

General Information for *University of Wyoming FY 2014 Annual Report*

(July 1, 2013 - June 30, 2014)

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Other Locations

Casper, Cheyenne, Cody, Gillette, Jackson, Lander, Lingle, Pavillion, Powell, Riverton, Rock Springs, Sheridan, Torrington, Wind River Reservation, Elk Mountain, Jelm Mountain, Red Buttes, Grand Teton National Park, offices in all 23 counties. For 2012-2013 the number of distance education sites reported to the Higher Learning Commission was 48.

Year Established

1886

Statutory References

Wyoming Constitution (1890) Article 7, Section 1, Sections 15 through 17 and Section 23; W.S. 9-2-118; W.S. 9-2-123; W.S. 9-4-719; W.S. 9-4-1003; W.S. 19-14-106; W.S. 21-7-601; W.S. 21-16-201 and 21-16-202; W.S. 21-16-501 through 21-16-505; W.S. 21-16-901 through 21-16-904; W.S. 21-16-1001 through 21-16-1003; W.S. 21-16-1201 through 21-16-1204; W.S. 21-16-1301 through 21-16-1310; W.S. 21-16-1401 through 21-16-1403; W.S. 21-16-1501; W.S. 21-16-1601 through 21-16-1603; W.S. 21-17-101 through 21-17-450; W.S. 21-19-101 through 21-19-106; W.S. 41-2-125

Number of Authorized Personnel

Does not apply.

Organization Structure

Board of Trustees, President's Office, Athletics, Academic Affairs, Administration, Governmental and Community Affairs, General Counsel, Information Technology, Institutional Advancement, Research & Economic Development and Student Affairs (see chart for details).

Clients Served

Enrolled undergraduate, graduate and non-degree students, continuing education participants, high school students, alumni, business assistance clients, community assistance clients, clients

requesting information, agricultural assistance clients, research clients, health care patients, cultural programs patrons, athletics fans, public radio listeners and donors, and other Wyoming citizens.

Budget Information Fiscal Year 2014 (authorized by the Board of Trustees)

Total Revenue / Sources - FY 2014	
General Fund	199,820,345
UW Income Fund	58,215,504
Athletics (Augmenting Revenue)	2,379,045
Sales & Services	8,070,805
Federal Mineral Royalties	13,365,000
Fed. Funds -- Ag. Coll. Research	1,350,000
Fed. Funds -- Ag. Coll. Extension	1,107,809
Land Income Fund -- University	682,000
Land Income Fund -- Ag. College	460,000
Foundation and Gifts	28,987,082
Clinic Income	4,546,236
Grants and Contracts -- Fed. Funds AML through DEQ	18,745,000
Grants and Contracts -- Other Federal Funds	87,672,168
Grants and Contracts -- State Funds	12,005,000
Grants and Contracts -- Other Funds	5,340,801
Auxiliary, Enterprise and Other University Funds	85,618,589
Other Government Agency Funds	-
Total	528,365,383

Total Expenditures / Uses - FY 2014	
Full-time Personal Services (1000)	171,899,458
Overtime (1100)	45,322
Part-time Personal Services (1200)	28,332,498
Graduate Assistant (1400)	12,890,574
Employer Paid Benefits (1900)	75,808,567
Total Personnel Services	288,976,419
Support Services (2000)	155,466,831
Grant & Aid Payment (6000)	53,012,393
Non-op. Expenditure (8000)	28,854,312
Total	526,309,955

Mission and Philosophy

The University of Wyoming (UW) aspires to be one of the nation's finest public land-grant research universities. It serves as a statewide resource for accessible and affordable higher education of the highest quality; rigorous scholarship; technology transfer; economic and community development; and responsible stewardship of our cultural, historical, and natural resources.

In the exercise of its primary mission to promote learning, the university seeks to provide academic and co-curricular opportunities that will:

- Expose students to the frontiers of scholarship and creative activity and the complexities of an interdependent world;
- Ensure individual interactions among students, faculty, and staff;
- Nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and
- Promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the university community.

As Wyoming's only public university, UW is committed to outreach and service that extends its human talent and technological capacity to serve the people in the communities, the state, the nation, and the world.

The primary vehicles for identifying the specific actions and resource allocations needed to achieve this complex mission are the university's strategic plans, revised periodically.

Results of Outcomes

The University of Wyoming FY 2014 Annual Report submission includes information about the University of Wyoming and the Medical Education program. Additional information about the university is available in the UW Dashboard, which can be found at: <http://www.uwyo.edu/oia/dashboard/index.html>.

Adopted in May 2009 by the Board of Trustees, the university's institutional plan (University Plan 3, or UP3) served as the guiding strategic plan for the period 2009-2014. Six areas of distinction were initially identified in the first UW academic plan (1999-2003) and the same thrusts for distinction have been reinforced, refined and advanced during the second academic plan (2004-2009) and then during UP3. The plan guided the allocation of the university's resources in periods of both budget growth and budget reduction. The discussion that follows in this report is based on UP3.

As of July 2013, UW entered the final year of UP3, and planning for University Plan 4 (UP4) is already well underway. At President McGinity's direction, all units, departments, colleges and divisions across campus engaged in various planning activities and meetings, including development of draft academic and administrative unit plans. Feedback from the Board of Trustees, the university's faculty, staff, administrators, students, and external constituents is the basis for revising and further developing ideas for the plan. The final draft of the new strategic plan (UP4) is currently in progress.

Accomplishing University Plan 3

UW systematically reviewed and reported progress annually on the University Plan (UP3). Each year's "report card" was distributed widely and posted on the Academic Affairs website at: <http://www.uwyo.edu/acadaffairs/plans/09-14/>

UP3 was built around five planning motifs, which provided structure and focus for the university's goals and specific action items:

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

FY 2014 was the final year of UP3. Many of the action items in UP3 were completed ahead of schedule, such that only nine action items remained at the beginning of FY 2014. At the conclusion of the plan, all of these remaining action items could be categorized as completed, progress made or no longer applicable.

GOAL 1: BUILDING DEPTH

UW has many academically distinguished programs. Few, however, enjoy the faculty depth, numbers of graduate assistantships, or other resources to which they aspire. Planning is a vehicle by which the university can build genuine depth in elements of its mission where it has struggled to do so for decades.

GOAL 2: REINFORCING AND REFINING AREAS OF DISTINCTION

Adopted in May 2009 by the Board of Trustees after more than a year of effort, including substantial public input, UP3 served as the guiding strategic plan for the period 2009-2014. Six areas of distinction were initially identified in the first UW academic plan (1999-2003) and the same thrusts for distinction have been reinforced, refined and advanced during the second academic plan (2004-2009) and then during UP3. In alphabetical order, the areas of distinction are as follows: (1) critical areas of science and technology; (2) cultural assets, arts, and humanities; (3) environment and natural resources; (4) history and culture of the Rocky Mountain region; (5) life sciences; and (6) professions critical to the state and region.

These areas are far from arbitrary. They are arguably the areas that Wyoming must cultivate to build enduring communities and a vibrant economy. Wyoming and the region will be richer environments for personal growth, economic development, cultural depth, and intellectual leadership if UW adheres to a stable, relevant, carefully crafted set of academic directions that involve all of its colleges and that enjoy national and international recognition.

Private gifts, the state's financial support, the other university funds and specific actions identified in the UP3 are directed to strengthen the university in identified areas. During fiscal year 2014, more than 24,000 University of Wyoming alumni and friends contributed over \$38.1 million in annual fund and gifts/pledges. In addition contributions to the University of Wyoming included \$1.5 million in in-kind gifts, nearly \$2.9 million in realized estate giving, and \$8.3 million in unrealized planned gifts for a total of \$50.7 million.

