

UNIVERSITY PLAN 3 REPORT CARD

2010-2011



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Natural Resources
and American Studies

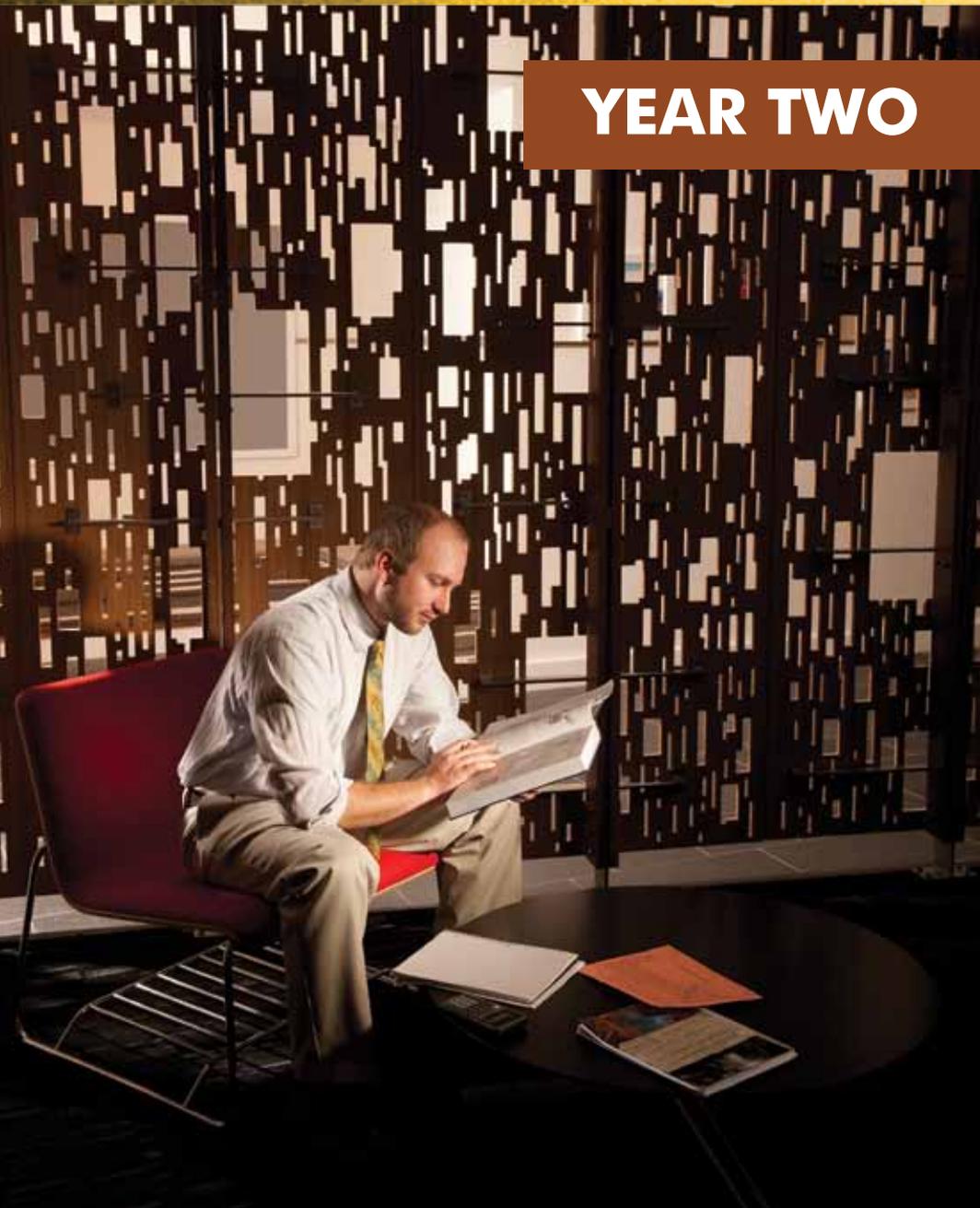


UNIVERSITY OF WYOMING

OFFICE OF ACADEMIC AFFAIRS

THE THIRD CYCLE OF

YEAR TWO



UNIVERSITY PLANNING

This document is the second annual report card for the University of Wyoming's strategic plan for 2009-2014, University Plan 3 (UP3). UP3 defines the university's major educational and scholarly directions, guiding every significant decision about resources and every initiative involving academic programs and infrastructure. It guides faculty position allocations, capital construction priorities, and legislative budget requests.

