

2005-06



UNIVERSITY OF WYOMING  
REPORT CARD



the second cycle

# The Second Cycle of Planning

The *University of Wyoming Academic Plan II 2004–2009*, approved by the Board of Trustees in May 2004, guides the decisions needed for UW to advance its teaching, research, and service missions. Like Academic Plan I, implemented during the period 1999–2004, AP II also sets priorities for the institution's support services and capital facilities plans. During the past year, the second round of support services planning was completed, resulting in the *University of Wyoming Support Services Plan 2005–2010*.

At the heart of AP II are (1) a set of six areas of distinction, which define the long-term academic strengths that the institution will continue to emphasize and (2) a set of institutional issues reflecting critical challenges that the university must address to advance its missions. SSP II supports the academic mission of AP II and responds to the critical challenges.

The complete texts of the university-level plan and all college- and department-level plans are available on UW's Web site at:

[www.uwyo.edu/AcadAffairs/Acad\\_Plan\\_Implementation/Acad\\_Plan\\_Implementation.asp](http://www.uwyo.edu/AcadAffairs/Acad_Plan_Implementation/Acad_Plan_Implementation.asp)

The texts of the support services plan and capital facilities plan can be found at:

**Support Service Plan:**

[oia.uwyo.edu/ssp/](http://oia.uwyo.edu/ssp/)

**Capital Facilities Plan:**

[www.uwyo.edu/president/outbox/1997\\_2005/planning/archive/capitalfacilitiesplan5.htm](http://www.uwyo.edu/president/outbox/1997_2005/planning/archive/capitalfacilitiesplan5.htm)

This report card summarizes the second year of implementing AP II and the first year of SSP II. At the close of this year, UW implemented 54 percent of the 141 action items listed in the academic plan, and 32 percent of the 87 action items of the support services plan. Action items completed during the first year of AP II are the focus of last year's report card, posted on the Academic Affairs Web site noted above.





areas of distinction

## Areas of Distinction

Approximately one-fourth of the action items in AP II are aimed at advancing UW's prominence in six areas of academic distinction. These areas, listed alphabetically, are: (1) cultural endeavors, the arts, and humanities; (2) environment and natural resources; (3) history and culture of Wyoming and the Rocky Mountain region; (4) life sciences; (5) professions and issues critical to the region; and (6) science and technology. Sufficient in number and scope to allow most academic programs to contribute, the areas of distinction help focus decisions about the allocation of institutional resources. During 2005–2006, UW completed six action items that directly advanced areas of distinction:

- ***Environment and Natural Resources (ENR)*** – The Helga Otto Haub School of Environment and Natural Resources (recent recipient of a \$3 million endowment from Helga Haub) and the William D. Ruckelshaus Institute of Environment and Natural Resources are UW's most visible commitments to ENR. But many mainstream disciplines in several colleges are fundamental to the university's long-standing commitment to teaching and research in this area. During academic year 2006, the Office of Academic Affairs continued its support for strengthening this area of distinction by authorizing 10 ENR-related faculty positions in the Colleges of Agriculture, Arts and Sciences, Business, and Engineering (action item 5).
- ***Life Sciences*** – During the first year of AP II, UW implemented a revised, more rigorous, and more current curriculum in general biology, and established new interdisciplinary Ph.D. programs in ecology and molecular and cellular life sciences (MCLS). During the second year of AP II, the Dean of Agriculture agreed to assume oversight of the undergraduate degree program in microbiology, working in cooperation with the Deans of Arts and Sciences and Health Sciences. The 2006 faculty position allocations include two positions dedicated to Microbiology. (action item 18)
- ***Professions and Issues Critical to the Region*** – UW has a natural leadership role in professional development and statewide articulation with all sectors of the educational system, both to address the growing shortage of secondary teachers in critical subjects and to build a more seamless K–16 system. During the second year of AP II, the College of Education focused on aligning its curriculum with teacher-preparation standards for secondary and middle-school certification. Fifteen concurrent majors for secondary education majors—all of which meet the 128 credit hour maximum—were proposed and approved. The college also streamlined a bachelor's-plus-master's program by reconfiguring a five-year dual degree in special education and elementary



the learning environment

education as a five-year bachelor's in elementary or secondary education plus a master's in special education. (action item 21).