Accreditation

UW is fully accredited by the Higher Learning Commission through 2019. Of the University of Wyoming colleges and programs for which accreditation is sought from national accrediting bodies, 100 percent hold current accreditation. The colleges of Business, Education, and Law have college-specific accreditation. In contrast, Arts and Sciences, Agriculture and Natural Resources, Engineering and Applied Science, and Health Sciences are not reviewed for accreditation at the college level. Program-specific accreditation is currently in place for numerous individual programs, including dietetics, rangeland ecology and watershed management, the Wyoming State Veterinary Laboratory, chemistry, music education, clinical psychology, counselor education, architectural engineering, chemical engineering, civil engineering, computer engineering, computer sciences, electrical engineering, energy systems engineering, mechanical engineering, petroleum engineering, dental hygiene, family practice programs in Casper and Cheyenne, nursing, pharmacy, kinesiology and health, communication

disorders (speech pathology), and the social work bachelor's and master's programs. In addition, the Student Health Service is accredited by the Accreditation Association for Ambulatory Health Care, Inc.

Licensure Examination Pass Rates/Scores

Another gauge of programmatic quality relative to external measures is the comparison of pass rates/scores on licensure examinations for programs in which such examinations are available and administered. In 2013-2014, eleven programs at UW had examinations with national comparisons. For these programs, ten had pass rates or scores greater than or equal to the national averages for the examination. (Some of the comparator scores are not available for one or two years after the examinations are taken. The engineering and business examinations are given two times each year.) Results for students in UW programs compared with national average percentages or actual scores are as follows:

- Business students' major field test (spring 2014), 166 mean score compared with 151 mean nationally
- Examination for Registered Dietitians (calendar year 2013) one hundred percent passed compared to eighty-five percent nationally
- Counselor education students (academic year 2013), 118 average score compared with 96 nationally
- Engineering students (academic year 2013), eighty-four percent passed compared with seventy-seven percent nationally
- Family practice residency students in Casper (calendar year 2013), 100 percent compared with eighty-nine percent nationally, and in Cheyenne (calendar year 2013), one hundred percent compared with eighty-nine percent nationally (first time test takers)
- Nursing students (academic year 2013), in the accelerated program exam scored eighty-six percent compared with eighty-three percent nationally and in the Nursing BSN program exam eighty-seven percent compared with eighty-three percent nationally
- Pharmacy students at UW (calendar year 2013) scored ninety-five percent compared with ninety-six percent nationally
- Speech-language pathology students (academic year 2013) scored one hundred percent compared with ninety-three percent nationally
- Dental Hygiene students (calendar year 2013) scored one hundred percent compared with ninety-six percent nationally

GOAL 3: PROMOTING ACCESS TO HIGHER EDUCATION

As a public land-grant institution, the university has an historic commitment to access to higher education. Wyoming is a national leader in this arena primarily due to the ground-breaking Hathaway scholarship program, a tradition of cooperation among the university and Wyoming community colleges, and high levels of state support for higher education which keep tuition and fees among the lowest in the nation in comparison to other public doctoral-granting universities.

Whereas access traditionally refers to UW's commitment to serve learners throughout Wyoming

and beyond, it also implies a responsibility to guide and challenge students intellectually and to hold UW accountable for how well they learn.

Access is a multidimensional goal. It includes cost of attendance, education throughout Wyoming, student preparation and success, internationalization, and diversity. The action items below address these issues.

Attendance

The State of Wyoming's Hathaway scholarship program represents a remarkable policy achievement in lowering the cost barrier to a college education, but it does not eliminate that barrier for all students. UW has considerable resources, in the form of publicly and privately funded scholarships, with which to complement the Hathaway program.

The following data gives a snapshot of enrollment statistics over the last year:

- **Total student enrollments** (end of the fall semester) - Total fall 2013 semester headcounts, including professional development, outreach and online students, was 13,638.
- **New-student enrollments** (first-time freshmen and transfers) - 2,664.
- **Minority and international student enrollments** - 16 percent of student enrollment.
- **Third-semester retention rate** - The third-semester retention rate for the freshman cohort entering in the fall of 2012 and retained until the fall of 2013 was 74 percent. (Standardized retention data are always delayed one year.)
- **Six-year graduation rate** - The six-year graduation rate for first-time, full-time freshmen matriculating in the fall of 2007 and graduating by the summer of 2013 was 54 percent.
- **Six-year graduation rate for student-athletes** - The six-year graduation rate for student athletes (entering in fall 2007 and graduating by the summer of 2013) was 72 percent compared to the overall student body, 54 percent.

During FY 2014 the Division of Student Affairs made substantial headway in developing and promoting several programs for need-based aid and aid for nontraditional students. The Wyoming College Access Challenge Grant provides approximately 300 need-based scholarships to Wyoming students annually. Wyoming high school seniors who are Pell-eligible and enrolling full-time in college may receive up to \$1,000. Two competitive grants (from the Daniels Fund and the Osher Foundation) totaling \$75,000 annually provide scholarship aid and academic services to nontraditional students with evidence of financial need. In addition, a \$1 million endowment was contributed from the Osher Foundation for sustained support to nontraditional students. Through a review of packaging policies and donor criteria, the Office of Student Financial Aid has identified \$375,000 in funding for summer persistence awards. In addition to these programs, the Division of Student Affairs is partnering with the UW Foundation to attract more funding for students with financial need.

During FY 2014 the Division of Academic Affairs made significant progress toward a community college curricular outreach plan. The dean of the Outreach School, in conjunction

with the deans of the colleges, developed a document entitled "A Proposal for a Statewide Strategic Partnerships Program: Stage I," outlining possibilities for offering additional programs beyond the Laramie campus in collaboration with Wyoming's community colleges. The draft document will be an important focus for discussion within UW and among Wyoming community college leaders during FY 2015.

To advance a statewide student referral and services pipeline, Student Affairs developed the www.wyo4ed.org website, which is now promoted statewide to pre-college students, their families, and secondary school personnel. The site provides extensive college preparatory tools and information targeted by grade level. Tools include the Hathaway Calculator, a major and career decision tree, and a pre-college programs search highlighting statewide options including those for limited-income families. The Wyoming College Advising Corps (WyCAC) places recent college graduates in Wyoming high schools to provide a variety of college preparatory advising and programming intended to increase college aspirations and to promote a college-going culture in host schools. The program has more than 10 advisors in nearly 20 Wyoming high schools. In addition, the Wyoming Transfer Advance program provides automatic admission to Wyoming Community College students and provides academic advising, financial aid counseling and helps answer questions for students who are currently at a Wyoming community college and plan to transfer to UW.

Success in bringing students to UW is only meaningful if the university retains students who earn a degree. Annually, the Summit "Cowboy Connect" Transition Program is held in August to assist new students, through programming, with the transition to college life. Transfer/non-traditional students and veterans are also encouraged to participate in events designed specifically for their needs.

Synergy, a UW learning community for conditionally admitted students, has been expanded into two programs. Students are able to use an on-line selection process to make a decision between the two programs best suited to the student academic needs. Synergy requires intensive and highly coordinated academic work for students conditionally admitted to UW because of gaps in their high school preparation. Approximately 300 students participated in the Synergy program in FY 2014.

Education throughout Wyoming

UW's land-grant mission carries with it a responsibility to serve the larger community. As a result, UW's infrastructure extends far beyond the UW-Laramie campus and planning for that infrastructure must be statewide in scope. UW's statewide commitment is carried out through the Outreach School, University of Wyoming Extension, Student Educational Opportunity, and the economic development units of the Office of Research and Economic Development (e.g., Wyoming Small Business Development Centers and Manufacturing Works). UW has facilities projects statewide. Among the newer facilities, construction of the joint facility to be shared by the University of Wyoming and Casper College was completed in January 2014. This building serves both schools' goals to continue to provide quality higher education opportunities to students in Wyoming. The facility houses the Casper College student union and provides a technology-rich learning environment for UW undergraduate and graduate students in Casper. The 2012 Legislature appropriated funds for UW to purchase and renovate the Watt Center at Sheridan

College to house UW Extension, part of the Sheridan Agricultural Research Station, labs for UW agriculture faculty assigned to Sheridan, and Outreach School classrooms to serve UW students in Sheridan. Renovation of this facility was completed in fall 2013. UW will also occupy space in a new facility in Cheyenne currently being planned by LCCC.

Similar to institutions nationwide, UW delivers an increasing portion of its curriculum to a growing number of students statewide through distance technologies. These students are served through the university's Outreach School. In FY 2014, 23 percent of UW's nearly fourteen thousand students were enrolled through Outreach. In addition, multi-institution and multi-state collaborations for delivery of distance-delivered courses are becoming critically important for broadening and deepening course and degree options. UW is a founding member of the Western Interstate Commission for Higher Education Internet Course Exchange (WICHE ICE).