This report card highlights action items slated for completion during fiscal year 2011 (1 July 2010 through 30 June 2011). At year's end, UW had completed 56 (51%) of the 109 action items identified in the plan. The Office of Academic Affairs, working with vice presidents from other divisions, has slated an additional 33 action items for completion during fiscal year 2012.

UP3 encompasses five planning motifs:

1. Building depth
2. Reinforcing and refining areas of distinction
3. Promoting access to higher education
4. Fostering excellence
5. Cultivating leadership

The areas of distinction in motif 2 deserve special notice. These areas of teaching and inquiry define the institution's major educational and scholarly directions:

- Critical areas of science and technology
 - Earth and energy science and technology
 - Computational science
 - Water resources
- Cultural assets, the arts, and humanities
- Environment and natural resources
- History and culture of the Rocky Mountain region
- Life sciences, especially
 - Ecology
 - Neuroscience
 - Molecular and cellular life sciences
 - Biomedical sciences
- Professions critical to the state and region



HIGHLIGHTS OF

BUILDING DEPTH

UP3 identifies three keys to building depth: (1) set priorities, and direct resources toward them at every opportunity; (2) resist the natural impetus to increase the number of programs; and (3) think deeply about interconnectedness among disciplines and areas of scholarship. These strategies are the means by which UW has expanded intellectual communities within the university while building stature nationally and globally.

Review of UW Regulation 6-43, academic program elimination. During FY 2011, the Faculty Senate's standing Academic Planning Committee proposed a revision of this regulation, which the Board of Trustees then approved. The revised regulation streamlines the process for eliminating academic programs when the responsible faculty has recommended it — as is the case for the vast majority of program elimination proposals. Curricular innovation is essential in a first-rate university; this action item facilitates the pruning needed to stay current while keeping curricular breadth at levels that UW's faculty can sustain (action item 3).



REINFORCING AND REFINING AREAS OF DISTINCTION

UW's path to excellence requires firm commitment to a stable, focused set of areas of distinction, carefully aligned with the institution's mission and with UW's responsibilities to the public. The following areas, listed alphabetically, have been subjects of explicit focus at the university for over a decade.

Critical Areas of Science and Technology. UP3 identifies earth and energy science and technology, computational science, and water resources as critical areas of science and technology. To advance the earth sciences, UW established the Roy J. Shlemon Center for Quaternary Studies, focusing on the Earth's climate, biota, ecology, and land-surface processes during the last two million years. The center has significant donor support, and UW geoscientists are working with the UW Foundation to solidify its future (action item 46).

In computational science, UW made significant advances in implementing a coherent plan for high-performance computing (action item 40). An internal reallocation of \$1 million/year will help provide stable funding for university cyberinfrastructure. This measure will expand the capacity of UW's community of computational researchers — which has grown over the past six years through strategic faculty position allocations, including School of Energy Resources positions — to use the NCAR-Wyoming Supercomputer Center.

In water resources, the newly established Ph.D. program in Water Resources/Environmental Science and Engineering completed its first year, weaving together faculty and graduate student expertise from the Colleges of Agriculture and Natural Resources, Arts and Sciences, and Engineering and Applied Science. Finally, the university secured a \$50 million state appropriation for a new



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undergraduate teaching laboratory for the science, technology, engineering, and mathematics (STEM) disciplines that will bolster instruction in critical areas of science and technology (action item 93).

Cultural Assets, the Arts, and Humanities. During FY 2011, UW initiated construction of a new \$36.4 million, bond-funded visual arts facility (action item 74), to be followed by refurbishment and expansion of the existing performing arts facility, for which UW has sought legislative funding. Among related initiatives, the Art Museum, American Heritage Center, and University Libraries all expanded opportunities for students to serve as interns (action item 48).