- **Science and Technology** – This area of distinction encompasses: (1) earth and energy sciences, (2) materials science, and (3) computational sciences. In fall 2006, the Board of Trustees approved a faculty-driven interdisciplinary effort to integrate earth and atmospheric sciences, ecology, and the social sciences to form a baccalaureate earth-systems science curriculum (action item 30). This interdisciplinary degree program is under the aegis of the Dean of Engineering, working in cooperation with the Deans of Agriculture, Arts and Sciences, and Education. In response to a request from the Wyoming Legislature, during 2005 UW developed a proposal for a new School of Energy Resources (SER) (action item 32). In 2006, the Wyoming Legislature authorized funding in the amount of \$12.1 million for the 2007–2008 biennium to allow UW to establish the school. Finally, UW faculty and stakeholders also examined the feasibility and timeliness of establishing an interdisciplinary doctorate in material science. While the time is not ripe to implement such a degree, faculty members and administrators are pursuing ways to strengthen the existing foundation and infrastructure for materials science (action item 33).

## The Learning Environment

Much of the groundwork for UW's educational mission occurs before students arrive at the university. This fact underscores the need for strong articulation between UW and other educational institutions—high schools in particular. In the first year of AP II, several university departments, including biology, mathematics, and art, extended their annual articulation conferences with community colleges to include high school teachers (action item 36). In the second year of AP II, UW expanded the annual high school principal-counselor conference held at UW to engage faculty members, department heads, and staff members in an effort to involve them in decisions affecting student preparedness, curriculum, and performance expectations (action item 37). Additional emphasis on alignment of curriculum, particularly across grades 8–14, is a high priority in implementing the Hathaway Scholarship Program. High school teachers can be connected with the university through articulation activities, such as those described above, and also through innovative initiatives such as faculty internships for high school teachers. In this respect, the plan and budget for the new School of Energy Resources include funds to support salary replacements, benefits, and travel and moving allowances for up to three distinguished teaching internships per year for Wyoming school teachers (action item 39).



scholarship and  
graduate education



Learning communities are critical to effective student learning. The Honors Program is perhaps the most outstanding example of a formal learning community at UW. The Office of Academic Affairs increased the Honors Program and Summer High School Institute budgets by \$21,000 per year in fiscal year 2006 and by \$30,000 per year in fiscal year 2007.

In addition, planning is under way for a \$1 million renovation of the former Kappa Sigma fraternity house to accommodate a new residential facility for the Honors Program (action item 41). UW's Learning Resource Network (LeaRN)—which grew out of an idea advanced in AP I—has an ever-stronger role in ensuring academic success for students at all levels of preparedness. UW's Ellbogen Center for Teaching and Learning contributes to enhancing student learning with regular programs designed to share best practices in pedagogy. In the second year of AP II, the Ellbogen Center for Teaching and Learning organized programs in collaboration with the Division of Information Technology and the Office of Academic Affairs that specifically focused on enhancing teaching in larger classes, including the use of “clicker” technology, and other strategies that help “make large classes small” (action item 44).

## Scholarship and Graduate Education

Enhancing UW's stature as a research university requires thoughtful enhancements to graduate education, strengthening interdisciplinary support for the areas of distinction, and planning research infrastructure. During the second year of AP II, the Dean of the Graduate School completed several initiatives. One was the development of graduate-program goals for graduate degrees (action item 55). During 2006, almost all UW departments with graduate programs completed vision statements summarizing program goals, benchmarks, and projected outcomes. The Graduate School also took on a stronger role in attracting graduate students to UW by establishing a competitive grants program open to departments seeking to enhance their recruitment budgets (action item 57). As a component of its effort to recruit and retain top graduate students, the Graduate School also formulated a “New Parent Accommodation” policy.

The establishment of goals for graduate degree programs requires identifying metrics for assessing progress toward those goals. Assessment of graduate degree programs was another focus of the second year of AP II (action item 58). The Dean of the Graduate School joined the University Assessment Coordinator Committee and helped to incorporate graduate program learning outcomes into annual department reports. Another initiative completed during 2006 expanded the responsibilities of



enhancing diversity,  
internationalization, and access

the Graduate School for ensuring the successful administration of the interdisciplinary graduate programs—programs that are critical to establishing scholarly depth and national prominence at a small university like UW (action item 59). An administrative model was developed to provide each interdisciplinary graduate program with sustainable, flexible budget support.

