to be an unmerited assumption that these staff are not already using all of their time doing their current jobs and can easily handle twice the work. The answer is no, these staff are already over worked from previous rounds of budget cuts. Forcing departments together in the hopes of having synergy never works. When one part of the department is in one building and the other part in another building, this won't help either. You can't force collaborations. You can acknowledge and reward them. The last permanent provost said she would reward collaboration (i.e., both faculty receiving full credit for the money and the students on an award), but she never made it part of the process. Then Deans and department heads didn't reward the collaboration, and people stopped.

Additional communications via online and in-person town halls would be helpful.

The merger makes it more difficult for ATSC to be seen as the go-to place for climate and water research on campus. Water availability in arid Wyoming (and across the West) will be a key research topic for decades to come, and we have the foundation to grow more excellence in that area.

This consolidation will result in less specific curriculum and degree focus.

Benefits of this proposal are budget reductions and better possibility of collaborative research and grant-writing. Still, this will be difficult if no offices are physically relocated. If Animal Science and Veterinary Science were to merge to a single department, you would have offices in the Ag Building (AgC) on main campus, Wyoming State Veterinary Diagnostic Laboratory almost in West Laramie, along with the Animal Science/Molecular Biology Building on East Campus. Additionally, not all laboratory spaces can be moved due their sheer size and installment within buildings, so consolidating would not be cost effective. If consolidating lab and office spaces is not cost effective, it would be difficult for a department head of a newly merged department to be effective at performing their duties.

Would working with academics on campus have improved the plan? Given that the plan affects academic unit?

A merged Mega-Department seems like a way for UW to continue to make the arts subordinate disciplines. Does anyone talk to our students? To the benefits the arts have to communities throughout the state? It is short

sighted, and does not recognize the heavy teaching all arts faculty have (tenure-track all teach a 2/3 load: Fixed Term Rolling Contract faculty have a 3/4 load) - routinely work weekends and evenings and summers as part of our teaching and outreach service, and have strong and competitive research. As a cost saver, with strong student numbers, it makes no sense.

There is a lack of mental health resources in Wyoming, along with historically high suicide rates. By eliminating the Masters of Counseling program, our state will become even more limited on mental health resources. Social Workers are expected to do so much more beyond clinical therapy, so they spend a large portion of their educational time developing skills for duties outside of clinical work; such as human rights and advocacy, research and statistics, diversity, and lots of group/systems work. While this is valuable at the macro and mezzo levels of work, a Licensed Professional Counselor is more prepared to help individuals in a one on one clinical setting. Licensed Professional Social Workers may not have taken classes on diagnosis and psychopathology, or on counseling theories and theoretical approaches. LPCs are more effective at counseling everyday people through their struggles and applying theoretical techniques for effective healing of mental health challenges. LCSWs are more effective at leading non-profit efforts, providing case management services, or doing advocacy work. Our state needs BOTH of these professions if we are going to ever bump out of the nations top 5 list for suicides per capita.

Counseling students generate nearly double the credit hour production per student as compared to students in other graduate programs in the College of Education (60+ hours per student vs. 30+ hours per student for other programs). We help meet vital mental health needs by preparing and equipping counselors to work throughout the state of Wyoming. Wyoming has some of the highest suicide & addictions rates in the country. Nearly every county in Wyoming is designated by the federal Health Resources and Services Administration (HRSA) as a "health professional shortage area", with most of the state being designated as a "high need area" for mental health professionals.

Mental health in Wyoming is a real concern especially suicide and LGBTQ+. Often we hear messaging sent to residents that they are not alone and they need to seek therapy but if they don't have affordable access, the message is insulting. Covid, isolation, substance abuse are all issues facing families. Student success in Wyoming K-12 would also be impacted by the lack of counselors.

n/a

Yes loss of well trained counselors in the State of Wyoming.

One of the primary issues with this proposal is that the current faculty groups in these two units do not agree on a shared vision in either theory or practice. G&G faculty have branched out into areas well beyond their core mission and have become increasingly specialized by individual. This has led to a high degree of arrogance on their part and an unwillingness to let go of those specialty, but non-productive research areas. Petroleum faculty are seeing themselves as the leaders of the reorg/consolidation and while some are very open to this change, others are highly reserved and not willing to offer their thoughts, etc. on how to combine the two units smoothly. Without more specific parameters, such as: the trimming of faculty/staff in G&G, what facilities will the new unit be responsible for, meshing administrative processes within the department, who is the DH going to be, etc., it's hard to move forward in developing a plan when both sides just want to preserve their own identities at the moment.

Loss of valuable faculty members that know how to operate on this campus and have built function research and educational networks. At this point, we might not be able to fix the consequences of the damage. Moreover, we might have lost some trust with industry in Wyoming as well as potential donors. The department embarked on changes to better address relationships with industry, enrollment and retention, which is in progress. All of that might failed and wasted investments made. One way to mitigate the negative consequences is to provide clear information. Speculation is running wild and will lead to loss of enrollment, possibly accreditation issues and loss of valuable team members. Research programs funded by the State (Carbon Engineering Initiative) might suffer detrimental effects. I would seriously consider working with [REDACTED] to find ways to reduce budget. The current message is that for some reason the department did something wrong and consequently the faculty and staff are not valued.

<p>I wasn't aware of removing any degrees in this area. The danger of this "re-structure" is that the new department doesn't listen to other departments that may become reliant upon course work offered and we end up back where we are now with similar offerings being taught by multiple departments nullify the economies of scale (savings?) intend in this restructure.</p>
<p>Eliminating majors touches on so many factors - alumni, legislature, prestige, etc. While I strongly believe that laser focus on institutional mission and constant attention to avoid mission creep is key - I also acknowledge that the non quantifiable objections have to be dealt with. People become concerned when their alma matter discontinues a degree, jobs may be eliminated or lessened - still the attempt to be all things to all people will only worsen financial insecurity and not result in higher academic attainment.</p>
<p>How many K-12 educators will lose the opportunity to pursue certifications and degrees in Instructional Technology, Online Learning, and Higher Education? Did they even take the time to look at the number of completed degrees and certificates through this program? This is not the time to be downsizing in education, particularly in the tech field. Wake up and realize that educators need support. Advertise these programs for the jewel they are as online resources and educational opportunities.</p>
<p>See above</p>
<p>University will loose students, by not offering enough diversity, which means less revenue Could we partner via zoom or teams with another university to maintain lost small size class to stay competitive</p>
<p>Increased mental health issues in community and a lack of providers. If the other programs were to be added to the university, losing the counseling program would not benefit our cities or help to encourage people to stay in Wyoming. Particularly when mental health is becoming a more popular and accepted opinion.</p>
<p>Unintended consequences include a huge deflation of faculty morale with no mitigation possible; huge loss of top science researchers from the college of A&S; a general bottom-up disrespect of upper administration that will lead to a general unwillingness to cooperate with upper administration on any projects.</p>
<p>Although it may be too late to avoid (and likely a Wyoming problem, not a UW problem), we are placing ourselves in an extraordinarily disadvantageous position when it comes to hiring and retention. We have been without raises for years and can expect reductions to our benefits. Talented staff and faculty who are not committed to UW or living in Laramie may likely find a better position elsewhere. I worry that we will end up in a cycle with a lower caliber of faculty, and possibly struggle with student recruitment. As an early-career researcher, I want to be in an environment where I have mentorship and leadership that enables me to perform to my highest ability. I struggle to find this.</p>
<p>Lack of job security, lack of communication as to what jobs would be cut.</p>
<p>As specialized programs are reduced, the challenge will be to enhance the ones that remain by adding richness in multicultural perspectives, new world challenges, and the pursuit of meaningful and challenging academic research.</p>
<p>I suppose one unintended consequence would be that people will soon find out that the bulk of the reorganization saves comparatively little money and that a new round of cuts and firings will be necessary.</p>
<p>All of the degree area's within the CLAD program provide skills for teachers that will reflect in the community. Mental Health is being recognized more and more. Technology is advancing. We need good leaders. We need to train and be able to provide teachers into the community to attend to our children's needs and help them grow into responsible adults that can lead our country and nation. All these features are needed for a wholistic approach to enhancing our children's experiences while they are young.</p>
<p>You will offer fewer options to an already difficult population --Wyoming youth-- who are not the sharpest knives in the drawer as compared to the rest of the nation. You will incentive, even more, avoidance in being enrolled here.</p>
<p>Sacrificing the needs of the state in the area of mental health. Suicide is a large problem in the state and mental health staffing is a large concern already.</p>
<p>Engineering degrees are applied science degrees because they are applicable to real world applications. I don't see how taking away a degree/department like that is beneficial for the University of Wyoming. I was able to find employment in Wyoming 4 months after I graduated in May ██████ for the State of Wyoming. Many of my fellow</p>

classmates were also able to find employment within months after graduation and many of them are flourishing in their jobs as young professionals and enjoy their jobs. All of us are able to use and apply our Chemical Engineering background whether or not we are in a stereotypical Chemical Engineering position. I work for the [REDACTED] where we regulate public utilities. I have gone to multiple conferences for work by now and have received many compliments on my competency about topics in which I have just learned in my professional career and I owe that to my education and my Chemical Engineering professors.

The consequences of discontinuing the valuable training offered through the counselor Ed programs are that the ever-increasing mental health needs of our population, including the neediest of the needy-children and youth-will not be appropriately and effectively addressed.

There has been no mention of data on all departments and why certain ones were chosen. How are we (who are not privy to such information) answer such a question on what to do to help the budget? I can for certain say that taking away vital programs in education is not the answer and would like see more information on the decision. Taking away CLAD will force students to attend universities elsewhere and money and Wyomingites will be lost. What would be the point for students to stay and get their masters if they can't do it all one place?

Yes, there are unintended consequences. A Chemical Engineering degree and any engineering degree is an applied science degree where you can graduate with a Bachelors of Science degree and work in the real world and apply the degree you just earned to your job/world. I am a [REDACTED] employee and I am able to use all of my education and experience in the college/department to understand my job. My proposal would be to not eliminate the Chemical Engineering Department and perhaps still combine the two(Chemical Engineering with Chemistry) but make the focus on keeping Chemical Engineering and discontinuing Chemistry. All of the professors I had are some of the most brilliant people I have ever met and I am fully confident that they can teach some Chemistry specific classes if need be. Many of the students I know who graduated with a Chemistry degree manage to stay in academia whereas the Chemical Engineers that I know can do anything. Chemical Engineers not only have a sound knowledge of chemistry and other sciences but the applied math and science skills which are needed in real life.

This will jeopardise the status and standing of high-performing departments within the schools. Students will be forced to navigate science degree programs in an engineering framework. Rebranding costs are likely to exceed savings. Substantial morale reduction; related mental health issues.

Geology and Geophysics is a R1 department and is asked to merge with Petroleum Engineering. The future of geoscience is not in Petroleum. This plan will destroy the best department on campus. The plan should create a college of Science.

Please leave the degrees and degree paths that led to actual jobs in Wyoming.

The consequences include losing all the chemical engineering faculty and the amazing research they work on. Without my undergrad research experience and NSF grant I wouldn't have found a passion that led to my current career. This department teaches important topics that are vital to the future industry. It would be a disservice to the state and to any other places where ChemE grads work to lose this education program. Chemical engineering is necessary.

Use the available technology to mediate costs while still providing the foundations of an educational opportunity.

It looks bad to attract university students from both out of state and in state to come to UW.

Yes, increased substance abuse, suicide, DV and child trauma

The University of Wyoming offers the only counseling degrees in the state of Wyoming. Furthermore, this department provides vital training for existing counselors in the state. By discontinuing this program, the university: - prevents the development of new counselors uniquely positioned to meet the high numbers of unmet mental health needs in the state - prevents existing mental health providers from receiving vital ongoing training to better meet the unique needs present in the diverse populations represented by Wyoming - reduces access to low cost quality mental health care provided by practicum and internship students in the masters and doctoral program - eliminate specialized training for working with an underserved population (children) provided through the center of play therapy training In a state that is predominantly rural communities who experience

lack of access to quality and affordable mental health care and in which a large proportion of the population represents a cultural group that is at high risk for mental health concerns (Native American people groups) discontinuing this program is an irresponsible and excessively harmful decision that has far reaching implications for counselors and clients across the state and the country.

The future success of chemical engineers in Wyoming will be greatly hindered. Do not discontinue this department. This is outrageous.

Counseling graduate programs (both mental health and school counseling) are integral programs for Wyoming, especially in today's changing world. With suicide rates high in Wyoming and a severe lack of qualified mental health professionals serving our Wyoming communities, UW is the only graduate level program in Wyoming accredited to grant students a masters degree in mental health counseling and school counseling. Without these programs, there could be an even greater shortage of licensed counseling service providers in Wyoming. Thus negatively impacting the needs of Wyoming residents. To mitigate the need for restructuring programs in the counseling department, perhaps the university needs to consider other programs that either have larger numbers of faculty that could be reduced, reducing adjunct positions, or merging other less populated programs of study. Not only does the university need to take into consideration it's own budget and degrees offered, but it would be paramount to consider the impact restructuring would have on a larger scale.