Environment and Natural Resources. During FY 2011, UW opened the \$20 million Berry Biodiversity Conservation Center, funded with private gifts



The College of Agriculture and Natural Resources significantly strengthened its outreach to communities in energy conservation, management of energy development impacts, and sustainable energy use.

matched by the state. This facility includes new space for teaching, research, and public education in conservation biology. It also provides a new home for UW's vibrant graduate-level Program in Ecology and for core research facilities such as the Wyoming Natural Diversity Database and the Stable Isotope Laboratory.

The College of Agriculture and Natural Resources significantly strengthened its outreach to communities in energy conservation, management of energy development impacts, and sustainable energy use through Cooperative Extension Service staffing funded by the School of Energy Resources (action item 54). Augmenting these services are UW's outstanding geographic information science capabilities, built during the implementation of previous strategic plans. These facilities furnish computational tools for community planning, ecosystem analysis, and other types of analysis involving spatial data.

Professions Critical to the State and Region. UW completed a wide variety of action items to advance this area of distinction during FY 2011:

- The dean of the College of Health Sciences completed a comprehensive clinical education plan to guide the training of health-care professionals in fields critical to communities in the mountain west (action item 87). Using funding available through medical education loan repayments, the college also pursued new strategies to advance the recruitment of students for medical school, as well as to assist with career placement of those students when they become physicians (action item 89).
- In education, supported by senior-level faculty positions funded by the Wyoming Excellence Endowment for Higher Education and by internal faculty position allocations, the College of Education enhanced its doctoral programs in STEM-related education (action item 93).
- In business and economic development, and in collaboration with the Wyoming Business Council, UW's Office of Research and Economic Development produced a statewide science and technology plan focused on energy resources, computational science, and water resources. This plan integrates Wyoming's economic development strategy with areas of distinction advanced in UP3 (action item 100).
- The College of Law established a rural law center to provide service and education to professionals practicing in Wyoming's rural communities, and help prepare UW's law students for rural practice (action item 103).

Institutional-level research support for areas of distinction. UW has received programmatic funding to build research infrastructure institution-wide. Most of the funds have come from federal programs, including the National Institutes of Health funding for the Center of Biomedical Research Excellence (COBRE) in Neuroscience, the IDeA Network of Biomedical Research Excellence (INBRE) program, and the New Core Center Program in neuroscience. Also, UW



received National Science Foundation funding in support of the Wyoming NSF Experimental Program to Stimulate Competitive Research (EPSCoR) Initiative, and three Major Research Instrumentation grants for major equipment acquisition. The university received a Department of Energy EPSCoR Implementation Award to support a nanotechnology research initiative and NASA EPSCoR awards to purchase equipment for the Wyoming Infra-Red Observatory. In addition, the Wyoming Legislature appropriated \$985,000 for the acquisition of a nuclear magnetic resonance spectrometer to bolster research in the Departments of Chemistry, Chemical and Petroleum Engineering, Molecular Biology, and Pharmacy. Finally, the Office of Research and Economic Development has successfully implemented common operating models and cost centers for the university's core research facilities, such as the Stable Isotope Lab, the Microscopy Lab, and others (action item 39).



UW experienced its largest enrollment ever in fall 2010, with 13,806 enrolled students.

ACCESS TO HIGHER EDUCATION

Access to a UW education is a multidimensional goal. Among these dimensions are cost of attendance; extending baccalaureate and graduate education throughout Wyoming; enhancing students' aspirations, preparation, and success; internationalization; and increasing the diversity of the student body.

Enrollment goals. UW experienced its largest enrollment ever in fall 2010, with 13,806 enrolled students. The Laramie campus enrollment also set a record at 10,662 students. (Data for fall 2011 were not yet available when this document was being written.) The first-year class size remained essentially constant, even as the overall number of Wyoming high school graduates statewide has continued to decline. New transfer student enrollments continued to increase, to 1,158 in fall 2010, 59 percent of whom came from Wyoming community colleges. The number of high-achieving students has also grown. UW continued to focus on recruitment from minority groups, who now constitute nine percent of the student population. The number of international students exceeded the goal (700) set in UP3: 749 international students enrolled in fall 2010.

UW's baccalaureate recruiting efforts focus increasingly on attracting nonresident students. The vice president for student affairs dedicated an additional \$500,000 to support nonresident student recruiting through scholarship support and marketing efforts. The Division of Student Affairs has also placed additional focus on improving first-to-second-year retention and decreasing the time to baccalaureate degree completion (action item 24).