The funding of the new School of Energy Resources will advance UW's research infrastructure substantially. AP II called for a concerted effort to pursue matching funds for programmatic federal grant opportunities (action item 61). The budget for the SER, discussed under action item 39, includes \$1 million per year in matching funds for federal grant programs.

### Enhancing Diversity, Internationalization, and Access

Among UW's greatest challenges are the hiring and retention of a diverse faculty and the infusion of diverse perspectives into the curriculum. Goals for the second year of AP II included clarifying diversity-related hiring policies (action item 63) and strengthening the American Indian Studies, African American Studies, and Chicano Studies programs (action item 64). In spring 2006, the Office of Academic Affairs allocated permanent funding for a distinguished visiting position in the African American Studies Program, designed to attract promising young scholars in various disciplines to spend a year visiting UW to conduct teaching and research relevant to African-American studies.

To reduce some of the significant barriers to diverse hiring, UW's Employment Practices Office has developed a new, more flexible Affirmative Action Plan (action item 68). The plan is viewable at [www.uwyo.edu/EmploymentPractices/affirmative\\_Action\\_Plan.asp](http://www.uwyo.edu/EmploymentPractices/affirmative_Action_Plan.asp). Among other measures, the revised affirmative action plan contains more inclusive policies for approving exceptions to the mandate to advertise all position openings.

Effective July 2006, the Office of Human Resources clarified the university's procedure to ensure that issues associated with the Americans with Disabilities Act (ADA) are appropriately expedited and officially recorded. Faculty and staff requests for "reasonable accommodation" will be addressed by the Department of Human Resources and, as needed, in consultation with other university personnel. Employees believing that they have an ADA qualifying illness or disability can access the request procedure directly through both the Human Resources and Employment Practices web sites.

To facilitate the internationalization of its student body, UW has decided to co-locate programs and services related to international affairs (action item 70). International Programs, the International Students and Scholars Office, International Studies, English as a Second Language faculty, and the contractual program provided by ELS Language Services will soon be located together in space formerly occupied by the School of Nursing.

Promoting accessibility for site-bound and nontraditional students, as well as those with special financial or



structure of the curriculum  
faculty development & program planning

- Continued annual private giving average in excess of \$22 million; \$22.4 million in FY06.
- Increase in number of private donors from 25,519 in FY05 to 26,778 in FY06, an increase of 5 percent.
- Secured largest single private gift in the history of UW (\$5 million from McMurtry/Martin partnership for Jonah Field and athletics).
- Investment return of endowment for the 12-month period ending 3/31/06 of 16.44 percent ranked in the top 10 percent of the nation by the Wilshire Cooperative Universe.

physical needs, is another important institutional goal. In the second year of AP II, the Academic Deans Council approved a proposal, initiated by the Wyoming Institute for Disabilities (WIND) and the College of Education, for a graduate certificate and minor in disabilities studies (action item 74).

### Structure of the Curriculum

AP I spurred the review, revision, and streamlining of UW's core undergraduate curriculum, known as the University Studies Program or USP 2003. One of the goals of AP II is to monitor the adequacy and curricular impacts of the newly revised USP (action item 81). USP course enrollment patterns and wait lists are now monitored during freshman orientation and during fall and spring advising weeks to allow for the addition of sections in high-demand required courses. At the same time, it is important to discontinue unused courses (action item 85). The Academic Deans Council has approved a process for reviewing courses not offered for five consecutive years. In the absence of written justification, such courses will be automatically dropped.

The curriculum must also capitalize on areas of distinction and interdisciplinarity. To promote this end, cross-college undergraduate interdisciplinary majors will now be administered by a committee of the affected college deans. Microbiology and earth systems science are the first programs to be administered in this new way.