Removing the chemical engineering department (ie. not having chemical engineering students taught by chemical engineering professors) will be a major loss for potentially successful graduates. If the engineering department loses this multi-faceted degree, it will decrease the quality of education and graduates coming out of the University. Chemical engineering is considered a gold-standard engineering discipline. Yes, one of the least common, but also one of the most sought after by employers looking for engineers (hence the high salaries compared to other engineering disciplines). I received my BS in Chemical Engineering in [REDACTED], obtained an internship at [REDACTED], and then completed an MS (both degrees at the University of Wyoming). I moved [REDACTED] internationally, working on water treatment facilities around the world. I have since returned to Wyoming (Laramie) and work with [REDACTED]. My job, as a chemical engineer, is directly related to the high-quality Chemical Engineering degree obtained at UW and my professional engineering license. I perform design work on projects across the United States and abroad, providing clean drinking water, remediating contaminated groundwater, and treating a wide range of waste waters. [REDACTED] brings a strong economic impact to Wyoming. [REDACTED]

[REDACTED]

[REDACTED] Please consider maintaining the valuable and esteemed Chemical Engineering program. It produces students of exceptional caliber who go on to provide significant positive impacts in their profession and have lucrative careers.

The loss of the only program in the state for training mental health professionals. This will lead to out of state counselors being needed. We already gave a crisis in our state with not enough mental health services available. The consequences will affect every area of the state. Schools, jails, family services, state agencies, just to make a free will be affected.

Reduced workforce of school counselors and community counselors for the state of Wyoming. Lack of Wyoming individuals seeking out counseling education due to it not being available in Wyoming.

Unintended consequences: this proposal claims to have the aim of preparing the university and its students for the 21st Century, and yet by lumping geology, a truly timely and relevant field, in with the dying field of petroleum engineering is not a forward-thinking goal. While petroleum engineering is a great department here, and a worthwhile pursuit today, it will not have the lasting relevance and reach that the field of geology has.

The unintended consequences of the merger of the Geology and Geophysics and Petroleum Engineering departments are most apparent at the graduate research level. Cutting the vital research scientists and lab managers that specialize in the instruments used by almost every graduate student in the department greatly reduces the research growth and prosperity of both departments. [REDACTED] exceptional geochemical research lab is used by several departments across campus, and is heavily relied upon by all graduates in the G&G

department. Funding should be reduced at the administrative level, perhaps starting with the six vice-presidents this campus hosts.

Yes! We have one of the highest suicide rates in the nation and you want to eliminate the professionals that can address this. We will not be able to recruit people to Wyoming. As it stands, not having a school psych program has resulted in significant shortages in this state; this will only be amplified with losing counseling.

Many of the consequences are outlined in my previous statement. Mental health services will be hindered in Wyoming due to a lack of qualified mental health professionals. Consequences of reducing the workforce particularly in school counseling will directly impact the university as middle and high school students will no longer have the support they need to prepare for higher education, ultimately decreasing the enrollment of UW in remaining programs. Additionally, community mental health will suffer and students at the university will feel the impact of untreated concerns.

Geology at UW is more than oil, gas, and energy studies. Most students who are interested in the oil and gas industry will go to the petroleum engineering dept and take relatively few geology courses.

Don't initiate new programs when the ones that already exist are in danger of discontinuance

If the chemical engineering professors are let go, the degree will lose its accreditation. That will result in less engineering students coming to UW, less women in STEM representation, my degree in chemical engineering being worth less, the loss of amazing professors, a decrease in student income.

Absolutely! There will be a huge lapse in counselors in Wyoming. If I had to move out of state just to go to school to be a counselor, I would not come back to work in the state. They clearly do not value counselors as they do not support having a program for them offered at the ONLY university in Wyoming. If there was another option offered at another university in Wyoming, it would not be such a big deal, but being the only university in the state, this program should not be on the chopping block. The university is communicating to everyone in the state of Wyoming that is suffering from mental health disorders that their health is not important and that you do not value counselors and what they have to offer. There will be less providers as the years go on because of this reason. People will move out of state to get their degree in counseling and not move back to work in the state.

A counselor education program is essential for maintaining social, emotional, and life-long learning for all Wyoming residents. Students of all ages need support in navigating life's difficulties, and there is a shortage of counseling providers in Wyoming. Wait lists are inappropriate when Wyoming citizens are in crisis. We have the dishonor of holding national high ranking in deaths by suicide. Providing more, highly trained counselors is what is best for Wyoming. Not only do counselors help our citizens maintain productive lives, we guide them to needed resources. While we may not be the richest alumni, we support the University in referrals, recruiting, ongoing training, and our work with undergraduate and graduate students. Cut off our support, and the health of the entire system will decline.

It would discontinue the free counseling services offered, which many students have used to help them in their academic progress. Many studies are currently in helping education leaders better understand the purpose of a counselor and there is a massive misperception. Getting rid of this program will harm this interdisciplinary communication. Innovation and growth in today's world requires strong mental health. The outlook for this field is great, however, faces challenges in Wyoming without proper training from those who are from Wyoming. We want our students from Wyoming to choose UW. This last round of ESSER funds was focused on mental health. The Public Relations will take a hit if UW is seen destroying a mental health program. And don't forget that This program teaches towards counseling theory and techniques more than Social Work does.

There are huge consequences. Discontinuing a higher education administration program means that all connections and relationships across the state with community colleges will be ruined. Those community colleges send their employees to our program to gain expertise. They will now be going to different institutions which only encourages them to send their students to other universities and also seek collaboration opportunities with universities outside of Wyoming.

Eliminating the counseling program would make mental health resources and mental health education even more limited in a state that needs it more than ever. It is a phenomenal program and has the ability to change people's lives and also help provide people with education in counseling in order to better the lives of people in the state of Wyoming. I understand the budget cuts are looming but eliminating this program would be a disgrace.

Increasing tuition or cutting it back would make more sense but complete elimination would be a tragedy for this state and the University.

UW will not prepare school counselors that are a vital group to recruitment of Wyoming students. Difficulty hiring, retaining, and maintaining school counseling programs in the schools that serve as Tier 1, 2, 3 supports for all Wyoming students in academics, mental health, and post-secondary planning.

Leave Geology separate. It's one of the oldest and most important departments. It also has some of the biggest research donors and UW's most famous and world renowned professors such as [REDACTED]

Yes. Please refer to my previous comments of the limited usefulness of a Psychology degree in Wyoming, as well as the lack of clinical training offered by the MSW program. Eliminating counselor education eliminates the primary avenue of preparation that UW offers its graduates for a marketable job in clinical psychotherapeutic treatment. Eliminating counselor education eliminates the preparation of clinically trained psychotherapists with an orientation and marketability that can serve Wyoming's population.

This question should have been excluded using branching logic, based on a previous answer choice I made.

The future of our Wyoming residents will flounder with continuing/increase in suicides, additions, violence, economic devastation, abuse for children, crime, high school dropouts, poor employee skills and performance, drain on all aspects of social services, increased incarceration and demands upon legal/police/court systems, etc, etc.

Mental health of students will decline and more suicides and drop-outs will occur if there is no option for them to get mental health help when they need it

To consider such a reduction will create further barriers: • barriers to qualified professional mental health counselors • barriers to services • barriers to community organizations • barriers to making mental health service resources equitably and accessible • We help meet vital mental health needs by preparing and equipping counselors to work throughout the state of Wyoming. Wyoming has some of the highest suicide & addictions rates in the country. Nearly every county in Wyoming is designated by the federal Health Resources and Services Administration (HRSA) as a "health professional shortage area", with most of the state being designated as a "high need area" for mental health professionals. • HRSA suggests "Increasing the number of healthcare graduates prepared for rural practice produced by state schools, by supporting the development and growth of healthcare education programs with rurally oriented curricula" (<https://www.ruralhealthinfo.org/topics/health-care-workforce>) {Counselors are considered mental healthcare graduates.} • HRSA reports that only 31.46% of the mental health needs in Wyoming are currently being met. • In the past 5 years the state has lost more than 145 school counselors across 364 school buildings in 48 districts leaving our state with a 343-to-1 student to school counselor ratio at last report (an increase of 52%; recommended ratio is 250-to-1

The counselors from that program help meet vital mental health needs by preparing and equipping counselors to work throughout the state. Wyoming has some of the highest suicide & addictions rates in the country. Nearly every county in Wyoming is designated by the federal Health Resources and Services Administration (HRSA) as a "health professional shortage area", with most of the state being designated as a "high need area" for mental health professionals.

UW has been a CACREP accredited program for over 30 years. This is the gold standard for counselors to attain to make sure they are trained in accordance with national standards. To lose this program would be a disservice to the western region of the United States in terms of affordability for students in Wyoming.

Limiting the availability of mental health providers and access to care in a under-served state. Avoid cutting this program, and work with the program to make adjustments as needed to meet the needs of UW and the state of Wyoming.

The biggest unintended consequence is the loss of 100's of mental health and school counselors to Wyoming, where we have one of the highest suicide rates in the country and extremely high mental health concern rates. Discontinuing vs. restructure really is the key here - if you decide that the benefits outweigh the costs, then find a way to restructure, but do NOT discontinue!

The shortage of mental health professionals in the state will be reduced significantly. This should be avoided at all costs, since Wyoming consistently ranks in the top two or three states for suicides. If anything, UW should make

efforts to increase the number of quality counselors graduating from their very strong counseling program. UW is in the unique position to improve mental health services in the state. Choosing to discontinue the only counselor education program in the state would be an enormous mistake.

A counseling degree program, bolstered and invested in. Extra high prices for out of state.

Having worked as a public high school counselor for many years in our great state, it goes to say that we also have our share of mental health issues. I believe that by discontinuing the counselor education program/degree, there will be an even greater increase in similar issues. Counselors play a key role at any level of education. Maybe combining this program under the auspices of a broader program could be considered, but totally discontinuing it would be a grave disservice to our youth.

We are dealing with generational and collective trauma in degrees we have not seen before in the US, and high quality therapy can make a difference. Getting rid of this degree is not okay.

Decrease the availability of mental health services in our communities and schools. Increase the number of suicides in the state. Increase the need for mental health services at state and local agencies, the state hospital, local hospitals and private psychiatric facilities. Increase the need for mental health counselors at local agencies and schools. Decrease the number of counseling supervisors available in the state.

The economics research (environmental) is very different than business and is distracting from the core desired output from the college: business and entrepreneurial leaders of the future. This move will dilute business resources that are desperately needed, especially in the high demand degrees. It is difficult to understand the rationale behind this decision. If the university wants to promote entrepreneurship, then it needs to allocate resources to the fundamental areas. This plan does the exact opposite and will only continue dissatisfy the most needed faculty (who will then leave) and undereducate students because we have had to cut classes.

The plan for the school of computing is muddled at best. The plan does not specifically address what it will do and seems to rely on the "if you build it people will come" notion. If we want to be more digital, then engineering should be strengthened, not gutted. It is very clear from the proposed plan that this weak idea is being funded by cutting other programs. I am afraid the results of this plan will encourage the very best faculty to leave, dump a lot of desperately needed resources into something that will not have high (or any) returns, and cause more confusion across campus. The resources should be reallocated to the necessary programs for the university based on a legitimate allocation process, and let the departments then wisely use the funds in areas that they know will provide returns. Departments know what is necessary for student success, and if a proper allocation process is implemented, then those departments that misallocate will have a natural culling process.

The people who will get fired are the Assistant Professors who are the most research-productive. What's more, everyone who can leave will leave. A mitigation strategy would be for the administration to not be so darn incompetent with regards how it is doing these cuts. Pushing back budget meetings, showing up to meetings with incorrect numbers that are chalked up to "maybe a typo," making things less clear with each announcement. The incompetence is its own form of cruelty.

The first unintended consequence is on UW students in AGECE. I strongly believe a significant number of AGECE students, many who are from farming backgrounds, would not follow the program over to the CoB. There is nothing bad about the CoB, it is just not the environment these students want to be in. Thus, the merger would significantly detract from an already popular program. This will have to be explained to the many communities and farming families that depend on our AGECE graduates' skills. The second unintended consequence is the relationship between AGECE and Extension. This is the most lucrative collaboration for AGECE from a service as well as research standpoint. Maintaining the relationship with Extension after AGECE and ECON merge will be costly and likely require more administrators and possibly a new center to preserve the relationship. These additional overhead costs would likely negate any savings gained from cutting faculty. To mitigate unintended consequences for students, AGECE and ECON could both be pulled out of their colleges and be put in a school that places equal weight on agriculture and business. However, this would still inflate administrative costs. To mitigate unintended consequences for service and research, a new center could be made for faculty with Extension appointments so that crucial federal dollars could still funnel into important state service and research projects. However, this would again inflate administrative costs.

Yes there are many unintended consequences. No engineering professor will want to come after finding what the university has done, and those who are talented are already looking to leave. Another unintended consequence is people in other departments are thinking of leaving because the university is so poorly managed.