Wyoming Public Media (WPM) extends UW Outreach School's service statewide and globally with four channels and streams, Wyoming Public Radio, Classical Wyoming Radio, Jazz, Wyoming Radio, and <http://wyomingpublicmedia.org/> WPM provides radio signal to over 90 percent of Wyoming and penetrates into contiguous states. Over 60,000 Wyoming residents listen to WPM's radio broadcasts (5 year rolling average). The online service generates close to 29,000 visits monthly, many from national and international locations. WPM's programming provides life-long learning through media with news, public affairs and cultural content from national and local sources. WPM's nationally recognized News Department is the recipient of a variety of grants and awards, including three prestigious Edward R. Murrow awards for News Excellence. Wyoming Public Media is the sole radio source for National Public Radio (NPR) programs in Wyoming.

Enhancing Student Preparation

Access without a reasonable chance at success is a hollow benefit. UW must work across the spectrum of Wyoming's educational system to ensure that students enter college with the right preparation, begin their college careers with the right courses, and have access to the right tools and resources to succeed.

In November 2011, UW's Trustees strengthened the institution's preferred admissions standards, sending a clear message to Wyoming high school students and their families about the importance of academic preparation for success in college. Students who do not meet these higher standards continue to be admitted; the university offers supplemental academic resources for these students.

Especially germane to this mission of student preparation is the Hathaway success curriculum, enacted by the 2007 Wyoming Legislature. This prescribed high school curriculum delivers a profound message about the importance of solid preparation for post-secondary education. However, the Hathaway success curriculum is far from a panacea given the variety of student demographics and myriad of pathways into higher education. An increasingly critical task is to assess nontraditional students' preparation for the university experience and provide resources to promote their success. Efforts provided by the Wyoming School University Partnership and initiatives funded by the School of Energy Resources also support student transitions.

Enhancing Student Success

Owing to its size and culture, UW is fertile ground for the adoption of measures that can enhance students' learning environment beyond the traditional classroom, laboratory, and studio activities. The University of Wyoming conducts three broad-based surveys focusing on student satisfaction on a biennial basis. The Noel-Levitz (NL) Student Satisfaction Inventory is administered to roughly half the student sample, while another one-half completes the ACT Student Opinion Survey. A third survey, the University of Wyoming Student Opinion Survey (UWSOS), composed of items developed largely by Student Affairs and Academic Affairs, is administered to the entire student sample (approximately 1,500 respondents per survey year).

The 2014 report highlights include:

- University of Wyoming students remain very satisfied with their university experience. Fully ninety-four percent are pleased with their education at UW. (UWSOS)
- UW students rate campus safety and security significantly higher than their counterparts at other public universities. Only five percent expressed dissatisfaction with campus safety. (NL)
- Satisfaction with the UW library continues to be high, with ninety-two percent indicating they are either satisfied or very satisfied with the library and less than one percent indicating dissatisfaction. (ACT)
- Computer facilities receive high marks also—eighty-one percent express satisfaction while only five percent express dissatisfaction. (ACT)
- The Wyoming Union had high rates of satisfaction with 83 percent satisfied or very satisfied. (ACT)
- The largest improvement since 1998 has been in student satisfaction with residence hall food service, followed by a strong improvement in weekend activities. (NL)
- Nearly three-quarters of UW students find tuition to be a “worthwhile” investment, while only eleven percent do not. (NL)
- Students are positive about athletic contributions to school spirit by a margin of fifty-seven percent positive to sixteen percent negative. (NL)
- UW students are considerably more likely to be involved in recreational or intramural programs than students at other public universities, and they are significantly more satisfied. (NL)

Internationalization

The UW community thinks of internationalization as a three-legged stool:

- Cultivate an environment that attracts international scholars and students. UW's colleges routinely conduct faculty searches that are international in scope, and many departments recruit students — especially at the graduate level — from around the world.
- Enhance UW students' international awareness through the curriculum.

- Expand opportunities for UW students to study abroad. There were 74 students who studied abroad from fall 2002 to summer 2003 compared to 362 students from fall 2012 to summer 2013. Over \$220,000 in scholarships were awarded by UW to support student experiences abroad last year.

Last year, UW completed a two-year invitation-only project, the American Council on Education (ACE) Internationalization Lab. The UW team, which included representation from across UW, met with faculty, students, staff, and communities around the state to gather data, assess the state of international education and research in Wyoming, and develop recommendations for action to bring internationalization efforts to the next level. The recommendations will help guide strategic planning around global perspectives for the UW community, including:

- Strengthen support funding for faculty and staff development in international activities;
- Develop a UW English-language center;
- Explore opportunities for providing substantial critical language learning and augmenting language offerings;
- Sustain and expand outreach to Wyoming communities and enhanced commitments to P-16 partnerships in international education; and
- Develop global learning outcomes, including a Global Certificate Program that will integrate global perspectives on an ongoing basis into UW's curriculum and co-curriculum activities.

In FY 2014, UW hosted a variety of delegations from international partners, including Shanghai Normal University and the Military Medical University (China), Tribhuvan University (Nepal), Saitama University (Japan), Saratov State University (Russia), Pforzheim and Ulm Universities (Germany), and the Taipei Economic and Cultural Office and UK Consul General's Office. In turn, UW sent delegations of faculty, students, and administrators to visit partners in Australia, Guatemala, Russia, Italy, and China, among others. UW also hosted the second Fulbright Russian International Education Administrators fellow, in partnership with the University of Indiana.

UW faculty led 25 international field courses around the world this past year, and international service learning projects were offered in Honduras, Germany and Poland, Costa Rica, Trinidad & Tobago, and Jamaica. UW's international student population topped an all-time high of over 800 students, hailing from over 90 countries around the world, and more than 100 international scholars. ASUW, UW's student government, elected its first international student as President for the upcoming year. UW hosted nearly 200 students from around Wyoming for the second annual World Languages Day, and this year, we joined the World Trade Center-Denver collaboration. This included sending a delegation of Global Business Club students from UW to "International Business U," a multi-day conference and networking event with Rocky Mountain Region global businesses. Faculty from UW participated in international research collaborations, conferences, seminars, and symposia across the globe.

UW must provide knowledge and opportunities for our students, faculty, and staff to lead and excel in a world that is increasingly globally connected – but we must do so in an environment where there are rapidly-changing risks. Keeping in mind the importance of balancing critical internationalization goals and the importance of global experiences with the need for safety and

security, UW formulated a new policy this year, issued as a Presidential Directive in February 2014, that puts in place a process for evaluating and managing travel to regions where heightened travel risk may arise. This policy puts in place a fiscal and structural support system to mitigate risks that arise before departure and during faculty, student, or staff international travel.

Diversity

As the state provides new opportunities for its students, responsibility falls to UW to maintain an inclusive environment for teaching and learning. The university must continue reaching out to those for whom opportunity may not come so easily: students of color, students of limited economic means, and students who have never dreamed of going to college. UW must cultivate the diverse and heterogeneous society that graduates will find as they enter increasingly multicultural workplaces and communities. The Strategic Diversity Initiatives Committee at UW has continued a “Learning and Living Differently” marketing campaign. Among the programs that participated are the McNair Scholars program, the Science Posse, and a summer research apprentice program, as well as the School of Energy Resources and the Science Math Teaching Center.

TRiO and GEAR UP programs (funded by the U.S. Department of Education) are housed in the Office of Student Educational Opportunity. TRiO and GEAR UP programs are federal outreach and student services programs designed to identify students from disadvantaged backgrounds and provide college access and success services to individuals and their families. Programs are targeted to serve and assist low-income individuals, first-generation college students, ethnic minority students, and students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

UW has memorandums of agreement (MOA) with Historically Black Colleges and Universities (HBCU), Winston-Salem State University (WSSU), Howard (Washington D.C.), Jackson (Mississippi) State, North Carolina A&T (Greensboro), and Hampton (Virginia) universities and with the National Center for Atmospheric Research. The MOA’s define a framework that creates opportunities for mutually beneficial research and education. This includes establishing student and faculty exchange and internship opportunities, collaborative research, outreach, teacher training and other activities. In summer 2013, Morehouse College sent 38 students and faculty from the historically black college to participate in the National Science Foundation undergraduate program High Altitude Research. The visit was sponsored at UW by the UW Strategic Diversity Initiatives (SDI) Committee and the School of Energy Resources. SDI was created to promote and strengthen diversity on campus. The Morehouse visit potentially will serve as a pipeline for recruiting graduate students. Morehouse College graduates historically continue at top tier universities in the United States.