Finally, the transition to annual department-level academic planning updates is now complete, in accordance with action item 89. A template for annual department reports is available at:

[www.uwyo.edu/acadaffairs/policystatements.asp](http://www.uwyo.edu/acadaffairs/policystatements.asp)

### Faculty Development and Program Planning

Specific issues associated with the management of faculty resources include the consistency of faculty job descriptions, the utility of UW's post-tenure review regulation, and fine-tuning of the processes for faculty reappointment, tenure, and promotion. During spring 2006, the Office of Academic Affairs and college deans, with input from academic department heads, developed a set of policies and guidelines for faculty job descriptions (action item 94). The document is available on UW's Web site at:

[www.uwyo.edu/AcadAffairs/PolicyStatements/job\\_desc\\_guide\\_06.doc](http://www.uwyo.edu/AcadAffairs/PolicyStatements/job_desc_guide_06.doc)



education infrastructure

## Education Infrastructure

The changing role of technology in instruction is a significant issue in higher education. In spring 2006, Academic Affairs allocated \$140,000 per year, beginning in fiscal year 2007, to fund staffing and a centralized office for audiovisual and instructional technology services (action item 103). The new office will reside in the Division of Informational Technology but will cooperate closely with Academic Affairs units to provide leadership in integrating instructional technology into the curriculum.

In addition, the 2006 Legislature provided \$3.2 million in one-time funding and \$3.2 million in recurring funds, in part to support instructional computing and data networking at UW.

Through collaborative efforts between many different groups on campus, 2005–06 saw the complete implementation of UW's new student information system. The new system provides increased functionality for admissions, financial aid, registration/student records, and student billing operations. In addition, WyoWeb went live in March 2006 in time for fall 2006 registration and has provided student and faculty access to the Banner system, as well as new communication and online community-building tools. The project was completed on schedule and under budget. With the core implementation concluded, various UW teams are now focusing on the many opportunities for process, customer service, and security improvements provided by Banner/WyoWeb and its related components.

Two major construction projects were completed in 2005–06: the Early Care and Learning Center and the Health Sciences Center. The Early Care and Learning Center replaces the operations related to care of children at the Hitchcock House and the University of Wyoming Day Care Center. The new center accommodates infants, toddlers, and preschoolers, as well as after-hour elementary school students. It also supports courses associated with child care and early learning conducted by the Colleges of Education and Agriculture, providing college students an opportunity for observation and interaction with children. The facility started operation in fall 2005.

The Health Sciences project included renovating the Biochemistry Building (circa 1912), a connector, and west addition to the Pharmacy Building. The College of Health Sciences is now occupying two facilities in lieu of the seven locations previous to the project. Construction began in the fall of 2003, and the complex was occupied during the summer and fall of 2005. The project was made possible through the joint funding of appropriations, private gifts, and university bonds.

The completion of new facilities for the College of Health Sciences freed space for the relocation of UW's ethnic studies programs in close proximity, on two floors of Ross Hall (action item 106). The programs will enjoy shared computing lab facilities and support office space. Other space management decisions included a commitment for permanent office and lab space for the Wyoming Survey



outreach, extension,  
and community service

and Analysis Center (WySAC) in the UW Office Annex Building (action item 107) and groundbreaking for a new Archaeological and Anthropological Research Facility, located north of the center of campus on Lewis Street, with an estimated completion date of March 2007 (action item 109). The Library Annex—the space formerly used for the Science Library—is being converted to high-density storage with compact shelving and other renovations, to enhance rapid access to library resources (action item 110).

The College of Education completed its Facilities Plan, which is available for viewing at [ed.uwyo.edu/documents/FacilitiesPlanDRAFT.doc](http://ed.uwyo.edu/documents/FacilitiesPlanDRAFT.doc) (action item 111). Completed projects include the renovation of the second floor of the Education Annex and renovation of the lower south wing in the Education Building.

Over \$6,120,000 in major maintenance projects were completed during fiscal year 2006. Facilities Planning and Physical Plant identified, designed, prioritized, managed, and completed a variety of projects that addressed safety concerns, ADA issues, and infrastructure needs throughout most academic and support service facilities on campus.

The 2007–08 major maintenance budget has funds for the repair and upgrading of the Centennial Complex, which houses both the American Heritage Center and the Art Museum (action item 112). The 2006 Legislature also provided funding to meet long-standing security staffing needs in the Centennial Complex (action item 113).