Oh boy, where do I start? Ag Econ has had a department head for 101 years and created a culture of service to the state in applied economics. We have strong linkages to the ag sector of the state, the third largest sector of our state's economy. Econ has none of this. Ag Econ has a vibrant and growing undergraduate program and a small, but award-winning graduate program as shown by recent theses awards. Combining the two would reduce the Ag Econ M.S. graduate program to second class status. M.S. graduates are key players in industry now and for the future. The world does not need that many more PhD's. In my view, the quest for R-1 status is misguided, especially in a state with such a low baccalaureate matriculation rate. A vibrant M.S. program churning out professionals is much more valuable to our state. This proposal would likely reduce demand for the Ag business degree and would lead to the withering of the Ag Econ program. Agriculture is people, plants and animals...removing people from the equation leaves the college with nothing more than a life sciences program. I do not think the people of this state would view that favorably. Most Ag Econ programs in Land Grant institutions are in the college of agriculture...after 101 years, why should we change this? There are significant salary compression issues between Ag Econ and Econ faculty. I cannot see this working without at least bringing Ag Econ faculty up to the Econ level. Econ got rid of all their AP's last time around. Ag Econ AP's are an integral part of the department for teaching and research and outreach. The culture of Ag Econ supports AP's. Not so with Econ. We are looking at a significant culture clash and a failure of integration.

Yes. Like said before, Wyoming has a great chance of becoming a tech center for blockchain. Dissolve the computer science department and loose the best professors? Good luck. The best professors aren't going to stay at a university that has decided to cut their department. They are going to move onto more prestigious schools that respect their work. Some mitigation strategies? Talk to donors and get them to donate directly to the departments that need it. Pretty 50 million dollars don't mean anything if they're empty. Maybe cut funding for the BOT too if you're feeling adventurous.

I'm discussing reorganization, not degrees. The consequences are departments that are much larger than they were before and so will need more full time staff and even an assistant department head to manage. The solution is not to downsize and the number of departments should not be minimized just to look good. If we need 5 rather than 3 departments, let it happen.

I don't know. The proposal itself contains roughly 5-10% of the information one would need to weigh in on this objectively.

If you think using the caveat that the University must make "significant budget reductions" will lessen anyone's anger, you're fooling yourself. How much time, energy and resources are being wasted in doing this major shift from the top down? Include the people your talking about in the discussion. We know our departments better than academic affairs! If you want us to obtain more external funding and be less reliant on internal funding, you should pay attention to how federal external funding is organized!

I'm making these comments with respect to departmental/college merges. There are three that come to mind: Consequence #1) the Dean of Ag reneging on promises/commitments made by the Dean of A&S, following consolidation into whatever the new Ag College is called. One can easily imagine the Dean of Ag saying "well, *I* didn't make those promises/commitments, so they are now null and void". Mitigation strategy: (in the spirit of U Wyoming's attempted morale-boosting campaign a few years ago, I have aligned my mitigation strategies to with various Cowboy Ethics [<http://cowboyethics.org/cowboy-ethics/>].) See Cowboy Ethic 6: "When you make a promise, keep it". Consequence #2) further consolidation of staff, and continued outsourcing the jobs of staff to faculty, thereby undermining our (stated) desire for R1 status. Mitigation strategy #2a: hire good faculty who do good research. Fire those that don't with the same alacrity as recent firings of staff have occurred. If spousal accommodations are to be made, those accommodees need to be good. There is potential for spousal accommodees to dilute the quality of U Wyoming. Mitigation strategy #2b: hire enough staff to facilitate research, and pay enough to get good ones who don't want to quit. Otherwise, please get off our necks about getting grants. Please understand that the current bureaucracy disincentivizes running grants through U Wyoming. I have started running my grants through other institutions because of the breathtaking ineptitude of Sponsored Programs, and the perennial shortness of staff in ORS. The way to help UW gain R1 status is neither

complicated nor mysterious. It does not involve interdisciplinarity, multidisciplinary, or other buzzwords from 1995, nor does it (necessarily) involve program creation or dissolution. It just involves hiring enough good faculty, and enough good staff to allow the good faculty to do their jobs, and getting rid of faculty who aren't doing their jobs. That's it. See Cowboy Ethic #4: "Do what has to be done". Consequence #3) lack of an exit strategy. Given the revolving door of administrators at U Wyoming, it behooves us to have an answer to the questions "How do we evaluate the success of the restructure?". And, because the person ultimately responsible for the decision to restructure will almost certainly be gone by the time the unintended consequences of the restructure manifest, "What do we do if it doesn't work?". For examples of recent administrators who have created dumpster fires, then conveniently peaced out, see: --Laurie Nichols and Ed Synakowski, functional dissolution of the Biodiversity Institute --Ed Synakowski, shared business centers --David Jewell, WyoCloud We need to be able to recalibrate nimbly if this restructure doesn't work, rather than dig in our heels and say "just give it time". See Cowboy Ethic #10: Know where to draw the line.

Aligning UW more to the state's goals of oil and gas only further limits our financial resources and ensures that the state has greater control over what UW can do, teach, or produce. A university should have separate goals from a state. While I understand UW is a state-funded institution, UW needs to be restructured to balance on its OWN two feet in the future rather than bowing to what the state wants from its people (i.e., oil field workers and coal miners, which only ensures WY will remain a boom-and-bust state). Wyoming IS a boom-and-bust state, and I can't be the only one exhausted by having significant changes every 7 years because it's currently bust. (Or perhaps I am, since no one in Administrative roles are from Wyoming.)

There is a shortage of mental health counselors across the state, and with the impacts of COVID the needs have only increased. Wyoming has one of the highest suicide rates and already struggles with finding mental health counselors around the state. University of Wyoming speaks how they support and advocate for mental health, eliminating this program will speak otherwise. The University of Wyoming is one of the few University's in the nation that offers play therapy as well, which attracts individuals from all around the states. I can say that is why I came to the University of Wyoming from Washington state and even though I did not plan on staying, I decided to stay as I fell in love with Wyoming. Having this program gives Wyoming the opportunity to bring in more counselors when there is already a shortage and high suicide rates.

Its the reduction of this department that bothers me. The geology department is one of the best in the nation. Reducing it will severely limit the research that comes out of it.

You are going to be messing with funding sources and physical resources of departments. Especially by forming CALS, some departments will be getting pulled apart to form new departments/units. What will that do to funding? What about donors? If the department they used to donate to no longer exists, will they stop donating? What about building and labs currently in use by one department? Will people be expected to move or share space to make room for people in another department? What about staff? Which unit will they go with?

I expect there are MANY unintended consequences. It's been a pure pleasure for 30 years to serve in a college where I daily encounter colleagues from radically different disciplines from my own, to serve on their graduate committees, to debate issues from very different perspectives. Perhaps some of that will continue, but--having served on the Interdisciplinary Pillar Committee--I have my doubts that the results of that effort will make up for not meeting up with these colleagues in the hallways, on college committees, and so forth. A primary question is how the remaining departments in the college are resourced, what happens to teaching requirements, and so forth, and there seems not to be specific plans yet for those critical matters. The fate of graduate programs in what remains of the college is of concern to me. As I don't yet know the exact problems to be encountered, it is hard to suggest mitigation strategies at this point. Some of them will involve money, though, so I'm not sure where that will come from.

There will be huge impacts to staff and without staff you have no university. We clean the toilets, we build the courses, we hire the grad students and advertise our departments. We already do so at a dismal rate of pay and under terrible management (at least in A&S). In order to mitigate that the plan actually needs to have staff considered in some aspect. There needs to be meetings with all groups of A&S staff so that we feel like we are involved in some aspect of this. The BoT, the president, to some extent the Dean's don't know what goes on day to day with staff or departments, you all make decisions and the staff below you are left holding the bag when huge errors and gaps are left behind. We have to figure it out so maybe we should be consulted.

Q7 - If you could reinvent the University, how would it look different from what is proposed? What educational and research offerings and support structures would most effectively leverage our strengths?

<p>If you could reinvent the University, how would it look different from what is proposed? What educational and research offerings and support structures would most effectively leverage our strengths?</p>
<p>If this were an option, agriculture would be valued as the pinnacle of the institution. It is outlined in the mission of the land grant, is one of the largest economies in our state, and is at the epicenter of the largest problems on the world's stage. I have great respect and appreciation for ALL units on our campus but UW agriculture appears to be continually threatened. Our Dean has been exceptional at helping to reinvigorate our college and we have seen exceptional growth in the past 3-5 years. I would also like to see drastic reductions in upper administration. It has been very frustrating to watch more and more positions be created at that level while more and more are cut from the ranks of professors, research scientists, etc. If we are to be a premier land grant with exceptional teaching, research, and outreach we need the value to be placed on the people doing those things (our professors, staff, extension agents, and students). I am aware we need some upper administration but I am 100% confident that improvements in efficiency could be identified at that level and that there would be significant budgetary reductions with the improved efficiency at that level. Furthermore, in a perfect world we would not focus on following suite of other institutions, but rather leverage and support the aspects of our university that make us unique (experiential learning, small class sizes, exceptional student/teacher ratios, etc.).</p>
<p>I do not have any vision that wouldn't involve a lot more money. We need to invest and redevelop education in the state from k-12 on through the university. We need digital literacy, problem solving and critical thinking skills reinforced throughout the curriculum. The world does not need people with very specific training and skills. It needs people who can adapt to a changing workforce, learn new skills, explain their thinking clearly, and discover. The more cookie-cutter a job is, the more likely it will be replaced by a machine.</p>
<p>If you truly want to cut something then cut something don't just pretend to discontinue programs but keep degrees. Offering degrees cost money, department structure does not make a significant impact on cost.</p>
<p>There are so many things to change that 3000 characters is not enough space, nor would a thesis to explore these things. I had the opportunity to explore one small section and write a plan b research paper on this topic. I would be more than happy to share my research and even dive more into it to help reinvent the University. We need a well rounded university, one that is appealing to a magnitude of different students. One that has supports in place to help these students be successful. We need programs with full time faculty and staff that run efficiently. Cutting the fat in ways that do not harm the integrity of the University. We need to focus on building a community that supports learning, and not just in the STEM capacity. Education is the building block for the University, why would we even think about cutting that, it undermines the very core of the institution. What we need to do is to bolster the College of Education, work on having it be the forefront of our institution. I have worked side by side with our deans and department heads and have blown their minds when speaking about how we educate students here at the University. This should never happen. We should be supporting our faculty and staff in ways that help to better the student learning experience both curricularly and cocurricularly. This will draw students, researchers, and money as it will help the University obtain world class status as an institution.</p>
<p>Stop multiplying admin. Support academic programs over athletics.</p>
<p>We would suggest keeping the same structure until the pandemic eases and the budget becomes more stable.</p>
<p>Keep Arts and Sciences along with the existing colleges and don't try to pivot into the wrong direction.</p>
<p>Don't change the current structure at this time.</p>
<p>If I could reinvent the university, the first thing I would do is stop higher consultants. I would make sure that directors and chairs were annually reviewed like the faculty are. I would make sure people who are not</p>

educationally qualified to teach, are not teaching. And if we higher research only faculty, then part of that salary is soft money.

We would keep the same structure and make minor adjustments to preserve the quality of this institution.

First, get rid of UW leadership. The BoT has made another poor choice.

See previous comments. Seriously. From the outset, you needed to have told all the power-hungry, belligerent folks (who were instead given authority in this 2-13 process!!!) a clear, straightforward directive: 1. Do not talk about unit names until you have a programmatic structure, complete with degree programs, that addresses the next 50 years of Wyoming and UW's future. 2. There will be absolutely zero departments that transition into the new CALS in the same form they have had in the past. Get over yourselves, find new structures and synergies. 3. And, it would have been better to actually tell them 3 schools, 2 departments in each, or WHATEVER numeric structure you wanted. But, changing that on them every week has reduced their focus to that most mundane and meaningless thing, instead of freeing them up to be visionary.

A suggestion to save money---quit sending the expensive flyers and booklets to alumni! Send us an email with the information. I am amazed at your wasteful spending on advertising that is unnecessary! Plus, please think about the environment. Restructure with some common sense!!!

Keep the Arts & Sciences as is and scrap the president's ridiculous plan.

Cut back on administration positions. Add back tenure track positions. Do not shortchange Wyoming students

It would be appropriate to include more people other than the president and provost in the decision making process.

I would like to see the LDT program worked into a cross-departmental venture. What skills, expectations, or needs do the candidates that the restructuring is geared towards recruiting need? What research can go into those K-12 learning environments to foster the skills at formative levels to make more skilled candidates to uWyo?

Get a new president!

I would prefer to leave things as they are and revise the USP requirements to incentivize interdisciplinary and inclusiveness. The propose change to A&S is grossly unfair to the new Dean, who hails from a STEM background. Now she will have no sciences to manage. Arts, Humanities, and Social Sciences remain in her proposed College, and she has little, if any, experiences managing these disciplines. To many of us, it looks as though she is being set up to fail.

If I could reinvent UW, it would have a powerfully funded and supported College of Arts, Humanities, and Social Sciences with robust, high quality research output feeding excellence in teaching and service. I would have that college and the applied sciences (STEM, Education, Business) on equal footing and I would put significant training, grant funding, and other resources into promoting truly interdisciplinary projects that address wicked problems. I would encourage outcomes of those projects to be presented in public fora and solutions coming out of those collaborations to be actually implemented. My reinvented UW would authentically value and deeply invest in diversity, collaboration, internationalization, and critical/creative thinking (it would also find that slogan "the world needs more cowboys" dumb and dangerous because "rugged individualism" and the like work against the kind of deep collaborations we need). My re-envisioned UW would help lead the state of Wyoming out of its extraction economy and into something more sustainable and visionary. It would contribute to national efforts regarding conservation, climate change, medical care, civil/civic discourse, and social justice. Rather than shutting down into a STEM technical college, my re-envisioned UW would open up to interdisciplinary and transdisciplinary teaching grounded in problem/inquiry based learning.