University housing plan. To help address cost of attendance, in FY 2011 the Divisions of Student Affairs and Administration made tangible headway in advancing a long-range plan for affordable student housing (action item 8). Construction is currently underway on a new \$18.6 million student housing complex, bond-funded through a public-private partnership. The complex will occupy UW land made available through the FY 2011 demolition of World War II-era housing.



Retaining women and people of color on the faculty. Faculty diversity helps keep the pathways to leadership visibly open to UW's students. In FY 2011, UW continued to pursue tangible measures designed to enhance diversity. The Office of Academic Affairs maintained the diversity funding pool, allocating nearly \$300,000 to help support start-up packages, promote early career development, and assist partners of newly hired faculty members from underrepre-

sented groups locate fulfilling employment. The Divisions of Academic Affairs, Student Affairs, and Administration charged the Faculty Senate with a study of employees' and students' access to child care; and Academic Affairs funded and sponsored a second participation in a national survey by the Coalition on Academic Careers in Higher Education, to help understand and mitigate factors that may inappropriately hinder the success of early-career faculty members (action item 34).

UW also continued enhancing its partnerships with Historically Black Colleges and Universities and other minority-serving institutions. For two consecutive summers, 2010 and 2011, the University NASA Space Grant Consortium and the Science Posse program hosted a total of seven African-American students from Winston-Salem State University as part of a summer undergraduate research fellowship program. The Office of Diversity worked closely with the Wyoming EPSCoR Office to create meaningful links with other minority-serving partner institutions.

Access for students and employees with disabilities. UW has completed all of the action items in the University Disability Support Services (UDSS) Comprehensive Program Review site team report, including the relocation of most UDSS facilities to the first floor of Knight Hall, the production of digitally formatted text materials for students, and the adoption of a budget process that recognizes and adapts to the fluctuating demands and costs associated with disability accommodation (action item 38).

P-16 Council and articulation with secondary schools. UW continued to be the state's dominant financial supporter of the Wyoming School-University Partnership. It also supports, with both dollars and expertise, the Wyoming P-16 Council. Among this council's key initiatives are to (1) enhance data sharing among various sectors of Wyoming's public education network, (2) implement and assess the Hathaway Success Curriculum, and (3) bolster articulation between UW's faculty and the state's secondary school teachers (action item 18).

Coordination of language study with international education opportunities.

With assistance from the Cheney Foundation, UW added three graduate assistants to help teach entry-level language courses. Also, UW now offers a semester- or a year-long study abroad program in Chinese language and other subjects at Shanghai University in China. UW also continues to implement its Wyoming Department of Education Grant “Advancing International Studies Instruction, Second Language Instruction and Global Awareness at Wyoming’s Colleges.” This grant, managed through the International Studies Program in collaboration with Central Wyoming College, has enabled the development of 10 new course proposals emphasizing global studies at Wyoming community colleges. It also provides for the continuation of the International Studies Scholar Lecture Series, which sponsors talks across Wyoming given by local and visiting scholars (action item 29).

Sexual assault and sexual harassment prevention. During FY 2011, UW initiated 766-STOP, a 24/7 hotline for victim and parent support in cases involving sexual violence. The university has also reallocated funding for, and subsequently hired, a coordinator for its sexual violence prevention program, STOP Violence. In addition to the emergency alert, communication systems, and the Silent Witness Program, UW has now added a text tip program to facilitate the sharing of referrals with the UW Police Department. Recognizing the link between alcohol abuse and sexual violence, the Division of Student Affairs has also implemented a new alcohol policy for fraternities and sororities to limit alcohol consumption at affiliated social events and parties (action item 27).

Staffing plan in Criminal Justice. The dean of the College of Arts and Sciences, in collaboration with the dean of the Outreach School, developed a staffing plan for the Criminal Justice Program that will allow for stable delivery of the curriculum on the UW-Laramie main campus and through Outreach (action item 10).



The training of graduate students — who enter the state’s and nation’s workforce as scientists, engineers, educators, health care providers, business leaders, lawyers, and policy makers — is one of UW’s most important contributions to leadership development.