## RESEARCH AND ECONOMIC DEVELOPMENT

- External awards totaled \$70,009,713 for FY06, representing a 7.15 percent increase over last year and the 20th consecutive year that a new record has been set.
- Record increases in UW's intellectual property portfolio:
  - ◆ 33 license agreements
  - ◆ 10 assignment agreements
  - ◆ 11 option agreements
  - ◆ 24 industry sponsored research agreements
  - ◆ 22 issued patents with 19 foreign patents
  - ◆ 63 material transfer agreements
  - ◆ 238 non-disclosure agreements
- Construction of the Wyoming Technology Business Center underway fall 2005.

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## Outreach, Extension, and Community Service

For almost 30 years, UW has served Wyoming communities by offering degree programs through the University of Wyoming/Casper College Center (UW/CC). The UW-Casper College partnership is remarkably successful; however, as UW's presence in Casper has grown, so have the space needs. During 2005–06, UW and Casper College administrators discussed the future of the UW/CC facilities (action item 128). These discussions, slated to conclude later in 2006, have focused on a joint building project, the location and size of the building, and possible funding sources.



enrollment management

## Enrollment Management

The Wyoming Hathaway Scholarship Program, established by the 2005 and 2006 Legislatures, provides extraordinary support for Wyoming high school graduates to attend college in Wyoming. The scholarship program, which contains a strong merit-based component, also addresses an important goal of AP II, which was to increase need-based student scholarships (action item 133). During the past academic year, the offices of Admission and Student Financial Aid worked with the Wyoming Department of Education to ensure the implementation of the program for fall 2006. Details of the program can be found at [www.uwyo.edu/hathaway](http://www.uwyo.edu/hathaway).

To better utilize the available scholarship resources within the university, Student Financial Aid, working with the academic colleges, developed a plan to automate and coordinate the awarding of scholarships (action item 134). With the implementation of the Hathaway Scholarship Program, an opportunity also emerged allowing the university to better direct scholarship dollars towards cohorts of students whose needs were not being addressed with former scholarship programs. Efforts began this past year to revise scholarship programs to replace existing programs beginning with the fall 2007 entering class. The redirection of some of the scholarship dollars will assist the university in recruiting the best Wyoming residents, as well as being more competitive in attracting out of state students.

## 2006-2007 Issues

Issues to be emphasized in academic year 2006–2007 include the following:

- **Cultural Endeavors, the Arts, and the Humanities**– Expanding student internship opportunities in the American Heritage Center and Art Museum; enhancing teaching opportunities for employees in these units and in the libraries.
- **Life Sciences**– Faculty staffing targets in neuroscience, ecology, and microbiology; refinement of the life-science doctoral offerings.
- **Professions and Issues Critical to the Region**– Coordination of programs in early childhood and youth development, exploring incentives for students to pursue areas of critical need in teacher education; coordinating the WWAMI and WICHE medical education programs, developing a clinical practice plan for graduate medical education.
- **Science and Technology**– Assessing faculty hiring targets in geographic information science, earth and energy science, and computational science.
- **Learning Environment**– Enhancing forums for P-16 administrators; supporting summer residential programs for high school students through the School of Energy Resources; completing a learning assessment cycle.



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## ATHLETICS

- Secured \$6 million in matching funds from the Legislature for facilities fundraising.
- War Memorial Stadium: completion of artificial turf, structural repairs, concessions, and restrooms.
- Substantial completion of the new outdoor track and soccer fields.
- Awarded the NCAA Division I-A Athletics Director Program of Excellence Award for UW students' outstanding athletic, academic, and personal performances.

- **Scholarship and Graduate Education**– Assessing contributions to graduate education in faculty reappointment, tenure, and promotion decisions.
- **Diversity, Internationalization, and Access**– Highlighting diversity-related courses; developing institution-level strategies for recruiting international students; year one phase-in of GEAR-UP grant to enhance Wyoming college-going rates.
- **Structure of the Curriculum**– Solidifying faculty support for oral communication courses.
- **Faculty Development and Program Planning**– Evaluating UW's post-tenure review system; examining the tenure and promotion process for faculty members in small departments.
- **Education Infrastructure**– Establishing a common online course platform; designing a Science Teaching Laboratory Facility; enhanced data security and student services.
- **Outreach, Extension, and Community Service**– Sharing distance education with other institutions; reviewing compensation policies for Outreach instruction; evaluating the delivery of student services to Outreach students; initiating Wyoming Technology Business Center operations.
- **Enrollment Management**– Implementing of Hathaway Scholarship Program; evaluating impact of Hathaway

on undergraduate enrollment growth; establishing target enrollments for off-campus degree programs; connecting student jobs to work-study funding; finalizing restructuring of student financial aid; assessing UW's retention-related services; reviewing the high school curriculum required for success at UW.