I would drastically reduce the number of positions in the upper administration and invest the savings in hiring high-quality faculty

I would not dismantle A&S, but keep the sciences in A&S.

Like I said before, cut all else out, keep the degrees and departments of STEM majors the same, and promote and provide the best resources and infrastructure possible for them. This is what will save the university and the state. And as I said before, this is dire.

This would be more expensive but I feel like a decent remote outreach could be beneficial to students

Letting each of the departments teach its students in their specific needs, surrounded with the support and staff this would require BUT sculpting projects and classes that bring the disciplines together on a more regular basis. All of these disciplines need experience with each other, and with the evolving technologies that are intertwining them - and the skills to manage all of that, earned through collaborative interaction. That does not require turning it into one mishmash of a department, but it does require some rethinking and reorganization among the departments. Plus specific education in the evolving technologies.

Support interdisciplinary degrees--like FCS

Greater focus on providing graduates prepared for the workforce and less focus on research.

This is a tough one. I only have anecdotes that illustrate the shape of the problem but I don't know what infrastructural changes would solve them. I realize the issue of bringing up problems without offering solutions, but at the same time I think the University (broadly speaking) has no idea what its real problems are. A functional research University wouldn't take three weeks and require four different contractors to install a safe that the DEA says doesn't need to be installed (the DEA, part of the US Department of Justice, actually felt *bad* for the amount of bureaucracy I was dealing with). A functional research University wouldn't take *six months* to sign a run-of-the-mill contract with a software company (that EVERY OTHER research University uses). A functional research University would have a set of guidelines for handling of chemical vapors, such that when Physical Plant (now Operations) installs chemical cabinets they would do the same thing every time instead of doing three installs in three completely different (and increasingly asinine and costly) ways. A functional research University (like even University of Central Florida) has an entire team of ~50 people that are there to help acquire grants (facilitating collaborations, searching for company partners, even grant editing/proofreading and figure making). A functional research University would recognize that graduate TAs are absolutely essential and wouldn't rely on an extremely large crew of *undergraduates* to manage teaching labs just because it's cheaper. A functional research University would replace research faculty as they retire rather than need to collect the salary money to balance its budget. A functional research University wouldn't increasingly sap the Department budget and force it to use its discretionary resources to cover its teaching obligations. A functional University of any type wouldn't put so much effort into taking all the fun out of science and learning. The heartbreaking thing is that I have never met someone who disagreed with these statements -- no one *wants* it to be this way, everyone wants what's best for UW, it simply *is* this way and apparently always will be. That's all just research - the teaching mission has just as many issues. It's all a mess and it must (at least in part) be due to the fact that the University only changes things when it absolutely, completely, heels-dragging has to. There's no plan for growth, only plans for decimation. There's always cost-cutting, never systematic investing in the University mission. Creating special schools and centers is cute and eye-grabbing, but at best those are bandaids and at worst they are fundamentally detrimental.

See Above.

I like the Wyoming Outdoor Recreation Tourism and Hospitality (WORTH) but without a focus on international relations, including world languages and a focus on other societies and social structures (knowledge of sociology), it seems WORTHless. How can graduates of such a program really be strong professionals without knowledge of the greater world around them which is gained through studies of other languages and cultures. UW should also focus on alternative energy sources as we prepare for a cleaner future.

Not prepared to answer this question at this time.

The restructuring as proposed largely, to me, seems like it would only enhance our education and research capacities; mainly making a bigger whole out of the same or similar parts. Issues are more outside the restructuring questions. E.g., if we do want to become an R1, a 2:3 teaching schedule is not going to get us there. And the heavy faculty investments in teaching FYS small courses even with a 2:3 has made it difficult to be able to offer upper level undergraduate and graduate courses that would help get us there. And we need a research office that is adequately staffed rather than hanging by fingernails. With larger class sizes we could serve our educational mission at lower teaching costs; including if we have more GA/TA assistance, that would help with

<p>this shift while serving both our graduate education and research mission. We've been drifting towards becoming a teaching and even training centered institution.</p>
<p>USPs would absolutely include a required course in US diversity to train our predominantly white students to treat others with the kindness and humanity that they have grown accustomed to in their own lives.</p>
<p>It would not change, only expand upon what it already does well (teaching, research, creative activity). Investment in faculty and staff compensation would speak volumes as to whether or not UW values what we do. Per the HR Director, UW is the ONLY institution with which he is familiar that does NOT offer a COLA or any kind of annual increase. That is what speaks volumes.</p>
<p>Remain largely in-tact, as is. The College of Arts and Sciences is the heart and soul of UW; offering core courses in what prepares students for life-long learning, ethical world citizenship, and creativity (72% of employers in Business cite creativity as the most applicable work skill they desire). Dismantling and de-moralizing current departments in the College is hopefully NOT an intended consequence. Without a rational answer as to WHY this is being imposed, it certainly appears to be intentional.</p>
<p>The SoC and the CEI would not exist. Everything else is a good plan.</p>
<p>I would suggest finding more efficient strategies for the government to play a role in this, if the government would set a severance tax we could have so much more money.</p>
<p>Basic and applied research would be integrated.</p>
<p>Place the Land Grant Mission as the number 1 priority!</p>
<p>Leave the structure as is and focus on students' needs.</p>
<p>Get rid of fluffy subjects, such as philosophy. Focus on science research that benefits the state of Wyoming.</p>
<p>I believe the most important difference I would reinvent would be to get students more involved with the communities of Wyoming. Having close relationships with the school is important, but if you want students to graduates from the University of Wyoming and then stay in Wyoming students need assurance they will have work. Thus, building stronger connections with the communities of the states is vital to making students feel welcome in the state, especially considering the checkered past of Wyoming and the still very problematic impacts of inequity and inequality. The second part of this question is pretty difficult to understand what is being asked, but I think I get the gist. Offering students the ability to focus on minors, and not need to take electives that will be unimpactful to their future can be a strong base to get more buy-in from students whom feel their education is only a dollar amount. Knowing that automation will replace jobs, and undergraduates degrees will only take students so far with the flooding of the market makes me think having a larger push from the administration to continue education with a Master's is required. I only knew of my graduate assistantship because of a very dedicated and outstanding professor (Dr. Jill Keith). If undergraduate degrees are going to continue to grow then students from the University of Wyoming will need additional help in standing out. Thus, having partnerships with the community to conduct research and become more intertwined will lead to greater job prospects in the future, as well as potentially retaining students in Wyoming.</p>
<p>Work with the States industry steak holders on a plan to support the university. They are hiring the products of research, education and extension.</p>
<p>A believe that no matter how colleges are restructured, there is often a silo effect where by each college operates individually-- I think this is a problem in higher education. I worry that it could hinder the crossbreeding of ideas and interdisciplinary scholarship. I think that Academic Affairs and Office of Research can act as a bridge if the structures are in place. I think the Office of Research should actively work to bring groups of scholars together on large grants (EPSCoR has done this successfully for years) for both faculty research and student learning and scholarship (i.e. NSF undergraduate research experiences). I think Academic Affairs should consider supporting efforts for course-listed interdisciplinary classes that are co-taught by faculty from different colleges. This way students and faculty engage outside their college.</p>
<p>I think the University of Wyoming is structurally sound with the exception of eliminating some low-performing degree programs. We have the facilities in place to do great work, which we already do. A larger problem is the</p>

<p>treatment of faculty in terms of few pay raises and compression of salary for faculty that have been at the university for more years. It hurts to work here in many ways because it seems obvious the state values new buildings and our athletic programs far more than our faculty.</p>
<p>Not enough information is available to the public to understand the reasons behind the proposed changes.</p>
<p>The proposal lacks an understanding of Wyoming. Ag Business and Ag Econ degrees are valued in Wyoming and students have strong job placement - they become productive members of society and their communities. Why is such a sweeping reorganization necessary? The proposal isn't advocating just for budget cuts, it also proposes several new initiatives - are these initiatives what students, alumni, donors and stakeholders have said they want to see offered?</p>
<p>The University should take a hard look at administrative positions and salaries across colleges, compare tuition dollars to department budgets, and greater communication with local and governmental interests about University strengths.</p>
<p>Specific to the subject that I identified for comment above, if a merger of Ag Econ and Economics is deemed necessary, the smaller Economics Department in the College of Business should be merged into the Ag Econ program within the College of Agriculture. There is precedent for this in other land grant universities.</p>
<p>Downsize programs such as Business. While Business is a very popular major and brings the university a lot of money, it is also a degree that is a waste of time. Business majors come out of school with an outrageous amount of debt, and a very tiny range of jobs with a decent paying salary available to them. We should not be encouraging students to pursue careers that set them up for lives of debt. Instead, we should be pouring funding into STEM programs, because at the end of the day, people will be much more willing to spend lots of money on a great science program than a business program.</p>
<p>Technology is the key in education going forward. The pandemic has showed us how important technology skills are for teachers and schools. The LDT program specifically is not limited by geography. I live on the other side of the country and am almost daily engaged with my peers in a UW online classroom. This should be seen as a strength and selling point for the program and UW as a whole.</p>
<p>The theme is taking UW in the right direction, however think of the students and the needs of the state. You are damaging the College of Agriculture (ag. business).</p>
<p>Technology is the future of education but we are getting rid of that very program? 21st century learners is boasted as the main reason educators exist. How are we to improve learning if we are getting rid of the very program that is part of the future? Learning, Design, and Technology needs to stay.</p>
<p>UW keeps spending money on sciencey, pricey buildings, yet I am not sure whether students are actually benefitting from any of them. The Berry Center sits there, largely unused. I look at the Science Initiative building, the Enzi Center and the Energy Innovation center and wonder why they are there, what purpose they are serving other than to make the University look more sophisticated, and whether that money might have been better used to beef up what we already had. Ten years ago the College of Arts and Sciences was pulling in more money and students than any of the other colleges on campus. Why it is now being nearly completely emasculated makes little sense. It's time to stop calling this a university. We're going to be the College of Whatever Seems to Please the State Legislature and the Fossil Fuel Industry.</p>
<p>The University is too big a task, if I were to look at our college I would communicate with stakeholders across the state to ensure that UW provides a product the state wants. If we're off base, then we have some data from which to make decisions. Help the college understand the state's direction, where innovation and invention fits into the community where we want to live, work and play. Clearly, education will always play a role in Wyoming but right now the connections between community and university are obtuse at best.</p>
<p>(Continued)Public/ Stakeholder Input The proposed reorganization and changes are of deep concern to a number of stakeholders and the Wyoming public at large. WMA members have expressed frustration with the limited means of providing input to this proposal, specifically the online portal survey question format which limits comments and responses to established questions. This format does not provide for meaningful critical input. The changes being proposed in academic programs will have significant impacts on Wyoming's core industries, and a full vetting of the process, to include robust stakeholder input, is warranted. Unfortunately, this has not been the case to date. Open inclusionary discussions in the decision-making process for the proposed changes</p>

would be very helpful. Had there been a more open information gathering process, initial response from WMA membership may have been more receptive. Wyoming is a small state that favors open discussion and collaboration in arriving at new solutions. Conclusion The Wyoming Mining Association is a strong supporter and partner of the University of Wyoming. We wish to continue to build upon our solid relationship. We also want to see the University succeed, grow and thrive. As a top revenue generator and employer within the state of Wyoming, WMA membership understands the budget pressure that both the state and UW continue to face. However, we believe that budget reductions can and should be made without significant negative impacts to the academic Departments and programs that supply critical workforce to the industries that fund state and University budgets. From the outside looking in at the proposal, it would appear our Wyoming workforce needs are taking a back seat for a new model that we have not been privy to. WMA recognizes that it is possible the proposed reconfiguration plan may offer benefits to our industry. However, we have not been adequately informed and would welcome the conversation. As it stands now, we cannot support the proposed changes. WMA appreciates this opportunity to comment on the proposed transformation and reconfiguration plans for the University of Wyoming, and we look forward to a continued discussion.

I am not experienced in making these kinds of decisions, but I have seen some of these budgetary concerns coming since I started as a freshman at the university in 2012. Much of the research in a number of our programs were focused primarily on coal, oil, and gas (especially coal and oil). By 2012, it was already apparent that many other states and countries had already begun moving away from coal and oil as their main sources income and research for their universities, while Wyoming had no intention to do so. Obviously the university does not have a lot of control over what the state focuses on for revenue, but I imagine it could have some input. The college of computing is a step in the right direction, but a lot still needs to be done. If efforts like this are continued, it may do a better job of promoting development of companies within the state that work outside the energy industry. I know that this has been something the university and state have been very invested in energy, but the proposal of the college of computing is the only real effort I've seen at diversifying the state's economy since I started at the university.