GOAL 4: FOSTERING EXCELLENCE

Many of UW’s best opportunities to foster excellence reside in six areas of distinction. Focusing on areas of inquiry relevant to the state and region not only connects the university to its most important constituencies, but it also highlights Wyoming’s role as a natural laboratory in which to explore many of the most pressing issues confronting the broader world. Other opportunities

reside in the institution's responsibility to build excellence in human capital and facilities.

Areas of Distinction: Critical Areas of Science and Technology

Although UW has experts in a wide array of scientific and technological fields, three fields warrant special strategic emphasis:

- Computational science and engineering
- Earth and energy science and technology
- Water resources

Two other fields of science and technology, specifically environment and natural resources and life sciences, are separate areas of distinction discussed later.

UW's partnership with the National Center for Atmospheric Research (NCAR) created an opportunity for innovative initiatives. The Wyoming portion of NCAR Wyoming Super Computer (NYSC) computational resources allows scientists to address challenging science problems in the atmospheric and related sciences requiring capability computing, contribute to cross-disciplinary research in the geosciences and Earth System sciences, and help attain the goals of fostering substantive scientific and computational collaborations between UW and NCAR, EPSCoR state, or front-range researchers. The computer resources are available for both peer-reviewed researchers with NSF or other federal grants and UW graduate students and post-doctoral faculty working on future grant proposals. In addition, allocations may be given to support faculty's integration of high performance computing in their undergraduate and graduate courses. Resources may also be made available to a small number of projects funded by other government agencies or by the private sector.

The NCAR Wyoming Supercomputing Center (NWSC) represents collaboration between NCAR and the University of Wyoming, and through the Wyoming-NCAR Alliance (WNA) about 75 million core-hours per year is reserved for Wyoming-led projects in the atmospheric, earth system, geological and related sciences. Large allocations of capacity are overseen by the WNA Resource Advisory Panel (WRAP), a University of Wyoming-managed process. Among the universities that use NWSC, UW ranks first in the number of active projects, ahead of the University of Washington; first in total allocations, ahead of the Center for Ocean, Land and Atmospheric Studies (COLA); first in total users, ahead of University of Michigan and second in total usage, behind COLA, but ahead of University of Michigan and Cornell.

The Quaternary Period of Earth's geologic history spans the last 2.6 million years, and contains repeated climate changes (ice ages), large changes in the chemistry of Earth's atmosphere, massive extinctions and other evolutionary and ecological changes, the evolution of modern humans, and the emergence of civilization. These climatic, hydrologic, soils, landscape, ecological, evolutionary, and cultural changes offer a rich set of case studies that apply to many topics from Earth system science to natural resource management and economics. The Roy J. Shlemon Center is a cross-disciplinary intellectual community focused on using the rich geological, fossil and archeological record of the Quaternary Period to learn about how the Earth's environment changes and how such changes affect natural resources, such as water and forests, and societies. Few

institutions have equal depth and excellence in this area. The current consortium of more than 20 faculty with Quaternary interest spans at least six departments (Anthropology, Botany, Geography, Geology and Geophysics, Renewable Resources, and Civil Engineering).

Energy-related teaching and research at UW continues to grow. The School of Energy Resources (SER), in collaboration with the UW colleges and the energy industry, identified priorities for a number of new faculty positions to be supported with new funding appropriated by the 2012 Wyoming Legislature. Priority areas include petrophysics, geomechanics, petroleum systems, energy finance, business or accounting, and law.

In FY 2014, SER received about \$9.6 million in state general fund appropriations to bolster academic and research activities in UW's seven colleges and to facilitate statewide and national outreach in energy-related fields. SER's budget supports faculty positions, visiting scholars, graduate assistantships, interdisciplinary curricular innovations, and enhanced connections with Wyoming's community colleges and school systems. SER has 13 faculty experts. It also provides seed money for energy-related research centers, both within academic departments and across department lines, and for competitive external research grants. The growth of energy-related academic programs continues. For example, in fall 2013 Petroleum Engineering had 309 undergraduate majors and 43 graduate majors, an increase from 47 undergraduates and 11 graduate majors in fall 2006. Energy Systems Engineering, new in 2009, had 37 undergraduate majors in fall 2013, and Energy Resource Management and Development, also new in 2009, had 73 majors in fall 2013.

For the past three years, the Wyoming Governor's Energy, Engineering, STEM Integration Task Force (WGEESIT) and the university have been developing plans to raise the university's College of Engineering and Applied Science to the top quartile of engineering programs in the nation. The Task Force is composed of two legislative representatives as well as UW graduates who are some of the leading energy company executives in the nation. During the 2014 session, the Legislature appropriated \$8 million in operating funds to begin implementing a plan that will enhance the College of Engineering instruction and research that will eventually place the university in the top quartile of engineering degree programs in the nation. The university will provide an additional \$9 million to assist with program development. The State of Wyoming has set aside a total of \$95 million to support construction of an Engineering Building renovation and expansion with a commitment from UW to raise an additional \$15 from the private sector. Also during the 2014 budget session, the Legislature released \$7.9 million of funding for planning for the associated facilities.

Additional planning as well as programmatic implementation are ongoing for this significant undertaking. Among the goals for this initiative: 1) Excellence in undergraduate education; 2) World-class research and graduate education; 3) Productive economic development for Wyoming through partnerships; and 4) science, technology, engineering and mathematics (STEM) education for both K-14 and UW students.

Further, in FY 2014, initial work began on the UW Science Initiative. The biennial budget bill enacted during the 2014 budget session provided for a task force to be appointed by the Governor focused on University of Wyoming top-tier science programs and facilities. The legislature challenged the university to achieve top-quartile science programs, with the overall goals of improving the prestige and quality of teaching and research in the sciences, enhancing

employability of UW graduate's in the sciences, fostering opportunities for the creation of sustainable jobs in Wyoming and furthering economic development.

Areas of Distinction: Cultural Assets, the Arts and Humanities

UW is Wyoming's hub for the fine and performing arts and creative endeavors in the humanities. Already home to the richest array of cultural assets in the state, UW enjoys a reputation in these areas that would be enviable even at larger, wealthier institutions. With award-winning academic programs in the studio and performing arts, a Masters of Fine Arts (MFA) program in creative writing, an art museum of increasing national prominence, and outstanding archives, the university has an impressive array of assets upon which to build a magnet environment for the arts and humanities.

During 2013-2014, the university's Eminent Writers in Residence were Dinaw Mengetsu and Sherwin Bitsui. Dinaw Mengetsu is a MacArthur Foundation Genius Award Winner and received the Lannan Fiction fellowship, the Guardian First Book Award, the Los Angeles Times Book Prize, and the Prix du Premier Meilleur Roman Etranger, among other awards. Sherwin Bitsui is a writer of poetry and is the recipient of the 2011 Lannan Foundation Literary Fellowship and a 2011 Native Arts & Culture Foundation Arts Fellowship, among other awards. Joy Williams and Rattawut Lapcharoensap continued as part-time writers in residence. Funded by the Excellence in Higher Education Endowment established by the Wyoming State Legislature in 2006, the Eminent Writer in Residence Program invites "highly distinguished scholars and teachers" to spend time working with MFA students and the community during the semester. This senior faculty position is housed in the English Department's MFA in creative writing program.

In addition to the Eminent Writers in Residence, UW also hosted two visiting writers, Rachel Levitsky, and Claire Vaye Watkins. Rachel Levitsky teaches writing and Poetics at Pratt Institute and Naropa University. Claire Vaye Watkins received the Dylan Thomas prize, the Story Prize, the New York Public Library Young Lions Fiction Award, the Rosenthal Family Foundation award, and a Silver Pen Award.