CULTIVATING EXCELLENCE AND LEADERSHIP

One of the characteristics of world-class research universities is a commitment to excellence in graduate education. Indeed, the training of graduate students — who enter the state’s and nation’s workforce as scientists, engineers, educators, health care providers, business leaders, lawyers, and policy makers — is one of UW’s most important contributions to leadership development. UW has raised its commitment to graduate education through several new initiatives originating in the Office of Academic Affairs and the President’s Office.



Increase the number of GAs and time limits on institutional GA funding. In spring 2011, the president reallocated \$1 million/year (\$300,000 in FY 2012) in additional resources for graduate education. This funding has enabled the launching of three initiatives in the Office of Academic Affairs: (1) more sophisticated graduate student recruitment, (2) more efficient cycling of state funding for graduate assistantships (GAs) through the institution of time limits, (3) and more consistent assignment of job descriptions to state-funded GAs (action items 61 and 62).

The number of state-supported GAs has also increased specifically in the field of energy research and development (action item 61). In 2011, the Wyoming

Legislature allocated \$6,247,930 in Abandoned Mine Lands Funds to UW's Office of Academic Affairs for targeted energy science graduate stipends and fellowships. The funds are to be expended over the next seven years with no more than \$1 million expended per year.

In the 2011-12 academic year, these funds are supporting 14 students, with annual GA support expected to grow to 30-35 students when the program fully unfolds. Areas supported include fundamental research in enhanced oil recovery, statistical modeling of sparse data for geologic sites, chemistry, CO₂ sequestration, coal-bed methane, nuclear power, and wind, as well as topics in reclamation research, wildlife impact research, and energy economics.

Clarification of policies governing faculty reappointment, tenure, and promotion. Faculty hiring, retention, and promotion practices are pivotal to UW's future. UW's culture of excellence in hiring great faculty is now well established, and recent initiatives have focused on retention and professional advancement, with an eye toward developing the next generation of university leaders both within their academic homes and at the institutional level.

To promote professional growth within the faculty, the Office of Academic Affairs sponsored a faculty fellowship focused on the examination, clarification, and strengthening of UW's peer-review culture for promotion to full professor (action item 64). The resulting document, *Promotion to Full Professor: Philosophy, Standards, Strategies, and Best Practices*, is stimulating discussion among faculty at all levels of leadership roles and expectations. Paralleling this initiative, the Faculty Senate revised and clarified several elements of UW's regulations governing peer review for reappointment, tenure, and promotion. UW's regulations now include clearer prescriptions for peer recommendations in these cases and provide latitude for input by non-tenure-track academic professionals, depending on department-level protocols.

Electronic research administration system. To help document UW's scholarly contributions and to promote greater fairness in faculty performance evaluations



and rewards, UP3 calls for exploring electronic systems for updating, reporting, and tracking professional accomplishments of faculty members and academic professionals. The Office of Research and Economic Development is currently implementing an electronic research administration system. Two modules are currently available for university use, with plans for another two coming on-line in fall 2011. With this process, the office has begun “going paperless” and is now creating only electronic grant files (action item 68).

Facilities planning and long-range development plan for UW properties east of 15th Street. The past five years have seen unprecedented growth in UW’s capital facilities. Across the 14 new academic and research buildings completed or funded during this period, a striking number illustrate UW’s commitment to cross-college, interdisciplinary inquiry. Examples include the Berry Biodiversity Conservation Center, the Information Technology Center, the Honors House, the Energy Resources Center, the Information Library and Learning Center, the Bim Kendall House, the NCAR-Wyoming Supercomputer Center (a joint proj-



UW's infrastructure extends far beyond the Laramie campus — planning must be statewide in scope.

ect with NCAR and other Wyoming partners), and the Enzi STEM Labs. Other projects — the Anthropology Building, the College of Business Building, the Sustainable Agriculture Research and Extension Center, the Biosafety Level 3 Lab, the Sullivan Education Center, and the Visual Arts Building — tie directly to the areas of distinction identified in UP3.

During FY 2011, UW updated and refined its capital facilities plan. The new format facilitates closer alignment between the university's near- and long-term capital facilities plan, for which academic planning is a key driving force, and other aspects of strategic planning. Key among these are (1) the long-range development plan for the Laramie campus approved by the Board of Trustees in spring 2010, (2) fundraising strategies developed in concert with the UW Foundation, and (3) UW's legislative budget requests (action item 74).