School of Human and Social Sciences with programs within the school. If they are large enough they could be a department within a school. If not then let them decide on grouping. I would also strongly advocate for a Bachelor of General Studies in Family & Consumer Sciences as this will end up drawing a significant number of students who would otherwise be BGS and they would receive better advising and support.

The University needs to expand, not shrink. I came from a university of 36,000 students with healthy programs in engineering, language, and counseling. Students and faculty took pride in being a part of something bigger than themselves. There is a future where departments aren't discontinued due to budget restraints*, this future makes faculty feel cared for and gets them excited to pursue research and teach courses on cutting edge topics. *This budget restraint is a failure on Wyoming as a state. It's called raising tuition or raising taxes to support a cheaper university. It's not rocket science. I would know - I've got a degree in aerospace engineering.

Bigger focus on the international experience. We are a interconnected world and our impact at home and abroad matters. Leveraging relationships and showing the value of global stewardship is a key component to what makes UW the incredible university is it. By offering students a chance to make difference today, they will be posed to succeed in the future.

I think if we have to make budget cuts, it should be to the programs that won't bring money in now or in the future, like most of the arts programs. Gender and cultural studies, theater, dance, and other majors such as these don't have a demanding field, and are highly likely not going to be able to donate to the university as an alumni. I think it's quite hilarious that President Siedel reached out at the summer lunch barbecue about needing help with an outreach program to help Wyoming residents be exposed to engineering and stem fields and a week later proposes to discontinue most of the engineering programs. I think an outreach programs would be a great idea and would strengthen the programs, but I think it's a little counter-productive to put money into a program to have students come to the university that doesn't have the programs anymore, especially if we need to make budget cuts.

Allow the different groups that are affected to determine the best course of action for their future. Do not destroy or dissolve groups that are already working well and attracting grants and students. That should be clear ("if it ain't broke...") Stop making 'pet projects' more important than the main function and focus of a land grant

university (teaching, research, outreach). Do not blame money problems on people who bring in money. Blame them on inflation of people who are paid high salaries and yet do not bring in money. Those people don't even teach. Recognize that if arrogance interferes with the ability to listen to warnings of the people who are directly impacted by the changes, those in charge will likely be leaving soon. There is a clear history of this.

Require more experiential and service learning opportunities. Require more integrated teaching and learning -- in process AND content. This requires time and energy to devote. It requires huge cultural shifts. It requires educating industry, government and elected officials in new ways of thinking as well. The arts do not bring in the same kind of dollars that science and engineering, etc can bring in through outside agencies, grants and foundations. Do not treat them as the same. Support with monetary, culturally significant actions and changing the USP for a more broad based and robust education, not a technical education.

I would not put any of the sciences with Engineering or Agriculture. It would make more sense to separate the sciences into their own college if you insist on breaking apart A&S.

No nepotism. Expunge the President. He doesn't care about faculty.

I do not think that the university should try to change anything with any of the degrees or departments. I think changing anything right after the COVID pandemic is a wrong decision and it is unfair to the students.

I share similar goals to the university, however I believe cutting off entire departments and restructuring has many risks that need to be deeply and transparently considered.

I still think adding all of the physical sciences to the college of engineering is a good idea but instead of merging departments like you have suggested, combine Chemical and petroleum into one department and mechanical electrical and computer into one department and then civil architectural and geology into one department. then keep chemistry as its own department.

I would pricier a broad base in undergrad in "critical thinking" with multi disciplinary approaches for sample applications of critical thinking that can include any discipline. The 21st century needs clear thinking and flexibility and with that there is a lot that former students can do to stay relevant and not just application specific tools, which can be picked up as needed. I would vastly increase study abroad programs. I would continue and expand interaction with industry both for research and for employment pipeline that brings in real world hands on problems and applications and I would purposely bring in students from multiple disciplines to address them. I would add significant effort toward policy parity with technology given how far it currently lags. I would research in scaling educating to see where MOOCs worked and where personal attention worked best (negotiation, debate, social interaction, critical thinking).

Departments in the agriculture college need to overlap their curriculums to provide a more holistic approach to educating for agriculture's future workforce.

Mental health counseling should have never been part of the Education Department. It belonged in the Arts and Sciences department. It is bad enough the psychology department does not encourage students to apply who are interested in becoming therapists, and now the university has proposed cutting the counseling department. This is absolutely irresponsible.

I think we could leverage our strengths by keeping are good to faculty and avoiding brain drain.

Keep the AgEcon and AgCom departments in the College of Ag. These are agriculture fields so they need to stay within the college. Moving them out will disrupt the ag focus they should have and decrease the quality of education a student in these departments will receive.

Focus on key academic areas that need improvement: both the Registrar's office and the research office are key to the University's mission but incredibly dysfunctional. Miscommunications, poor leadership, and understaffing in these important offices makes more work for everyone else on campus while keeping students and faculty from achieving greatness.

Actually, I think the university would benefit greatly from taking a bit of time to catch their breath. This re-org is too big, too complex, and too drastic to jump into it. We need to fully identify or strengths before we can leverage them. I am not saying we need to leave everything as it is. However, we have to consider negative impacts before we start throwing all the pieces together in haphazard fashion.

working to reach out to more residents of the state and surrounding states, in the college of Agriculture, extension is the one aspect that if fully staffed (which it is not) provides the state a window to the college, as it is now athletics is the main thing that brings attention to the university. Other colleges do not have a state wide presence and although do outstanding work are not known within the state unless one is directly involved in that program.

I would burn it to the ground, fire all admins, and start over. I would restructure chemistry so that it included chemical biology tract - every R1 now has a chemical biology institute, department, or program that almost every but our school seems to prefer to exclude it (perhaps because there's no dry ice). Health Sciences would be restructured to look like the closest thing we could get to an actual medical center / biomedical programs. Animal Sciences would be the closest thing we have to a vet school. I wouldn't merge life sciences at all. If merging was an advantage, I would have two colleges: College of Natural Sciences and College of Physical Sciences. Like every other R1 in the US, I would have the university actually offer a biomedical engineering program/degree, maybe even a full department. We are decades behind and re-consolidating departments/schools doesn't change that. Also, I'd stop buying property and wasting money on construction projects that take nearly a decade.

All UW students would be required to gain ACTFL intermediate high proficiency in writing, listening, and speaking a language that is not English. All UW students would be required to gain ACTFL advanced low proficiency in reading a language that is not English. Utah invests in dual language immersion programs for K-12 students: <https://www.schools.utah.gov/curr/dualimmersion> The state of Wyoming and the USA need multi-lingual people to be globally competitive and diplomatically successful. When I lived abroad, the inability of high-ranking US diplomats to negotiate in the language of the peoples with whom they were negotiating was a frequent critique by foreign nationals. A similar principle applies to business. You can negotiate deals more favorable to your own company if you can negotiate in the language of your foreign partners. Learning a language entails learning how to think in a different reality and makes plain what different peoples value. Learning at least one additional language to the ACTFL intermediate high proficiency in all four language skills also enables leadership, whether in business or in government, to empathize better with a diverse workforce and population. It enables them to capitalize on US Resettlement Program to bring enterprising individuals and families to their markets and communities. The state of Wyoming does not participate in the US Resettlement Programs and consequently misses the opportunities to maximize the entrepreneurial potential of refugees and immigrants. <https://www.acf.hhs.gov/orr/grant-funding/key-state-contacts> Wyoming's unwillingness to participate is linked to its population monolingualism, which is the illiteracy of the 21st century.

Focus on land grant mission in agriculture and engineering fields. Support these disciplinary areas.

Do not form SOC right away, leave it as part of ENG for a period of time and focus on university wide digital literacy. Too much too fast and under-resourced. Sucking resources from well respected and successful programs. Retain departmental organization in reorg colleges. Slow walk this otherwise it will be screwed up. Can't rush this. Focus on land grant mission and support across the state with real dollars. Undergraduate education as core mission, remove administrative barriers to collaboration. This is core strength of university. Support ORED so that there is sufficient support for building research.

By supporting an interdisciplinary framework housed and led within the College of Arts and Sciences. Not by sectioning off academic studies into pods.

Get professors to focus on initiatives that actually have practical value to students and design courses that are relatable to students. I'd have a clear distinction between agriculture, medical and math/engineering/technical programs. I'd encourage cross collaboration when there is an opportunity to do so and get rid of the professors who won't go along with that objective and who don't collaborate. I'd focus on exploring research and technology in Wyoming that helps the people and businesses of the state. I applaud current efforts such as carbon capture, some extension programs like SAREC, etc. but some studies are counterproductive and don't align with agricultural values or the state. I'd put an emphasis on studies in areas that make Wyoming unique, like high altitude ag production, tourism, and energy.

Keep the College of Leadership, Advocacy, and Design.

More production Ag economics. More of what Chris Bastian and Tex Taylor brought to the university. What would the University of Wyoming offer for degree programs if the curriculum was reflective of the employment needs of the state of Wyoming? If 70% of all UW graduates leave the state of Wyoming, and 30% remain in the state, what percentage of those 30% have an agricultural degree? Do more Ag Econ grads stay in-state than Econ grads? For the retention and placement of UW graduates, should we focus on what degrees contribute to the graduates that are more inclined to stay in Wyoming?

This is a big question - the administration had an 86 slide presentation on their idea. I'm not sure this is the best process for soliciting ideas, so what I'll add, for what it's worth, is that a bottom-up process that relies on the ideas of the people most familiar with the day-to-day happenings would probably result in the best ideas. In other words, getting them together and soliciting their thoughtful proposals. Off the cuff, speaking for myself, I have research collaborations in Kinesiology and Health and WWAMI. I teach a bit for WWAMI. I am in CAS in psychology. I am not unusual in my department. Much of what many of us do is health oriented and not social. The MONEY for research and otherwise for what many of us do is in the health area (e.g., NIH) not social (e.g., NSF). Identifying us as a social science moves us further away from leveraging our strengths and collaborations in the health domain.

If I could change one thing about the university, I would commit to hiring professors who actually like teaching, and researchers who don't like teaching would not be forced into teaching roles, where they only teach their own research and fail to provide a broad overview of the topics at hand.

The reorganization plan lacks stakeholder input. Stakeholders recognize the fiscal challenges, but core industries need certain programs and curricula to be successful. The proposed changes to the College of Engineering and the College of Agriculture and Natural Resources do not reflect the needs of Wyoming's natural resource-based industries, major employers and key constituencies. Changes of this magnitude warrant a more open dialogue with the people of Wyoming. As Wyoming's lone University, coupled with the University's budget coming from the State and ultimately, the tax payer, citizens deserve more dialogue and information to help inform them on why the restructuring is needed.

Refocus Ag Econ on service to the state of Wyoming and leverage connections within the College of Ag and state stakeholders, students, and employers. Agriculture is important to Wyoming. As it is currently structured, Ag Econ plays an important roll in supporting agricultural producers, landowners, conservation, and state agencies and employers.

If we reinvented the university, there would not be two economics departments that are so similar. The current separation makes no sense except that it is how it's been done in the past. That is not a good reason to keep this inefficient and limiting situation.

It's honestly not about structure, it's about people. I've been a part of institutions that are world renowned and have very little structure, but amazing people in them. This proposal is all about form over function.

Focusing on academics, or sports would greatly improve UW. The football coach gets paid way more than he deserves. Building more skills that are needed in Wyoming would be a good investment. Skills like electricians, construction, child wellness, early childhood development, and investing in new growth with technology.

We need bigger departments that provide critical mass. Small, thinly staffed departments across campus do not allow for flexibility, innovation. It does not allow for a vibrant learning and working environment. Critical mass is needed to get big things done. So this plan is a step in the right direction!

Address the cost cutting by discontinuing programs and leaving the colleges intact

Well for starters I would make everyone understand (1) what an R1 actually is - including resources they have and (2) I would stop having say physics faculty make a decision about biomedical sciences or english faculty make a decision about music. All science isn't the same, all arts aren't the same, all research isn't the same, let's stop acting like it. I would also work really hard to get us our basic resources back. We are the only university that doesn't have DRY ICE. It's a simple thing but every time we need to do a chemistry experiment, I need to send my students to Safeway. Worse, I need to tell new faculty to budget extra in their startups because rotovaps that don't require dry ice cost more than the standard rotovaps that do. Let's get some basics here and then I'd be willing to entertain the illusion of us becoming an R1.

The overall plan is perhaps justifiable. The role for the new School of Computing isn't exactly clear, and that needs better communication. The execution has been inexplicably poor, and the optics lead to a university that is not serious about either tenure or shared governance. In fact, it looks like a university run by lawyers of the "it depends on what the definition of 'is' is" variety. That is what I would like to see different in the university. As far as offerings, from the educational side I think we're reasonably strong, though I would like to see more certificates that students can earn, preferably remotely. In my area (computing), I could see certificates in Web Application Development, for example, which would be more practical, less academic, and appropriate for online delivery. This would require support structures to enable faculty to teach remotely, either at the same time as delivering the class in person, or as a totally separate endeavor. E.g., the facilities and expertise of the Public Media folks could be a major factor here. For research, I would like to see more pre-proposal support. Staff with deep expertise with proposal writing could be a real game-changer.

I would move physiology to the College of Health Sciences. Physiology faculty can support each other getting NIH funding. They can better attract and recruit Neuroscience and BMS students. The college majors already take physiology courses - it is a no brainer that the cornerstone of human health should be in the college of health sciences.