During 2013-14, the university's Eminent Artist in residence was Bently Spang. Spang is a multidisciplinary artist with a bachelor's degree from Eastern Montana College in Billings and a master's degree in sculpture from the University of Wisconsin-Madison. The Institute of American Indian Arts considers him to be among the top 60 artists who have made significant contributions to the field of contemporary Native art.

Also during 2013-14, the Department of Music hosted several Eminent Artists in Residence. The artists included The Ying Quartet, The American Brass, Syberite5, Gerard Schwarz, Yellowjackets, Mason Bates, and Dawn Upshaw with Kayo Iwama.

Renovation and construction of the addition to the Buchanan Center for the Performing Arts began in 2013. The building remained functional during the phased construction.

Areas of Distinction: Environment and Natural Resources

UW continued strengthening curricular connections among the Haub School of Environment and

Natural Resources (ENR), the School of Energy Resources (SER), and the many academic units across the university that has depth in ENR-related disciplines.

The Wyoming Center for Environmental Hydrology and Geophysics (WyCEHG) was started in July 2012. The multidisciplinary center encompasses new physical and intellectual infrastructure that enables a comprehensive research program linking surface and subsurface watershed hydrology, geophysics, remote sensing, and computational modeling. The vision is for a center of excellence in environmental hydrology and geophysics that transforms science and watershed management in Wyoming by providing cutting-edge knowledge and tools to water resource managers and scientists in the public and private sectors. A grand challenge for water resources management is to optimize water allocation among stakeholders whose diverse needs range from watering crops to extracting fossil fuels, safeguarding drinking water, and delivering water to downstream communities. The Center publishes a newsletter which can be found at: <http://www.uwyo.edu/epscor/wycehg/newsletter-archive.html>. One of the joint efforts includes Wyoming teacher training. Combining Research and Education in Science (CREST) led a June 2014 workshop designed for middle and high school teachers with a background or interest in watershed ecology.

In FY 2014, the Wyoming Geographic Information Science Center (WyGIS) coordinated with six states across the nation, multiple federal agencies and several tribal entities to create a robust geospatial database of all water bodies currently occupied by the Redband Trout. This database provides a baseline for assessing Redband Trout abundance, genetic purity and population health, and helps facilitate better collaborative effort between wildlife management agencies. WyGIS also hosted the Wyoming Geospatial Stakeholders Workshop that was attended by over 85 people in Casper, Wyoming. This workshop was jointly sponsored by the Wyoming Department of Enterprise Technology (ETS) and Governor Mead's "Governor's Energy Strategy Initiative". It effectively gathered various stakeholders' input on designing two new geospatial web applications currently being developed by WyGIS. The first is a public statewide geospatial data clearinghouse, and the second is a natural resource and energy explorer tool for supporting pre-planning development considerations through assessments of energy, environmental, cultural, socioeconomic and infrastructural assets for user-defined, project-scale areas of interest in the state. Further, Wyoming Geographic Information Science Center (WyGIS) presented its fall special forum series. The series included research seminars, technical seminars, training/education seminars and user group brown bag lunches.

The Wyoming Conservation Corps successfully completed its seventh year. The program includes spring leadership training which includes technical, safety and outdoor living skills, National Days of Service on campus, and Wilderness First Responder certification. The summer field projects are located across Wyoming and are supported by several state agencies. Examples of field projects include new trails, wetlands restoration, and energy impact reduction. The Conservation Corp launched a glass recycling program during the spring and summer of 2014. The program is open to the community and helps WCC crew members meet a volunteer service requirement.

The Ruckelshaus Institute published the first issue of Western Confluence magazine in January 2014. This will be a semi-annual publication covering natural resource challenges in the West with an emphasis on new research (<http://www.westernconfluence.org/>).

The Haub School began offering a new undergraduate minor in sustainability. The minor was first offered in fall 2013 and consists of three different tracks: the general track, a food systems track, and a sustainable energy track. The Haub School received a \$500,000 gift from the Walton Family Foundation. The money will support efforts over the next two to four years to sustain landscapes in Wyoming and the Rocky Mountain West. This will include research, analysis and educational programs to inform sustainable management of open spaces, wildlife habitat, agriculture, water, human communities, energy resources and more.

Five University of Wyoming scientists (from the Haub School, College of Agriculture and Natural Resources, College of Arts and Sciences, and the School of Energy Resources) joined 33 scientists around the country to produce “Science, Education, and Outreach Roadmap for Natural Resources”. The report makes recommendations about how public and land-grant universities can meet natural resources challenges over the next decade. UW’s scientists contributed to the climate change, education and energy sections, as well as providing peer review for the report.

Areas of Distinction: History and Culture of the Rocky Mountain Region

The American Heritage Center (AHC) is UW’s globally acclaimed manuscripts repository, rare books library, and official archives. Its collections, which document the Rocky Mountain West and select aspects of United States history, are used most intensively by UW undergraduates, but also by scholars from across the nation and around the world. AHC’s travel grants assist global scholars to visit Laramie for research, enhancing the reputation of UW as a center for the study of Western history and culture.

With support from the Wyoming Cultural Trust Fund (WCTF), the AHC has accomplished tremendous goals in making original analog sources accessible to the world on the Internet through digitization. Two WCTF grants permitted the Center to digitize the transcripts of 1950s Soundscaper disk interviews with Wyoming homesteaders, every Wyoming Stock Growers Association brand book from their beginnings to 1923 (when copyright law intervenes), and over 500 Wyoming-related motion picture films. In 2013-2014, over 22,000 Wyomingites accessed the Luna digital collections database of more than 100,000 primary sources on the AHC website.

National History Day is a year-long education program that culminates in a national contest every June. In the 2014 national competition Wyoming again had several students place among the finalists. Wyoming History Day, administered by the American Heritage Center, occurs every year in April. Leading up to the statewide contest more than 2,000 Wyoming students in grades 6 through 12 participate at some level of the competition; in 2014 approximately 280 students, with their families and teachers, attended the state contest on the UW campus.

The AHC creates and administers a hugely popular traveling exhibit program, with endowment support from Capital West Bank. The exhibits, ranging from the Bozeman Trail to Chief Washakie to Wyoming during WWI to Wyoming Women, were viewed by approximately 35,000 individuals in every corner of the state.

Collaboration between the AHC and the School of Energy Resources (SER) continues to examine what it is like for communities that experience an energy boom nearby. Working with UWTV, the AHC conducted a video-based oral history project about the evolving Niobrara Oil Play, which

included more than 50 interviews with residents, business owners, landowners, industry personnel, public officials, and others in Laramie, Platte, Goshen, and Converse counties. Recently the project focused on creating three short, topical videos that both SER and the AHC use to promote discussion statewide about energy development. Interviews and transcripts are posted online at <http://www.uwyo.edu/ahc/energyboom/>.

UW's new "entrance," the Marian H. Rochelle Gateway Center, will contain the McMurry Foundation UW Legacy Hall. The Hall will showcase an interactive timeline history of the university and of the school's role in the evolution of Wyoming and the nation. To ensure that the extensive content of the timeline had the utmost authority, the UW Foundation requested AHC take on the project. About 50 percent of the project was completed by June 2014. The research for the timeline has uncovered some little-remembered but significant aspects of UW's and Wyoming's pasts, and has also given the Center a chance to present dozens of its historic UW and Wyoming photographs, films, and oral history excerpts to the widest possible audience.

The AHC actively collects Wyoming related materials, to ensure that its holdings about the state and region remain unparalleled. Some recently acquired collections range from letters to lawman Joe Lefors regarding cattle rustling to mid-19th century ledgers from Fort Bridger to videos taken by Wyoming Supreme Court Justice Harry Harnsberger documenting the history of Lander, Wyoming.