Safety, security, and emergency response. The vice president for administration oversaw development of a university-wide emergency response plan for Laramie campus facilities. The plan was completed in spring 2011 and can be found on the UW website. In May 2011, UW teamed with the Wyoming Office of Homeland Security to conduct a table-top emergency response exercise, involving all major administrative divisions of the university (action item 79).

Comprehensive statewide plan for learning facilities. UW's infrastructure extends far beyond the Laramie campus. Given the growth in off-campus enrollments, as well as the need to serve Wyoming citizens through the Cooperative Extension Service, Student Educational Opportunity, and Wyoming Small Business Centers, UW's infrastructure planning must be statewide in scope.

During FY 2011, UW added new facilities in Riverton, in partnership with Central Wyoming College, and in Fort Washakie, through an additional partnership with the Wind River Development Agency. Outreach School facilities have been renovated in Torrington, in partnership with the City of Torrington, and in Powell. In spring 2012, construction will begin on a 96,000 square-foot facility that UW will share with Casper College on their main campus; the estimated completion date is January 2014. Discussions are ongoing concern-



ing possible new facilities in Sheridan and Cheyenne. A UW-Laramie Outreach School facility has been placed on the list for UW Capital Facilities Planning (action items 74 and 85).

Fostering student leadership and place-based and service learning. In the Division of Student Affairs, the Service, Leadership, and Community Engagement (SLCE) Office completed a strategic plan that sets forth a long-range approach to build student leadership opportunities. SLCE serves over 1,000 students by hosting numerous leadership programs, such as the First-Year Institute, Women's Leadership, Leadership Development Series, Pokes Vote, Multicultural Student Leadership Initiative, and the Good Mule conference.

AmeriCorps provided 37 stipend-supported positions and granted 134 scholarships at UW this year. For the first time, the SLCE office offered service-learning mini-grants up to \$1,500. Eleven faculty members applied and were awarded a total of \$10,500. UW faculty members participated in service-learning training from the PeaceJam. Alternative Breaks sent 70 students to three international and three U.S. host sites to contribute to community-level service projects. SLCE also hosted several local service projects, the largest being MLK Day of Service, which attracted more than 200 students to help renovate the Laramie Civic Center (action item 106).



FOCUSING ON THE FUTURE

Strategic planning — with academic planning at its core — has become a central theme at the University of Wyoming. Thoughtfully crafted plans, together with the will to implement them through every significant decision about resources and human talent, enables the university to create its future in a deliberate fashion.

The president's Executive Council has identified the following initiatives for the 2011-12 fiscal year; in most cases, implementation is already underway.

Improving the learning environment: Continue the process of revising and streamlining the University Studies Program, begun in fall 2010; explore modifications to assured admissions requirements to enhance student preparation and success at UW; stabilize the Wyoming Distance Learning Center and Videoconferencing Enterprise established by the 2010 Wyoming Legislature as state entities located at UW; explore placement and adaptive curricular measures in writing and foreign languages; identify best practices in the assessment of student learning; review and restructure the engineering science curriculum; develop a coherent plan for instruction in English as a second language for international students; review the structure and teaching workforce in the Environment and Natural Resources program; develop an inventory of sustainability-related

courses; improve classroom, laboratory, and instructional technology support; solidify plans for a literacy center; and continue to develop outdoor experiences as an area of distinction in Student Affairs.

Facilities enhancements and transportation: Develop a plan and process for the maintenance and repair of the Centennial Complex; develop a comprehensive UW-Laramie transportation plan; develop initiatives for sustainable and energy-efficient operations through continued work with an energy service company; develop a multi-year plan for staging and funding upgrades to UW athletic facilities; and request support from the state legislature to match students' self-imposed fee increase to expand and modernize Half Acre Gymnasium into a wellness center.

Human capital: Improve initiatives for the recruitment and retention of staff members of color; offer health-care benefits for domestic partners; seek legislative funding to move faculty and staff salaries toward national market levels appropriate for public research institutions; and develop programs for cultivating leadership among UW's faculty, academic professionals, and staff.