In general, I agree with innovation, computing, sciences, engineering, and the outdoor/tourism elements of the proposed plan. I think what is missing is WY's cultural and natural heritages (i.e., agriculture & natural resources). I think there needs to be more of an emphasis on these types of programs. Additionally,

As the dean, I would give the head of each department far more autonomy, stop pretending athletics provide any benefit to the entirety of the campus, and try to hire MORE professors for promising fields that show no signs of shrinking.

Keeping the school of CLAD intact.

This is the question we should've been posed first, before a re-structuring was even suggested. And certainly, the massive re-structuring being proposed should have been arrived at through open, transparent processes. Now, we're being asked to do work that external consultants and upper administrators get paid (collectively) millions of dollars to do. And, we're being asked to do it for free, on top of our 1.5-3.0 FTE positions (let's be candid) while simultaneously knowing that if we want a guaranteed job, we should be applying for one elsewhere. Pres. Seidel said in the town hall today that they will work hard to retain faculty, but that is super costly, and the most competitive faculty will be in the strongest positions to negotiate. And many of them are already making big-dollar salaries. How in the world is that going to save the university money? *End rant* :). Now, what we really need to be thinking about is what genuinely encourages inter- (even and ideally trans-) disciplinary work. What I'm seeing from my position, in a unit that will be in the new CALS, is a predictable and ridiculous attachment to the old/existing structure. If Pres. Seidel and Prov. Carmen are serious about all this, they need to make starkly clear that they will not entertain structures that simply re-brand what already exists. And, people need to be free to propose large (as in way bigger than what UW is used to) departments. Right now, we're hearing from our 2-13 rep that they (the rep, the 2-13 committee, and our chair says the same is coming from the heads committee) just can't see how a big department would be possible. That kind of thinking is regressive and totally counterproductive if the upper admin actually want a modern university. We shouldn't have to be nearly-fighting about this in a faculty meeting. The President needs to make explicitly clear that faculty should, indeed **MUST** reinvision the whole system. Like literally, tell us that no existing unit, even in the CALS, is going to get to go by it's old name/identity. Otherwise, people who have power and inertia are going to drive this bus to to a cul-de-sac.

Take seriously that this university is about advancing the human—not just about jobs and money. Reenvision CASSH in a meaningful way. The disciplines remaining in that college are about negotiating the human—they aren't about the past.

I would look to real budget cuts, not this obscuring of results with a complex restructuring.

I think the chemical engineering department supplies a lot of research offerings and grants that are valuable to the university. If I could reinvent the university it would look different by combining or discontinuing some of the College of Arts degrees as they don't bring in as many grants if any. I think we need to keep the structure of our technological degrees, agriculture degrees, business, and pre-med degrees as that is what the university survives off of. The world is going to a more technological advanced state and if we continue to discontinue/shut off our

avenues towards this we are going to be struggling. Chemical Engineering has provided a NASA grant which is an internationally known company. Computer Science and Electrical/Computer Engineering can also bring in several technical grants with huge companies as they are ever growing. Tesla is one of the largest companies in the world and is based off of technology. This should be taken into account. 9H energy also provided funding to the engineering department and is looking for technological advances.

Why does it have to be reinvented? Was the University of Wyoming so bad that you have to rip it apart?

charge more so we can actually provide an education. barring that, allow for buyouts

Part of this cut seems to be driven by the desire to be perceived as a "research institution." Eliminating a "soft science" in favor of expanding the engineering department is counterproductive to that goal. Doctoral students for the counseling program routinely present their research at conferences. Each year while I was a student there, the counseling department took a delegation of presenters to ACES. Presumably, this practice is still ongoing.

Counseling would instead be asked about what they do and what they could do. Certainly things can change but to rid the state of a major contributor to addressing the mental health needs crisis in this state is the exact wrong way to handle this situation. Our new investment in telemental health will go to total waste instead of being a new way to serve the community and Wyoming families struggling right now. Depending on what UW demands and how the program can be supported, not thrown away - COUNSELING AND SOCIAL WORK ARE NOT THE SAME AND GO THROUGH VASTLY DIFFERENT TRAINING. There are lots that the mental health programs can do together to SUPPORT one another as pre-service and professionals but support that, not the stripping away.

Keeping the CLAD program in its entirety is a must.

The department of chemical engineering could be moved back into petroleum engineering or the department of chemical engineering is to be reorganized to include the chemistry department/degree. Basically the opposite of what is being proposed. It is easier for a chemical engineer to receive a job offer after obtaining a bachelor's degree than it is for a chemist. As chemical engineers can work in almost any field of engineering. Chemical engineering provides many research opportunities and in many different areas. We also bring in other majors to participate in our research projects, so by removing those opportunities you are providing fewer opportunities for other students outside the chemical engineering department.

I think it is most important that each degree program involved in reorganization retain a percentage of the teachers with experience teaching that subject. I understand that budget cuts are needed, but the quality of education cannot decrease too, otherwise UW will have an enrollment problem. It is also important that UW make a public announcement that changes were made not because of the quality of the programs, but due to a need to reorganize for budget cuts. Finally, I think it is important that RSOs be supported, even more so now. With different degree offerings in the same department, students may feel more isolated than before and struggle to stay in the degree program. They need a method of finding other students in the same program and learning about the industry they will work in. These were crucial for me and my peers, and are an elevated need now.

The strength of the University is centered in its people, both in the faculty, the staff, and the student body. If I were to reinvent the University, I would focus on allowing the faculty and staff to cultivate the excellent academic cultures they are capable of, without administrative interference. Frankly, there are too many administrative positions at UW, and if budget restrictions must be made, that is where I would start -- not by eliminating degree programs, faculty, or staff positions. I also question the necessity of all of the building going on during these budget crises; if we must restrict our budget so severely that it negatively impacts academic programs, why is the University carrying on with multimillion dollar construction projects?

Moving forward into the 21st century, I think there should be a department exclusively focused on all forms of energy development. We have scientists in many department researching Solar, Wind, and Geothermal. Clearly we have a dependence on fossil fuels that cannot be eliminated immediately. I think researchers in petroleum engineering should be merged with other faculty that research renewables into its own department of energy resources. The rest of the faculty in the geosciences that research surface processes, and climate change should be allowed to keep their own department of earth science related research. I think keeping these two research areas separate will make the University a more competitive research institution as it will diversify our research

goals and make it more readily known to those looking to come here that we have a variety of research and degrees all related to scientific problems we face moving forward in the 21st century. Additionally, to restate what I have mentioned before, if the goal is to become an R1 scientific research institution, we must fund our facilities and those that run them. This goal is impossible without their knowledge and skills.

Look closely at the NEEDS in the state and then choose programs to add/delete based on those statistics. I am not opposed to adding new programs that are suggested, but do nearby Universities offer those. Perhaps not add programs during this time of financial stress and keep what you have done well.

I would rather the University focused on investing in it's students and faculty. The best way to increase attendance is by creating a desirable environment. Cutting departments and faculty while also removing degree options is not going to make anyone want to come to UW.

There would be no circumvention of tenure by discontinuing departments that are recreated in slightly different form immediately afterwards. Further, offers to new faculty need to be competitive with R1 institutions in terms of salary, teaching load, and startup funds.

If I could remake UWYO, I would do the following: Focus on Engineering, Agriculture and Business with A&S managing the common language, writing, languages etc required for success in the focus areas. Engineering would have the same basic structure and would include a major computing focus that would offer classes as desired in ""computing"" issues/theories/operations. I would VERY strongly leverage the NCAR Supercomputer linkage and focus on the use of Data Support in Decision processes in all departments. Agriculture is a major driver of the State. I would add forestry and wildland fire to Ag. I would move Ag Econ to Business. I would retain Range Management and dryland expertise. WYO is well positioned to be THE world leader in High/Dry land management and usage. In the Business area, I would focus on Economics, Analysis, Entrepreneurship, How to set up a business (incubator and practical how to do it) and STRONG advising for Fac/Staff/Student innovators to get 'em up and commercial. In the Law arena, I would retain water law as a focus and then work on commercial law for practical application and have all Engineers take such a course.

We should not eliminate the counseling program at UW. That could cause a chain reaction that over years causes counselors at the elementary school level to not be available. It also sends the message that counseling is not an important piece to the education of our young students. Having counselors in elementary schools is a huge part of our overall programming. And we are seeing an increase of students who come to school bringing the impacts of early traumatic experiences with them. Counselors are specifically trained to work with students in a capacity to address those needs. Teachers, while highly trained, do not have that specific kind of training. Please consider keeping the counseling prep program at UW. Thanks

Na

Market counseling courses and services on campus. Provide the counseling department with the funds and support they need to grow and retain students. Continue encouraging students to work on and maintain mental health progress in order to support them in their personal, social, and academic lives.

Provide more sports (Baseball, Lacrosse, Alpine Skiing, Women's Fast pitch Softball, etc.) UW historically continues to cut sports programs - maybe it's time to revisit instituting them again. We have an advantage with our location, high altitude, and community and student support. Look at the Olympic Training Center in Colorado Springs, I feel UW could recruit, develop, and be produce top athletes if given the opportunity. The pandemic has decimated many programs, let's look ahead and pick it up and carry it forward.

<https://www.si.com/college/2020/06/11/college-sports-program-cuts-ncaa-olympics>

I think the university needs strong leadership that will look to make our state better as a whole and not follow whatever money is available in the moment. We need sustainable growth and transparency.

Devolve authority, responsibility, and decision making back down to the departments. Then make the department head positions full time and give them time to do what is right to build the departments. The university wide effort over the last 5 years to consolidate all authority and decisions (while somehow forgetting responsibility) doesn't really seems to have made any progress. How can a department be held responsible for its enrollment when there is no time or money for the head to go recruit? Half time job descriptions for department heads is just crazy. Where is the time to work individually with faculty to develop new funding proposals?

We should invest much more heavily in support, administration, and infrastructure for research activity - but in areas FAR beyond simply engineering and the sciences. An emphasis on the humanities and the arts should be an integral part of making a great university, and research support in these areas should be specific to these areas. Simply hiring someone who knows engineering grant writing is of no use whatsoever to 2/3rds of the university. We need more specific means. Also, modernizing the way faculty are reviewed and activities are weighted within those reviews would help our culture immeasurably.

How is cutting faculty going to get us to R1? The faculty are the ones that write proposals and bring in research funding. In addition, after faculty are cut, but programs remain, the remaining faculty will have more teaching to do. This will not result in more research productivity. Even if full departments are "fired", salary compression for associate and full professors is so bad, a current full professor salary is likely to not cover the salary required to bring in a new assistant professor. This cost also doesn't include the hundreds of thousands of dollars necessary to provide start-up funding for one new assistant professors, let alone a dozen of them. Finally, these new assistant professors will require reduced teaching loads as they start their research careers. Who will be teaching these additional courses? It is disappointing to see the departments and programs target by this proposal to be discontinued. Currently in the College of Engineering and Applied Sciences, there are 14 women faculty (either tenure track or instructional). The proposal recommends discontinuing three departments (electrical, computer science, and chemical). These three programs account for 50% of the women instructors in the college. How will it be possible to mentor and provide appropriate role models for our female students if all of their role models are terminated? We need more women faculty in the college, and yet we are going to terminate the ones we have worked so hard to hire and develop. It appears that at least 5 of these women were spousal accommodation hires. Where would the female diversity be in the college without these hires? Also, from a diversity effort, targeting the chemical engineering program will have a negative effect of the percentage of female students in the college. Nationwide, chemical engineering draws significantly higher numbers of women than mechanical, civil, electrical, and petroleum engineering. Discontinuing the faculty for this program sends a strong message to the young women of Wyoming and their parents that UW is not interested in providing a program in which they can feel welcome and comfortable (and have appropriate role models). Discontinuing these departments and firing the faculty will also have effects elsewhere. There are multiple faculty in these departments that also have spouses working here at UW. Firing one faculty member from these departments will also result in the other faculty member leaving the university.

I wish we would could change the communications strategy with the campus, the legislature, and the people of the state, while taking a long and short view toward adjusting the financial picture. Other states have been through this, and now operate on far less state support than we receive without needing to cut deeply into their programs. If I could help with that it would look something like this: 1. Study other institutions that have experienced a swift downturn in state support. I have heard that West Virginia may be a good example. Ask leading legislators to be part of this picture. What changes did they need to make to make the transition toward strong institution with less support? 2. Create a narrative with the legislature and the public about being a strong institution (great research, teaching, scholarship offerings, etc.) transitioning to a new economic future in Wyoming, relying less on the support of state. 3. Be clear. We're going to increase in-state tuition by big margins, but go after one-time increases to Hathaway to lessen the blow. Ask the Foundation to emphasize scholarships. Ask the legislature to support you as this is the cost of being a solid institution that doesn't depend on it for everything, that can generate funding for the state, etc... 4. Keep up the research mission and push it hard with faculty who don't currently go there. By pulling on these levers, we can pull ourselves through the space we're currently in. Support, recruit, and retain faculty who produce and invest in the research mission. Ask the Foundation to help you here too. 5. After we go through the current cuts, the morale on campus will be lower than it's been - and it's been low. The campus really needs a cheerleader and to know that they have a team fighting for them. Most of what I've written is probably on the list already, but more than anything, I would be conscious of the need to lift up a fine faculty and staff who have experienced many losses over the last several years.