Areas of Distinction: Life Sciences

The Biodiversity Institute welcomed visiting science author and illustrator Katrina van Grouw in fall 2013. While at UW she presented an art exhibition and workshop on drawing natural history specimens. She also gave a presentation about the "Fuzz to Feathers to Flight: How Birds Arose from Dinosaurs and Took to the Air" exhibition in the Geological Museum. The Biodiversity Institute also published "Plants with Attitude: Regionally Native Plants for Wyoming Gardeners" which is a guide to caring for plants that are native to Wyoming. The Institute presented its first Contributions to Wyoming Biodiversity awards; the Contributions to Biodiversity Science Award was presented to Robert and Jane Dorn of Lingle, Wyoming, while the Contributions to Biodiversity Conservation Award was presented to Chris Madson of Cheyenne, Wyoming.

The UW Life Sciences Program was one of eight from a field of 70 institutions to be selected to participate in an initiative called the Partnership for Undergraduate life Sciences Education (PULSE). The goal is to help more students succeed by better articulating learning outcomes. UW led the annual Life Sciences Lost in Transition Summit. Forty-five math and sciences teachers from across the state attended. Attendees included faculty from public schools, community colleges and the university. The summit was an opportunity for instructors to share student work, fears and frustrations, teaching tips, and lots of encouragement. This year's topic was "quantitative reasoning."

Graduate Education

One of the characteristics of world-class research institutions is a commitment to excellence in graduate education — a commitment that builds upon and bolsters the commitment to outstanding baccalaureate education. Indeed, one of UW's most important contributions to human capital

development is the training of graduate students who contribute to the nation's supply of scientists, engineers, scholars, business leaders, teachers, health care providers, policy makers, and lawyers. Excellence in graduate education requires sustained faculty attention, not only to the painstaking mentorship endemic to teaching and learning at this level, but also to the external research funding and the priorities for private philanthropy needed to support students during their graduate-school years.

In FY 2014, UW continued its initiatives to enhance recruiting of graduate students and to improve the graduate education experience. The all-electronic graduate application process and the graduate education website (<http://www.uwyo.edu/uwgrad/index.html>) had been implemented in FY 2013. Although graduate enrollment did not increase in FY 2014, it is anticipated that the impacts of these initiatives will be realized within a few years.

UW has continued to devise approaches to recruiting the best graduate students to the university by providing interested departments with funds to recruit. Those departments that are successful in using these funds to recruit students (that is, those departments that demonstrate positive outcomes) are provided more support for Graduate Assistant positions.

External awards – Part of the University of Wyoming's reputation hinges on the robustness of its research enterprise and graduate education. UW faculty members have continued to receive national recognition for their research accomplishments to make the university a research institution of international standing. In FY 2013, UW estimated external funding was \$76.7 million. The total average estimated research dollars per tenure-track faculty (excluding financial aid funding) was \$105,931. In FY 2007, this number was \$105,912. Compilation of data for FY 2014 is in progress as of the date of preparation of this report.

Institutional awards – In FY 2012, the university received approximately \$63 million from federal sources. Direct student loans were approximately \$25.9 million. Compilation of data for FY 2014 is in progress as of the date of preparation of this report.

Technology transfer - The Research Product Center has heightened the level of technology transfer in FY 2013, with 26 utility patent applications filed (US, foreign or PCT), 10 United States Patent and Technology Office patents issued, and 6 Option Agreements, Assignments or License Agreements (including Patent Licenses, Software Licenses or Copyright Licenses).

Building Excellence in Human Capital

The foundation of an excellent university is excellent people. Developing the talents of students, faculty, and staff requires a consistent, institution-wide culture that encourages lifelong learning and professional development among all employees.

During spring 2014, the university engaged in extensive planning to implement salary increases effective on July 1, 2014. The lack of recurring increases in salary and employer-paid benefits for four years resulted in the university falling significantly behind the average of its market competitors. The legislature provided a one-time salary increase of 1%, with a cap of \$1,200, for FY 2014. Among its provisions, in Section 320 of House Bill 1 (Chapter 26), the 2014 Legislature provided an appropriation of \$4.15 million from the General Fund for permanent compensation

adjustments for University of Wyoming Section I employees, UW School of Energy Resources employees, UW Medical Education employees and Enhanced Oil Recovery Commission employees in FY 2015. In March 2014, the Board of Trustees (BOT) authorized tuition increases for FY 2015, and of the total projected revenue increase, the BOT authorized \$1 million for compensation increases. This action was taken to begin to address significant difficulties in attracting and retaining highly qualified faculty and staff. Eligible employees received a fixed market increase of 1.44%, and top performers received a merit increase (average of 1.53%).

Faculty hiring, retention and promotion practices are pivotal in determining UW's future. The Ellbogen Center for Teaching and Learning (ECTL) continued its programming for faculty development in FY 2014 (<http://uwadmnweb.uwyo.edu/ctl/>). Programs for new faculty and lecturers and graduate student teachers were conducted throughout the fall and spring semester.

The ECTL hosted its fifth annual e-volution: Innovations in Learning Environments conference in fall 2013. The conference focused on various ways of using technology to engage students in the classroom. Prior year sessions are archived on the e-volution website at <http://www.wyoforum.org>. ECTL also conducted its New Instructor Seminar Series to provide advice to new faculty and graduate teaching assistants. The seminar included topics such as plagiarism, incorporating non-native English speakers into classes, using Canvas, the university's new learning management system, and the requirements for "Communication Across the Curriculum". A "Designing Your First-Year Seminar" class was offered which focused on the philosophy, research, and best practices that support the significance of the first year seminar. In addition, ECTL hosted a presentation entitled "Delving into the Mind: How Learning Really Happens."

Building Excellence in Capital Facilities and Infrastructure

UW is committed to the capital facilities planning process which began in 2000. The university will continue to update that plan and to advance high-priority projects, to the extent funding strategies permit.

In June 2014, the Wyoming Governors Energy, Engineering and STEM Integration Taskforce accepted the College of Engineering and Applied Science (CEAS) Engineering Initiative implementation plan to elevate and enrich academic programs and research to achieve Tier 1 engineering college status. A critical feature of this initiative is to add complementary and supplementary buildings in close proximity to the existing CEAS building. A design team has been selected to scope the Engineering Building Expansion and Renovation project, following permission from the Legislature to move from Level 1 planning to the Level 2 design stage. At this time, the Phase III construction phase of Engineering Building project is expected to start in early in 2016. In parallel, design of the High Bay Research Facility (HBRF) is on-going.

Construction of the Michael B. Enzi STEM facility began in January 2014. The new facility, which will house class laboratories for lower division science, physics, technology, engineering and mathematics classes, will be completed in late spring of 2015, and the move-in will occur over the summer of 2015.

For the Half Acre Gym Addition & Renovation project, construction of the addition is underway and will be completed in November 2014. Renovation of the original Half Acre Gym building

will begin when the move into the addition is completed. Completion of the renovation portion of the project is scheduled for March 2015. The Half Acre Gym facility has remained operational during the construction process. This \$27 million project is funded by student fees matched by a legislative appropriation.

The next phase of the major capital facilities improvement for the Fine and Performing Arts, the renovation and addition to the Buchanan Performing Arts Center, is under way. Construction of the addition began in May 2013, and renovation of the existing building is occurring during the summer of 2014. Completion of the Performing Arts Center is scheduled for March 2015. This building has also remained operational during the phased construction.

The University Foundation began construction on the Marian H. Rochelle Gateway Center in May 2013. The primary occupants of the building will be the University Foundation and segments of the University Alumni Association and Division of Student Affairs. The Gateway Center will welcome guests, as well as students, parents and student families to campus and then assist the students with their employment when leaving campus with their degrees in hand. Completion of the Marian H. Rochelle Gateway Center is planned for Fall 2014.

The Arena-Auditorium Renovation is a \$30 million, two-phase construction project funded by a combination of private funds and legislative appropriation. Phase 1 of the project has rotated the existing competition floor and expanded the floor area to include two half court practice areas. The first phase is also replacing the seating in the arena below the concourse level, providing new videoboards and improved lighting and sound systems, improving ADA accessibility, and making improvements to the men's and women's basketball locker rooms. Phase 1 construction will be complete by the end of September 2014, and design for the Phase 2 work will begin in late summer 2014. Completion of construction for the second phase of the project is anticipated by September 2016.