Research and scholarship: Develop a graduate curriculum in computational science; expand energy-related teaching and research; integrate the Berry Biodiversity Conservation Center into UW's research mission and credit-bearing curriculum through a biodiversity science initiative; increase UW's stature in research related to wildlife and livestock diseases; pursue funding sufficient to support research collections of national caliber; achieve UW Libraries' membership in the Greater Western Library Alliance; and expand UW's involvement in the Wyoming Library Database.

Access: Solicit funding for need-based and other types of support for the non-tuition costs of a UW education, especially for nontraditional and outreach students, and enhance scholarships in strategic fields.



UW will continue to develop outdoor experiences as an area of distinction in Student Affairs.

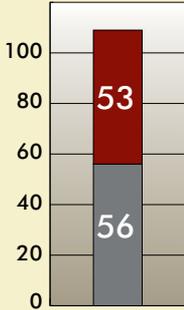
SUMMARY OF UNIVERSITY PLAN 3 ACTION

Action Item	Brief Description
3	Review of UW Regulation 6-43, academic program elimination.
8	University housing plan.
10	Staffing plan in Criminal Justice.
18	Articulation with secondary schools.
24	Enrollment goals.
27	Sexual assault and sexual harassment prevention.
29	Coordination of language study with international education opportunities.
34	Retaining women and people of color on the faculty.
38	Access for students and employees with disabilities.
39	Institution-level research support for areas of distinction.
40	Coherent plan for UW's high-performance computing infrastructure.
46	Center for Quaternary Studies.
48	Increasing avenues for undergraduate involvement in the Art Museum, the AHC, and the University Libraries.

ITEMS ADDRESSED IN 2010-2011

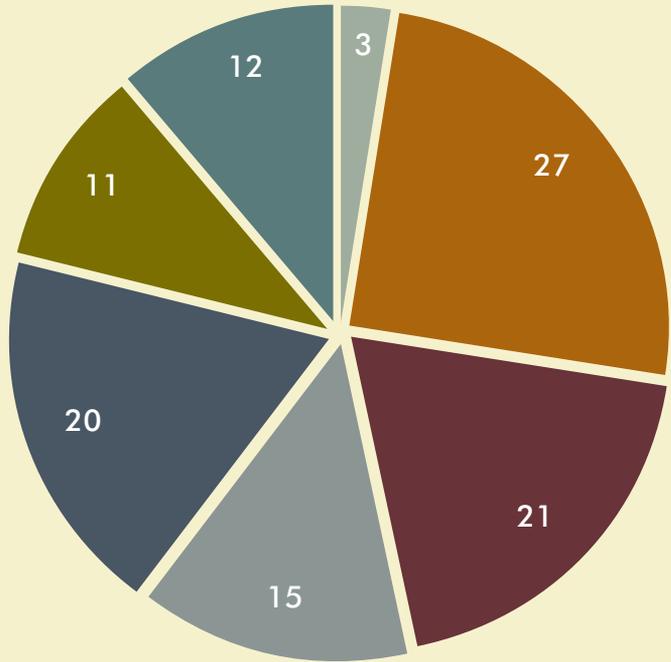
Action Item	Brief Description
54	Community issues associated with energy conservation, energy development, and sustainable energy use.
61	Increase the number of GAs.
62	Time limits on institutional GA funding.
64	Clarification of policies governing faculty reappointment, tenure, and promotion.
68	Electronic research administration system.
74	Facilities planning.
79	Safety, security, and emergency response.
85	Comprehensive statewide plan for learning facilities.
87	Comprehensive clinical education plan in the College of Health Sciences.
89	Recruitment, training, and career placement of physicians.
93	Improvements in STEM education.
100	State science and technology plan.
103	Rural Law Center.
106	Fostering student leadership and place-based service learning.

UP3 PROGRESS FY 2011



TOTAL FY 2011

- Completed
- In Progress



COMPLETE

- Fostering excellence
- Promoting access
- Cultivating leadership
- Building depth

IN PROGRESS

- Fostering excellence
- Promoting access
- Cultivating leadership
- Building depth

The task of the university is the creation of the future, so far as rational thought, and civilized modes of appreciation, can affect the issue.

—Alfred North Whitehead

For more information about the University of Wyoming's strategic plan and detailed supporting documentation for many of the action items described in this document, please visit:

www.uwyo.edu/AcadAffairs/Plans

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