A School of Geoscience, where all those studying the Earth, its climate, its water, its plants can be studied in an integrated way. The challenge is, how to delineate such as school: ATSC is squarely part of it, so are elements of GEOL, Ecosystem Science and Management, as well as Botany and WYGISC.

The culture of this state and history of the university should be taken into consideration when deciding which programs to change. The University will never be the best in all degree programs, but it has the opportunity to be world class in a few. Those programs should be the focus.

Focusing within the College of Agriculture and Natural Resources, I support refocusing it to become the College of Agriculture and Life Sciences (CALs). Within CALs, Animal and Veterinary Sciences would be merged into a new building off Harney and 19th with a state-of-the-art veterinary diagnostic laboratory, along with labs that meet the needs for the new department, including PCR equipment, incubators, incinerators, various biosafety levels, sequencing equipment. This new building should also have teaching laboratories and livestock buildings with surgical suites to allow courses to be effectively taught. I also think this department should take over the supervision of the Laramie Research and Extension Center, which includes the swine, beef, and sheep units. Another newly formed department would merge range science, botany, and plant science. There are not any obvious other reconsolidations of Zoology and Physiology or remaining areas within Ecosystem and Management.

Have you really considered UW's strengths? Or is this just politics?

ARTS and Humanities seem to be sacrificial lambs to STEM. It has been proven time and again that they are integral to each other. STEM informs the arts, and the ARTS inform STEM. Students who discipline in both are some of the strongest candidates for jobs and are better and more well informed creative thinkers.

The Masters of Counseling Program would not be cut. A clinical skills practice lab would be beneficial at outreach locations to provide low-cost resources for citizens while also providing a structured environment for mental health workers to practice specific skills and gain additional certificates (such as play therapy, EMDR, etc). This could further partnerships between UWYO and communities across the state.

This is not in my purview.

I am not sure, but CLAD is an important segment to retain.

I would allow the departments to stay together rather than breaking them up and consolidating them with others. I am not opposed to moving to a new college, per se, but destroying the department we are in will have long term negative consequences for the faculty and UW as a whole.

These massive changes year after year are having a negative effect on the core foundation of UW. If we lose our students, who cares about the research!!! It'll all be gone. Restructure administration from the top down. Get rid of all those VP positions that have been added in the past 5-7 years and there's a ton of money saved. We don't need all those chiefs, the front line folks have done the work for a long time and done it very well. Now there is so much bureaucracy and added steps that are NOT needed that nothing makes sense and it takes days as opposed to hours to get simple things done/approved. Legal and EEO need to be taken out of every automated process and used as resources like they used to be, not decision-making units. Aligning services under clear management lines is great. Make sure that all the staff and processes under that management line are clear as well. Stop charging units for services provided by other campus units. It all comes from the same darn budget allocation. Why do I have to pay for a service that's already funded to provide that service to campus? ex. UW Operations, Telecom, IT. I get paying for extra or non-standard supplies or equipment, but not the services. The Biggest difference of all - Having a person or team dedicated to communicating to the campus (not the media) what's happening, what's going to happen, and how to navigate the transitions. Publicize process changes, no matter how small. We stink at communicating to each other on campus when we make changes that affect others outside of our units. It's highly frustrating and sometimes very embarrassing to not know that something has changed and then not know what to do.

We need to see areas where we already have strengths. Whether by chance, pro-activity or induced by the State, the following areas have emerged and become important: 1. Materials Science and Engineering. This group is already multidisciplinary and can make use of mineral resources, but also work on current needs of the market, taking advantage of relatively low-cost energy in Wyoming. This is not confined to Physical Science departments or Engineering. A strong connection with Computer Science, and Electrical and Computer Engineering has developed. 2. Bioengineering and Biomedical Engineering. We already have a strong integration across some engineering departments as well as Molecular Biology and some Health Science groups. 3. Advanced computing, renewable energy and a few other areas. I think that creating Institutes and Research Centers from the ground up

As stated in my opening comments, the university must raise tuition, significantly. This would likely have the effect of lowering the student and employee population, reducing further the number of degree offerings, and lowering the number of ancillary activities. While under the thumb of the legislature the university IS primarily an agriculture and energy (primarily carbon based) research, outreach and education organization. What needs to be added to that list, regardless if the legislature realizes it, is tourism and leisure.

Creating uniformity in service delivery across all units and colleges will enhance the student experience and help to eliminate duplicative efforts and confusion for both students and staff. While some unique qualities may be necessary for individual programs, the degree to which this is in play at UW creates far too much variability in service delivery.

I would endeavor to keep it as a true 4yr university including viable departments outside of engineering. I understand the state doesn't want to shell out money for education but now is the time to confront them with what they are doing to education in the state, K-12 included. There is money available and we need to be using it to build Wyoming's future through education. We will be nothing but a tourist hot spot for the wealthy if we don't take a stand now. And that means everyone. The university should lead the way and we as residents need to support our schools and university in obtaining financial support from the state.

There are departments on campus that bring in their own money but are constantly hindered by ORED, or having extra money taken from the department never to be seen again. I would start by investing in the departments that make money for the university and working with them to find out how their needs as well as learning from these departments. Fix ORED, projects are getting lost because of the restrictions and time it takes for them to clear things.

More on line offerings like southern new hampshire has done

I think that restructuring to help have more specific degrees for the fields in Wyoming. A benefit of the counseling program is the professionals begin to work immediately in the communities. Tourism is also a positive benefit that I think can benefit the communities if there are jobs to come to post grad.

The only disappointment I find in this restructuring of A&S is a continued lack of a commercial graphic design/digital media focus. Although we are not a vocational institution, the University lacks current, real-world offerings in graphic design, commercial web development, and use of business world marketing technology tools. These are programs many students today are very interested in, and the skills in those areas are very marketable in the workforce. Coming from a liberal arts background myself, I was appreciative of the well-rounded traditional education I received but was also provided with tools that would make me job ready. I don't see that our humanities students are as well equipped with real-world skills as they should be.

I would reduce Administration by about 50%. Their salaries relative to their contributions would be an obvious place to look for savings. They typically have "grand visions" that entail a glut of work by people who are actually involved in the mission and purpose of higher education and - apart for creating extra bureaucracy and headaches - they accomplish fairly little.

In the past 10 years the University has become top heavy. Suddenly there is another hire in the Presidential/Provost suite, particularly in financials, with exotic salaries. Why are there no reductions being made at this level?

We need a clear focus on our mission with a clear shared vision and common language. Putting that into place we could cut back on our offerings to those that are most sought after by our students at all levels and build a strong core of programs. Ideally, I would like to see a definition between elementary and secondary education because the programs are vastly different. Elementary does not require a content area focus and is completed in house. Secondary works closely with other contents and may fit better shared with those colleges.

What is today in the university is absolutely not perfect, but make yourselves useful and press the professors to deliver quality education. Stop organizational assignments based on loyalty and friendship, and switch such decisions based on merit and hard work.

Focus on good professors and programs versus new buildings and paying a poor president

Addressing Wyoming needs.

The College of Engineering is a strength for the University of Wyoming. I personally would try to not mess with that college. I can understand integrating physical science degrees into the College of Engineering because the curriculum overlaps but I cannot see the benefit in the reverse. Many of the international students come to the University of Wyoming for the College of Engineering or for a physical science degree and I am also curious of how this reorganization will affect that metric. If my engineering department is discontinued that will affect my future

donations to the University of Wyoming and recommendations to the younger generation of attending the University of Wyoming for a STEM degree. If the University of Wyoming no longer wants their STEM degrees to be treated with the utmost importance then my future children will attend a School of Mines.

I don't understand why the University is looking at these specific academic programs to discontinue/re-organize. Can the University focus its budget cutting on other programs? Perhaps programs where the University did not spend lots of money on a new STEM building to promote those degree programs and then cut multiple of those departments. The University of Wyoming's strength is not in its athletics programs. However, the University of Wyoming does have strength in its College of Engineering so why would the University want to demolish its engineering reputation.

Invest in our ability to attract external funding by properly funding and staffing the research office. Create a "School of environmental systems" that includes atmospheric science, biology, geology, Haub, ecosystem science and management. Focus on leveraging our place-based strengths, particularly related to understanding natural systems that dominate Wyoming.

A college of Science is required.

This plan is ridiculous aside from adding the hospitality and tourism degree. Why would you cut programs that lead to actual careers that pay a livable wage: counselor education, computer science and engineering. If budget cuts are necessary perhaps considering cutting programs where graduates cannot find a job in the field such as bachelor's degrees in psychology, history, philosophy, English, Spanish, criminal justice, etc. This is the most backwards resolution I have seen at a collegiate level. Also you can reduce funding to athletics.

Look to the companies that will profit from the universities educated students for funding. Create more structured relationships with these companies to tailor and streamline the educational process to expedite future workers into the community while creating a sustainable flow of students to provide resources for the University.

I would reverse the entire plan and put more funding into the university.

I would give equal funding to the arts and sciences. I would make Wyoming attractive to all students as well as out of state applicants

Keep STEM departments! The future relies on young men and women to continue pursuing degrees in STEM. Do not discontinue engineering departments.

See above answer. Also, again, taking into consideration the needs of our students and the professions in high demand but lack workers in Wyoming.

Don't drop the Chemical Engineering Department.

The new opportunities for growth are great, just don't shut down the one program that provides mental health professionals to our state. I'm all for growth and continued research, but not having enough support in the heart of our communities and schools will have long term affects in all areas.

Keep the Counseling Education program!

Instead of merging these two departments, petroleum engineering should be merged with engineering, or, if the departments must be merged, petroleum engineering should be a subset of geology. Hype your geology

department more. If this department remains untouched, and is allowed to operate as it currently is, it will remain one of the best, most affordable geology programs in the country. Geology is a vital field for training students in the future of energy resources and earth systems, and serves to help students better understand earth's history.

If I could reinvent this university, I would reduce the salaries afforded to the athletics department and high administrators. This is a university-- not a football team-- and reducing the Geology and Geophysics department, one of the most vital departments on campus, is not the way to address budget cuts.

Counselor education is a strong profession with national accreditation and a deep research base. By eliminating the school of counseling, leadership, advocacy, & design UW would jeopardize important collaborative and interdisciplinary opportunities. As someone who specializes in school counseling, I know that collaboration between school counselors, administrators, and teachers (early childhood to college) is critical for student success. Education currently is focusing on non-cognitive factors, social-emotional learning, and trauma-informed teaching. By removing a significant number of qualified school counselors from the workforce young people will be left behind.

Don't prioritize athletics over education

The University does not need reinvention in my opinion

I would combine department heads within the college of engineering to cut the costs of the higher up administrative positions. Chemical Engineering and Petroleum Engineering do not need two separate department heads. Professors are the last employees that should be cut. Remove unnecessary higher paid positions.

I would not be proposing to get rid of an important program such as counseling. As a current graduate student in the counseling program, my heart is broken to hear this news. Knowing how important and in desperate need this state is for good counselors, this will be devastating to the state and the people who suffer from mental health disorders. There are other areas that you could cut from the school, this should not be one of them. UW is the only university in the state, and to not offer a counseling program seems silly. I know I would no longer support the university because they no longer support my career and the people that benefit from counselors.

Instead of expanding the physical campus, invest in virtual learning opportunities that support distant learners and current and future faculty.

I would expand on our mental health programs. They are in high demand and by increasing quality professors, we will see more and more students choose this path. CACREP accreditation is important and requires a certain number of staff for a reason. The University has faulted on this in the past in what looks to be an attempt by the Education Department to try to get rid of the program. Follow the standards for accreditation and you will see an influx of students in this field. It's a smart field to enter into. Students will be more prepared for future careers as they seek the free counseling services. They have access to these services even if they struggled and dropped out and are working on coming back to good academic standing.

Take a closer look at small graduate programs. There are graduate programs across the universities with less than 20 students. Eliminate those programs. Also, administrators need to take a look at their salaries. I would assume that a 10% reduction in their salaries would make a huge difference in the number of faculty that need to be fired. UW needs to understand what make a university...it isn't administrators.

Keeping the counselor education program!!

For starters, slash the useless degree fields like art history and such. Social sciences don't need their own college. This is the time for STEM to expanded to meet the challenges of today's world. No offense, but understanding art history doesn't solve the complex problems of a global economy and push for more and cleaner resources and energy.

See previous comments Additionally, do not eliminate the pedagogy program in orchestra.

Incentivize entrepreneurship and innovation at the program level. Currently, when a new idea is suggested - such as creating an online degree track - the typical response among faculty is that effort would require too much work relative to existing duties. Currently, when a restructuring or refocus plan is offered at the program level, the response from the deans office is skepticism phrased as "if this is such a good idea, why haven't you done this already?" A support structure incentivizing entrepreneurship and innovation would help overcome the inertia of the status quo. I want to create a 100% online degree program, which the market analysis indicates would be well received. Figure out how to incentivize not only my efforts but also the approval of my department head and my dean.