Construction projects completed in 2013-2014 included the UW/Casper College Center; the Indoor Golf Practice Facility; the Literacy Research Center and Clinic; the College of Education Annex Canopy and Connection; the Outreach, Research and Extension Center at Sheridan (ORECS); and the Biological Sciences Mechanical Modifications. In addition, three smaller buildings, Agriculture A, B and D (north of the main Agriculture Building), were deconstructed in 2013-2014.

UW's commitment to design and construct facilities to the U.S. Green Building Council's LEED Silver standard, or higher, continued in 2014. The Half Acre Gymnasium, Buchanan Performing Arts Center, and Rochelle Gateway Center projects were all registered with the USGBC this past year and remain on-track for certification after construction—Gold, Silver, and Silver, respectively. In addition to these three facilities, certification of the Energy Innovation Center is anticipated within the next year. The LEED metric provides a basis to evaluate a facility's initial and long-term impact on the health of its users and the environment. UW currently has four LEED-certified facilities: College of Business (Gold), Bim Kendall House (Gold), Berry Biodiversity Conservation Center (Gold), and Visual Arts (Platinum). These new facilities utilize design features, such as natural lighting throughout the building when possible and recovering heat from exhaust air, and conserve resources by diverting waste from the landfills and incorporating new materials made from recycled materials.

GOAL 5: CULTIVATING LEADERSHIP

As discussed in UP3, UW believes that the foundation of an excellent university is its people, including students, professors, and support staff. Leadership is a commitment to the success of the group. Hence, as a goal, leadership spans both the institutional and personal levels. The university itself has a leadership role to play, most prominently in educating people for professions critical to the future of the state and region, but also in serving as a reservoir of expertise to help solve the state's most pressing problems. Paralleling the institution's leadership role is the responsibility to cultivate the often intangible aspects of character at the personal level that makes good leaders. This mandate seldom appears explicitly in a university's curriculum or in any enumeration of its research or service accomplishments.

University of Wyoming President Tom Buchanan retired at the end of June 2013 and was succeeded by President Robert Sternberg. Dr. Robert Sternberg served as President from July 2013 to November 2013. Previous to his work at the University of Wyoming, Dr. Sternberg served as the Provost and Senior Vice President at Oklahoma State University (2010-2013), the Dean of the School of Arts and Sciences at Tufts University (2005-2010), and held multiple positions at Yale University (1975-2005).

The Board of Trustees appointed Dr. Richard C. McGinity as UW's 25th President on January 16, 2014. Dr. McGinity was previously appointed as the University of Wyoming's interim president on December 6, 2013. Prior to this appointment, Dr. McGinity fulfilled the duties of the president following the resignation of former President Sternberg on November 14, 2014, based on his capacity as Interim Vice President for Academic Affairs and pursuant to University Regulation 1-1. The Board of Trustees made the appointment as President with the support of the university's Faculty Senate and the deans of the academic colleges. Dr. McGinity joined the UW faculty in 2007 as the Bill Daniels Chair of Business Ethics in the College of Business. In addition to serving as a UW faculty member, his public service includes over seven years as a director of the Wyoming Business Council, including Co-Chair in 2004-2005; three years as member of the finance committee of the Town of Wellesley, Massachusetts; and five years as a naval aviator during which he served in Vietnam, earning two air medals. Dr. McGinity served on the boards of numerous privately owned and publicly traded companies, most recently Canada Southern Petroleum Ltd., where as Chairman he led that company's successful defense against a hostile takeover attempt by Petro-Canada.

Various university programs are focused on cultivating university leaders and managers. Initiated in January 2013, STEP (Staff Training and Enrichment Program) is the first step of the university's training and leadership development programs through which the University of Wyoming will beneficially impact the performance and motivation of staff. Having a well-trained core of supervisors can lead to a more consistent and efficient approach to leadership. In FY 2014 fifteen University of Wyoming employees worked on action team projects with the UW Leadership Academy. Members of the University of Wyoming Leadership Academy developed projects to assess community relations, identify revenue-producing opportunities, and launch initiatives in which the university could serve as a testing ground for beneficial projects. The UW Leadership Academy is an opportunity for the personal growth of individuals with recognized potential to further the university's commitment to integrity, scholarship and service to the university community and state of Wyoming. The Leadership Academy goals are to develop and enhance the

skills of current and future leaders at the University of Wyoming. Finally, HELP (Human Resources Employment Law and Policies) is a certificate program for supervisors and managers offering information regarding compliance policies and procedures.

Area of Distinction: Professions Critical to the Region's Future

UW is devoted to developing the professional and civic leaders that will strengthen our communities and benefit the entire state.

Arguably more critical in Wyoming than in other states is the need to align a significant portion of the university's teaching, research, and service with the economic needs of the state and region. Some of the specific action items in UP3 include:

- In the health care arena, the completion of a comprehensive clinical education plan in the College of Health Sciences (UP3 action item 87) and the pursuit of new strategies to advance the recruitment, training, and placement of physicians (UP3 action item 89);
- In education, supported by funding from the Wyoming Excellence Endowment for Higher Education, for excellence chairs in science and math teaching to strengthen doctoral training in science, technology, engineering and mathematics (STEM)-related education (UP3 action item 93);
- In business and economic community development, the University of Wyoming designed two new Energy MBA programs, leveraging UW strengths in energy research, environmental management, engineering and law with the College of Business full-time MBA program;

UW continued to support and participate in the Wyoming School-University Partnership and the development of the Wyoming State Longitudinal Data System in order to enhance data sharing, to implement and assess the Hathaway success curriculum, and to pursue a number of important avenues for enhancing articulation between UW's faculty and secondary school teachers (UP3 action items 16 and 18).

UW continues to strengthen its role in statewide economic development, and the Office of Research and Economic Development provides much of the leadership in this arena. A number of entities administered by UW contribute further to the economic development of the state. Manufacturing-Works provides assistance to manufacturing businesses throughout the state helping them to cut costs and enhance productivity. The Research Products Center assists with technology transfer through patenting and licensing of university-owned intellectual property. The Wyoming Technology Business Center, a not-for-profit business incubator, provides entrepreneurs with the expertise, networks, and tools needed to make their ventures successful. The Wyoming Small Business Development Center network provides consulting, training, and resources to businesses throughout Wyoming to help them become more successful and sustainable. The Wyoming SBIR/STTR Initiative (WSSI) assists all qualified Wyoming small businesses and individuals to access the funding opportunities provided by the federal Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) Programs.

Furthermore, UW is a partner with state government in many economic development initiatives,

including water programs and energy-related projects. UW participates in the Wyoming Workforce Alliance, the Wyoming Business Council, and the Wyoming Economic Development Association.