UW's ongoing planning process will continue to help guide deans, department heads, faculty groups, and administrators in their decisions about resource needs and allocations. Academic planning—supplemented by support services and capital facilities planning—will help ensure that the University of Wyoming will remain forward-looking, positioning the institution to serve our students' learning, our state's economic development, the nation's intellectual capital, and the worldwide quest for new knowledge.

## Summary of Academic Plan II Action Items Addressed in 2005–06

Action Item	Brief Description
5	Continue to emphasize ENR
18	Establish management responsibility for microbiology
21	Sign content standards with teacher pre-standards and streamline B.A. plus M.A. program
30	Develop an earth-systems science curriculum
33	Commission a materials science prospectus
37	Involve faculty in principal-counselor conferences
39	Investigate faculty internships for high school teachers
41	Examine resources to Honors Program
44	Enhance teaching in large classes
55	Develop graduate program goals for all graduate degrees
57	Evaluate graduate school role in recruitment
58	Advance the assessment of graduate programs
59	Expand responsibility of Graduate School
61	Pursue matching funds for programmatic federal grant opportunities
63	Clarify diversity-related hiring policies
64	Strengthen AIS, AAS, and CS
68	Review and enhance UW's affirmative action plan
70	Consider co-locating programs and services related to international affairs

Action Item	Brief Description
74	Support the grad-level disability cert. and minor in WIND
81	Monitor the adequacy and curricular impacts of the newly revised USP
85	Discontinue unused courses
88	Coordinate cross-college undergraduate interdisciplinary studies
89	Integrate program review with academic planning
94	Standardize the metrics for faculty job descriptions
103	Centralize audiovisual equipment and instructional technology
104	Restructure IT fees
106	Consider clustering ethnic studies and international programs
107	Relocate Survey Research Center and Wyoming Statistical Analysis Center
109	Relocate Anthropology
110	Decide what will become of Science Library space
111	Update College of Education facilities plan
112	Repair and improve the Casper College
113	Discuss security staffing needs of Casper College
128	Discuss future UWCC facilities plans with Casper College administrators
133	Increase need-based student scholarships

## Summary of Support Services Action Items Addressed in 2005–06

Action Item	Brief Description
1	Implement new student information system and WyoWeb portal
5	Establish UW Technology Planning Team
7	Request funding for UW's network infrastructure
8	Define permanent funding for the replacement of UW's central information technology equipment
12	Implement procedures for criminal and job-appropriate background checks for employees and applicants
14	Develop and implement a sexual harassment training program for all UW employees
16	Establish a comprehensive plan to assess disability accommodation requests
22	Enhance on-line, Web-based services and improve web presence
28	Track K–16 educational progress
38	Provide a broad range of assistance to international employees
39	Provide a broad range of assistance to international employees
40	Develop comprehensive institutional policy to resolve inadequacies in current health insurance coverage
41	Increase funding for study-abroad scholarships
42	Implement and market the Hathaway Scholarship Program
43	Increase funding for need-based student financial aid

Action Item	Brief Description
44	Develop ways to use available student financial aid dollars in conjunction with Hathaway scholarships
45	Automate scholarship-awarding processes and develop an econometric-based formula
46	Implement the state-wide GEAR-UP grant
50	Extract medical education components from the university block grant
51	Develop a proposal to implement Phase II of differential tuition for the College of Law
52	Analyze consequences of conversion to tuition by the credit hour
54	Increase funding for the Ruckelshaus Institute and the Haub School
55	Increase funding for the American Heritage Center, Art Museum, and UW Libraries
58	Develop plans for a combined parking structure and campus police station
59	Develop plans and specifications for an addition to the Denny J. Smith Seed Laboratory
71	Repair and improve the Centennial Complex
73	Develop a scoping study for the Science Teaching Laboratory Facility
79	Implement recommendations for audio-visual standards in conjunction with Classroom Building renovation
87	Enhance career development services and programs