It needs more emphasis on those matters that affect the every day lives of Wyoming citizens and hold high priority for those programs that serve the health and well being of people.

I would focus less on sports and more on mental health

Elimination of a CACREP program will greatly harm our state and how we treat mental health. We strongly encourage UW to reconsider and find a solution that continues to grow future counselors for our state.

While in the counseling program, I noticed there was a disconnect between CLAD and the rest of the College of Education. That made it hard for those of us who made the decision to do the school counseling track. Our practicum and internships could have looked similar to what our student teachers experience but there was no real connection. I would like to see CLAD and the degrees associated with it remain, but see it more closely integrated within the College of Ed.

I feel that research is important in many areas of education. Most of what is being proposed, I agree. We do need to consider the current changes to keep up.

Continue supporting CLAD, and work towards ways to increase and maintain enrollment.

Counseling and psychology would work closer together to conserve resources and not duplicate efforts.

A better, stronger, and more consistent connection to what we ALL need in Wyoming - good jobs, a place to raise our children safely, and a quality education. If UW drops dozens of program that help achieve that, all of those things start taking a hit. While I can understand a need to be a better, leaner, and more focused UW, the University will spend millions of dollars on Engineering, Petroleum, and other energy related endeavors and then when a consistently strong program like Counseling is looked at, it seems like a great place to cut. Perhaps UW needs to better understand the totality of what Wyoming needs, not the "easy" stuff like energy and tourism. If we can't keep the mental health of our residents strong, by producing solid mental health and school counselors, all the rest is lost.

Keep the counselor education program. Work hard to continue producing masters level mental health professionals. I cannot emphasize enough the enormity of the problem caused by isolation and lack of mental health services in the state. Please look at the statistics re: suicide in our state. We should be doing MORE, not less, to protect the lives of our Wyoming citizens.

A school of counseling for all the branches to help students achieve licensing.

I don't know how to answer this.

Reduce the number of upper management/administrators. Cut athletics.

Strengthen business. We need a school of business that can focus exclusively on business. If the university wants to prepare students for the future and be more entrepreneurial, we have to allocate (a lot more) resources to business. I hear all the time about companies that want to expand but can not find the people with the right education. I have also seen some of our best (and native Wyoming) students leave the state because of the poor program offerings in business. Environmental economics and ag econ should have both been consolidated and moved to Haub which specializes in this area (even its name is the School of Environment and Natural Resources). This part of the plan exemplifies the lack of thought and poor planning that continues to plague the university.

The fix is simple, a proper allocation and increased tuition. The allocation should be based on student credit hours with weights applied to graduate programs. This is the most efficient way of making a university responsive to educational demands. Research has to be rewarded and not cut. Grant money should stay with the faculty that obtains it and support has to be provided to those units. There also has to be a realistic view of the research being conducted. Technological is necessary for the future. We should be investing in social science research as well, but great care should be taken to determine what areas should be considered and ask questions like 1) do our graduates obtain good jobs in those areas? 2) Do those areas benefit others (and financially has to be part of this question)? 3) What is the cost/ benefit of the graduate program? It can not be a bottomless pit of resources with high faculty/ student ratios. It stikes me as significant that the university continues to look for a never found solution to budget problems but refuses to use the simplest and most direct method.

A recentering of humanities, particularly in the core and as interfacing with all other disciplines.

Cut administration pay

Instead of creating a new school of computing, it should be a program built into engineering to decrease the number of administrators needed. The bump in publicity and support from creating a new school will likely only last a few years after which the University will have to justify their inflated administrative costs. I think computing is a fantastic program to invest in, but the University is being far to grandiose about it. This is a conservative state and stakeholders and legislatures will respond positively to responsible business plans. Given the size of our university, we must be diligent about planning for the future and ensuring we remain competitive. One way to do this is to ensure we are retaining our most productive faculty by offering retirement incentives.

There are many departments which could be cut. Some that have few students compared to staff are kinesiology and business economics. Programs whose students are getting jobs and benefitting the state, such as engineering or accounting, are struggling. We have many more admins than actual teachers. I've never seen a moor poorly run university.

Focus on quality teaching, even if there are a smaller number of offerings. Teaching is our core competency! Don't add new areas that we cannot afford under the current budget scenario. UW seems too small to host a school of computing. Can we compete with the likes of Boulder or DU in this area? I doubt it. Ranch kids for the most part do not want to be coders. They will be more desirable employees if we can just give them good spreadsheet skills. Likewise with the Hospitality. Are we going to teach people how to be hotel maids or big game guides? Because those are the type of jobs available in this sector in our state. Good small business skill in general will be much more appreciated in the job market.

If I could reinvent the University, I would dissolve the Board of Trustees. Professors know best. Also, stop building expensive buildings we don't need, give the money to departments that need it.

HUGELY better fundraising. Fewer schools. Do you realize the Haub school just got approval for a major that will compete with majors in Ag and Arts and Sciences? What is your justification for that? Strengthen the Colleges and Departments instead and do NOT allow the Schools to compete with programs that have been in place for decades and that serve the Wyoming students. Work on keeping the good programs in place. Strengthen them. Shelve new projects that are just the hobbies of certain administrators, trustees or legislators.

Hmm. That's tough. For starters, our governor would appoint trustees with a nod to their expertise, and maybe to diversity. By "diversity", I don't mean BIPOC/transgender/etc, necessarily (although it could mean that, I guess). I mean a diversity of backgrounds, such that at least some of those appointed have some semblance of qualification. Currently, we have a board of trustees populated by business interests, too arrogant and naive to self-reflect (e.g., maybe--just maybe--the constant administrative turnover at UW reflects something deep about the institution? if so, what? and can we fix it?). These individuals have no expertise and seemingly little interest in higher education. Why do they serve? For a similar reason that the U.S. Assistant Ambassador to Vanuatu serves--they were buddies of the person who appointed them, and they think that it makes them interesting at dinner parties (despite no expertise or interest in the position to which they were appointed). So, it's not particularly surprising that UW's administration is dysfunctional. Second, our university is good at a few things--not many, but a few. Given our size and financial constraints, we can only afford to be good at a few things. Inexplicably, however, our administration wants our university to be mediocre at many things, which contributes to our perennial crises and fleeting longevity of various programs. To borrow a phrase from our current parlance, your committees should "Do The Work", and figure out what we're good at, and then throw our weight behind that. This will be painful. What "we're good at" may be different from the home departments or backgrounds of those individuals on your committee. Please resist the temptation to, for example, try to argue that we have "real strengths" in Theater & Dance, or Religious Studies, *even if* the heads of those departments are on your various organizational committees. Understand that your committee members may have built-in conflicts of interest, and they could therefore attempt to resuscitate programs that should've died long ago, again given the constraints of UW. Some departments are doing really well, and you're messing with these highly functional departments because... why, exactly? I don't know. Presumably, it's to save money somewhere, or to generate an illusion of accomplishment to the legislature. But I don't get how putting Geology in with SER, or Botany and Zoo/Phys in with Ag, or Ag/Applied Econ in with Business does these things. I am baffled as to why you'd mess with some of the few departments on campus that are doing really well. If the rationale were explained clearly and succinctly, perhaps there would be less confusion surrounding these various vague proposals, and people wouldn't be making up their own stories.

When I heard the vision was to make the University more entrepreneurial, I was actually excited. I envisioned expanded partnerships with businesses, more University designed and crafted products made for alumni and

more internship experiences possible for students. I have become pretty disappointed with the notion the somehow entrepreneurial means obtaining more external federal government funding. Frankly speaking, with the "share" ratio between the creator and the University, why would anyone pursue something exceptionally financially lucrative and groundbreaking while still tied to the University?

Tragically, U Wyoming has never been able to capitalize on its strengths, with the exception of Petroleum Engineering. Other strengths that come to mind include Geology, Ecology and Evolutionary Biology, and Economics. We will never have top-notch programs in History, Music, Religious Studies, and the like. The geographic location isn't sufficiently appealing, and we won't have the undergrads or private donors to support them. We *desperately* need to acknowledge this reality to survive. Offensive and harsh though it may be, it is true. My hypothesis for our inability to capitalize on our strengths is that administrators often are either (1) hired from the outside, and jump ship after 2-4 years (so, not enough time to recognize and play to our strengths); or (2) hired from the inside, often because they are attempting to escape dysfunctional home departments (so, an obliviousness/apathy toward the departments that are functioning). We also need to greatly reduce the strings attached to our state legislature, which will reduce their financial contribution. This is perfectly fine. To replace that money, we should raise tuition, expect faculty to get more grants (and hire sufficient staff to facilitate this), and expect the UW Foundation to start doing its job (see below).

The University would look like UW looked 15 years ago. Better student to faculty ratio in certain departments, more research support, lower teaching load, more support from the legislature, more reasonable leadership from upper administration.

Less alliance with the state's goals and more focus on ACTUAL innovative entrepreneurship instead of spouting the meaningless phrase of "entrepreneurship" while encouraging everything to remain status quo and leaving our finances in control of the state. Actually encourage REAL entrepreneurial innovation. UW needs more funding from outside resources. UW needs to focus on more than just padding Ag and Engineering just because it's "in the state's best interest." It's in the state's best interest to RETAIN intelligent, innovative entrepreneurs who can help WY break free of being a boom and bust state. It's NOT in the state's best interest to retain oil field workers and coal miners because that isn't the future. Wyoming needs brilliant minds who can think outside the box to help our state from becoming a state of ghost towns overrun by Texas oil barons. I'm fifth generation Wyoming. I come from coal miners and cattle ranchers, neither of which anyone in my family does anymore. Why? Because that's not ACTUALLY what Wyoming can offer to most of its citizens. The younger generation is leaving Wyoming because of this. We need to retain our young, brilliant students by offering MORE than what the state already offers. Students aren't going to college because they want to go into the oil field. Oil field work doesn't require a degree. Instead of focusing entirely on benefitting Engineering and Ag (and creating a School of Computing?? When you're laying off 65 people??), put more focus on expanding College of Business and establishing SOLID alignments between all colleges. Have the College of Business be a strong partner for all UW colleges to take REAL steps toward this "pillar" of entrepreneurship. All A&S majors can benefit from having an entrepreneurial focus and being able to promote businesses beyond fossil fuels will help the state. I'm not talking about encouraging entrepreneurial minors because, let's be honest, that's does nothing to actually help UW. I'm talking about solid connections between CoB and the colleges as ORGANIZATIONS, not just the students. CoB is a BUSINESS school. Surely it can help run the business of UW. Reorganizing doesn't promote interdisciplinary work in the slightest. Reorganization further alienates A&S by putting similar fields together. How much longer do you plan to keep A&S around before you lay off the rest of the faculty because it doesn't align with the state's reliance on fossil fuels? Wyoming won't have a future unless it breaks away from this reliance, and UW should be the CATALYST for change in the state, not an institution to keep things status quo. That's the whole point of a university. I didn't

attend UW for my own bachelor's degree because of this. I didn't think UW was a good college because of this. Working here now, I know that UW offers a valuable education. But it won't if the focus remains on fossil fuels.

I believe we have to look at what degrees provide what jobs and what the income would be providing after graduation. This information would be huge to students and would allow for the university to ensure they are providing degrees that will allow students to be successful.

The geology department is one of the best departments the university has to offer. Geological research needs to continue at the level it is because it is crucial to maintain the economy of the state. Geology is one large asset the state of Wyoming has and it needs to be utilized more. Cutting out untenured faculty in geology will crush that department. One particular professor, Janet Dewey, must be kept. She operates a geochemical lab which is utilized by researchers across several different colleges. The work she does cannot be replaced and if she is lost, many research projects will not be able to proceed.

I believe the proposed changes to A&S are unnecessary, and will not promote university growth or help us to achieve R1 status. With fewer faculty, we can admit fewer students, will likely experience greater teaching loads, which in turn, will reduce our opportunities and abilities to apply for external funding.

I would leave the people, departments, and colleges as is. If things need to be cut, what about cutting classes and working up from there? How about not mowing the same areas 3 times a week? How about improving the efficiencies of our buildings? Lights get left on all the time. Little things like these can really add up. Beyond cost cutting, more revenue sources need to be explored. What about creating a center where students can rent out their services to communities around Wyoming and UW gets a chunk of the profits? Such as art students painting murals, or business and engineering students being brought in on summer consultancy/intern projects. How about instead of dumping millions of dollars to a system that really doesn't fit our University (WyoCloud), we use the student and faculty brainpower in the College of Engineering and the new Computer Science School to come up with a system that will fit us perfectly and have the techs to work with it right here in house. Oh, and then we can sell it to other Universities and make a profit off of it. Finally, cut some of the consultant firms the University is using. There is too much money going out, and these type of firms and organizations are sucking us dry.

Can we just make the cuts already proposed without re-arranging the colleges? From where I'm standing, I don't see why that couldn't happen. Presumably, I'm missing the part where perhaps UW will be making some money off something... A footnote here: We've been promised transparency in the budgeting ever since we invested in the new finance system but it has been--from my perspective--increasingly opaque with the new system. In NONE of the many committees I served on during this past year regarding the 2-13 process were NUMBERS ever provided or considered as we debated ways to save money--RIDICULOUS!!

I talked about this in the first portion of this. Not a school of computing, that's for sure.