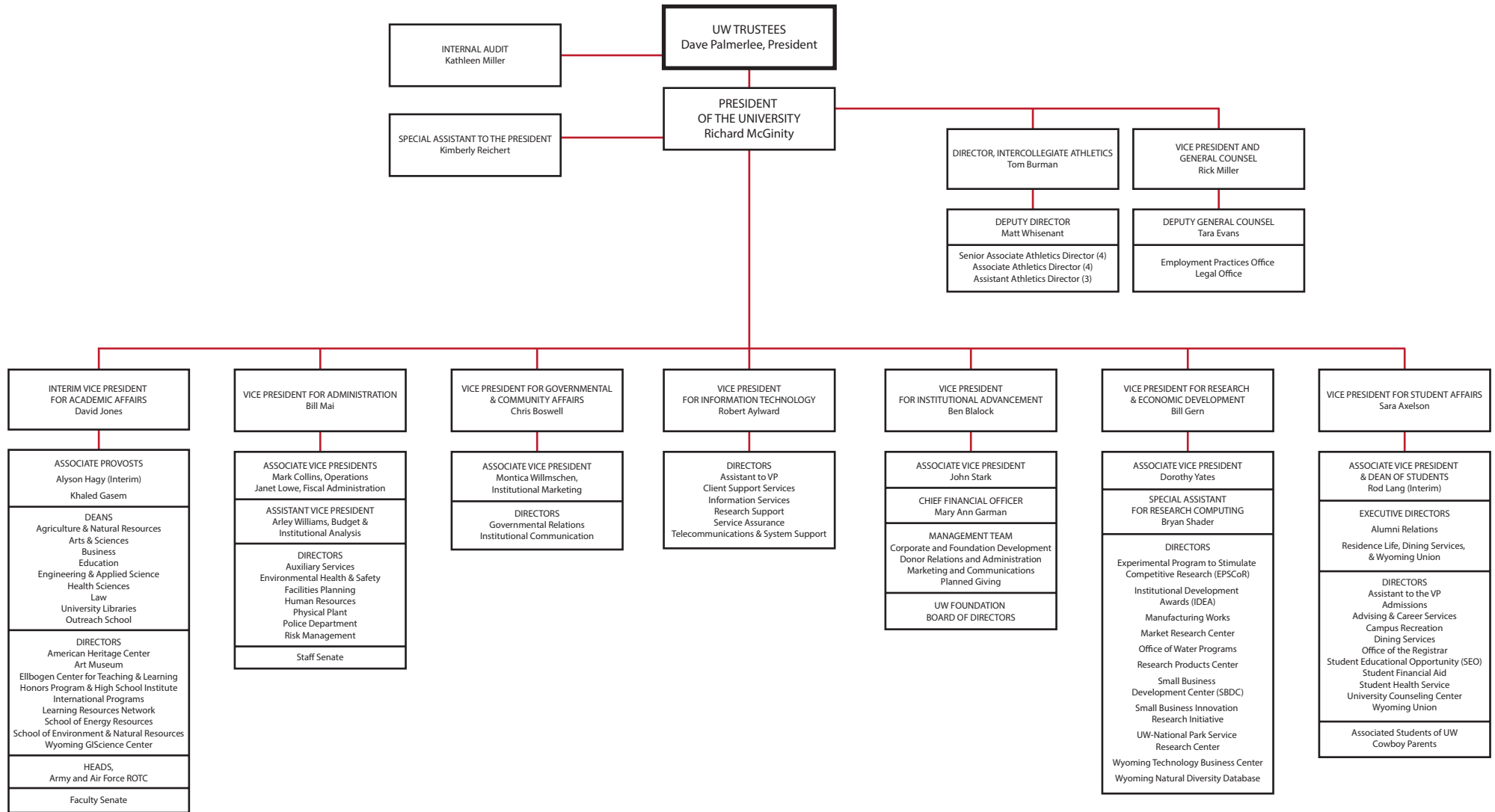
UW plays a pivotal role in medical education for the state of Wyoming. The UW Medical Education budget specifically focuses on the family practice residency centers in Casper and Cheyenne, the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) medical instruction program, the WY-DENT contract program with the Schools of Dentistry at the University of Nebraska and Creighton University, and the Accelerated Nursing Degree program. A central issue for enticing UW students to pursue a Doctor of Medicine (M.D.) is expense. The WWAMI program through which Wyoming pays the University of Washington for seats for Wyoming students in its medical school provides for loan forgiveness for those graduates who practice medicine in Wyoming.

Governor Mead, in his budget recommendations to the legislature for the 2013-2014 biennium asked that the university work with the State Department of Health to evaluate the two UW residency programs and submit a plan that addresses the services provided to both students and community members and to provide options for a more efficient delivery system for the Family Medicine Residency Centers in Cheyenne and Casper. The report to Governor Matt Mead is retrievable online at http://www.uwyo.edu/acadaffairs/plans/rep_uw_famresidprog.pdf “The two University of Wyoming Family Medicine Residency Programs have been a Wyoming solution for educating primary care physicians and for providing safety net medical care for over 30 years. Through their dual missions of providing healthcare and education they have served the state well. They are the safety-net provider for the populations of Wyoming’s two largest cities and are often the only resource available to self-paying patients and those insured by Medicare or Medicaid. The programs educate medical school graduates to provide care in the rural and frontier environment of Wyoming and many of the graduates are located in the communities around the state. Additionally, they offer a strong inter-professional, team-oriented practice opportunity for educating many other UW health professional students” (2013 UW Family Resident Report, pg. 20). The University of Wyoming Report to the Governor recommended a summit of major stakeholders to discuss further options and that meeting was held in late May 2013. The recommendation from the Summit was the need for a smaller task force to produce specific recommendations, including a plan and timeline for attaining sustainable funding.

The final report of this Task Force was released in August 2013. The report recommended the University of Wyoming investigate forming an Educational Health Center (EHC) under the Health Resources and Administration Services (HRSA) for increased reimbursement and seek Direct Medical Education (DME) Funding through Medicare. The report was accepted by the Stakeholders Taskforce. The Educational Health Center of Wyoming (EHCW) was established with a Board of Directors in February, 2013 and applied for HRSA certification in September 2013. A HRSA site visit was conducted in January 2014, and the report from that visit was received in May. The EHCW was in full compliance with 17 of the 19 HRSA requirements and minor deficiencies in the remaining two. The EHCW Board addressed the areas where policies were out of compliance, resulting in HRSA certification. Virtually all medical residencies rely on DME funding for close to one-third of their budgets. Wyoming is the only state that does not receive this funding for its residency programs. UW has been working with consultants to seek DME funding.

In cooperation with Cheyenne Regional Medical Center, UW's Area Health Education Center (AHEC)/WWAMI established a formal Pre-Med Physician Shadowing Program. The Pre-Med Physician Shadowing Program is aimed at sophomore, junior and senior level college students who may be interested in attending medical school. This 40 hour program is offered three times each year, roughly following the University of Wyoming's academic calendar: Fall, Spring, and Summer. All applicants to the WWAMI program are required to have a minimum of 40 hours of physician shadowing. <http://www.uwyo.edu/wwami/physician-shadowing/index.html>.

During summer 2013 the AHEC program hosted two summer healthcare camps intended to stimulate student interest in healthcare careers. The camps brought current 8th and 9th graders to UW in week one and current 10th and 11th graders in week two. This program allowed high school students to get exposure to various healthcare careers including medicine. The program also allowed students to receive training in various areas within the College of Health Sciences at the University of Wyoming and at Ivinson Memorial Hospital.



University of Wyoming Organizational Chart • May 2014

Narrative for the Western Interstate Commission for Higher Education (WICHE)

FY 2014 Annual Report

(July 1, 2013 - June 30, 2014)

General Information

WICHE has no administrative staff or director. Administrative support for the agency is provided through staffing at the University of Wyoming.

Agency Contact

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Year Established

The Western Interstate Commission for Higher Education was established by statute in 1953.

Statutory References

Wyoming Statutes, Title 21, Chapter 16, Article 2.

Number of Authorized Personnel

There are three WICHE commissioners appointed by the Governor. In FY 2014, Wyoming's representatives were UW College of Agriculture and Natural Resources Dean Frank Galey, Laramie; Representative Sam Krone, Cody; and Western Wyoming Community College President Karla Leach, Rock Springs.

Organization Structure

WICHE is a separate operating entity funded by state legislative appropriation. The functions of the agency are performed by personnel within the University of Wyoming under the umbrella of the College of Health Sciences.

Clients Served

WICHE serves Wyoming residents from the undergraduate level through graduate and professional programs.

Budget Information

FY 2014 General Fund Expenditures \$2.3 million.

Meeting frequency

The WICHE Commission meets twice per year.

Mission and philosophy

The mission of WICHE, based upon its enabling legislation, is to provide residents within Wyoming and the other western states within the compact an opportunity to obtain high-quality, cost-effective education without replicating programs in every state.

Major Accomplishments/Efficiencies

The FY 2014 annual report published by the WICHE office is available on the web at: www.wiche.edu/state/220.

Through WICHE's Professional Student Exchange Program (PSEP), Wyoming sent 111 students to out-of-state programs in 2013-14 in nine different fields (medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, and physicians' assistant study). Wyoming sent 51 students to out-of-state institutions via the Western Regional Graduate Program, while receiving two. 1,087 Wyoming students participated in the Western Undergraduate Exchange (WUE), attending schools in other WICHE states. The University of Wyoming is a member of WICHE's the Internet Course Exchange (ICE), an alliance of member institutions and systems that share distance delivered courses among two- and four-year institutions in the 16-state/island WICHE region.

Wyoming's WICHE PSEP program instituted a contract and payback program for all students entering in 2013 except for those in veterinary medicine.