

## **General Information for *University of Wyoming FY 2011 Annual Report***

Thomas Buchanan, President; University of Wyoming.

### **Agency Contact**

Douglas H. Vinzant, Vice President for Administration; University of Wyoming.

(307) 766-5766

University of Wyoming

1000 East University Avenue, Dept. 3982

Laramie, WY 82071

[dvinzant@uwyo.edu](mailto:dvinzant@uwyo.edu)

### **Other Locations**

Archer, Casper, Cheyenne, Cody, Gillette, Jackson, Lander, 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.

### **Year Established**

1886

### **Statutory References**

*Wyoming Constitution* (1890) Article 7, Section 1, Sections 15 through 17 and Section 23; W.S. 9-4-1003; W.S. 21-7-601; W.S. 21-16-201 and 21-16-202; 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. 21-16-1601 through 21-16-1603; W.S. 21-17-101 through 21-17-450.

### **Number of Authorized Personnel**

Does not apply.

### **Organization Structure**

Board of Trustees, President's Office, Athletics, Academic Affairs, Administration, Governmental & Community Relations, 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 and other Wyoming citizens.

**Budget Information Fiscal Year 2011 (authorized by the Board of Trustees)**

<b>Total Revenue Budget Authority</b>	
	<b>FY 11</b>
General Fund	193,629,444
UW Income Fund	44,382,152
Athletics (Augmenting Revenue)	2,379,045
Sales & Services	3,484,378
Federal Mineral Royalties (Sec. I and II)	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	26,786,482
Clinic Income	2,652,720
Grants and Contracts --Fed. Funds AML through DEQ	52,185,000
Grants and Contracts -- Other Federal Funds	79,178,873
Grants and Contracts --State Funds	8,050,000
Grants and Contracts --Other Funds	4,260,000
Auxiliary, Enterprise and Other University Funds	62,267,145
Other Government Agency Funds	9,992,307
<b>Total</b>	<b>506,212,355</b>

<b>Total Expenditures / Uses Budget Authority</b>	
	<b>FY 11</b>
Full-time Personal Services (1000)	195,536,930
Part-time Personal Services (1200)	13,051,779
Graduate Assistant (1400)	5,764,539
Employer Paid Benefits (1900)	87,415,969
Support Services (2000)	143,748,787
Grant & Aid Payment (6000)	45,387,270
Non-op. Expenditure (8000)	13,200,236
<b>Total</b>	<b>504,105,510</b>

*\* Note: Differences in revenues and expenses planned to support future capital projects.*

## *University of Wyoming FY 2011 Annual Report*

### **Mission and Philosophy**

The University of Wyoming (UW) aspires to be one of the nation's finest public land-grant research universities. We serve 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 our primary mission to promote learning, we seek 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 university, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our 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 Plan 3 (UP3)* is the university's current strategic plan, the blueprint for the future of the institution. The planning process and the resource decisions made support the academic mission. The University of Wyoming FY 2011 Annual Report submission includes information about the University of Wyoming and the Medical Education program.

At the heart of *UP3*, there is a set of five goals or planning motifs, which define the long-term academic strengths that the institution will continue to emphasize, which are critical challenges that the university must address to advance its mission. In this report, the outcomes are organized according to these five major goals or planning motifs of *UP3*:

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

## **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 our mission where we have 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, the university's current institutional plan (*UP3*) serves 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 now 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 and the Rocky Mountain region must cultivate if we are to build "a society to match its scenery." 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 match, the University's funds and specific actions identified in the *UP3* are each directed to strengthen the University in identified areas. More than 24,000 University of Wyoming alumni and friends contributed \$25.3 million in annual fund and gifts/pledges, \$0.8 million in gifts in kind, \$4.5 million in realized estate giving, and \$12.5 million in unrealized planned gifts for a total of \$43.1 million to the University of Wyoming during fiscal year 2011.

### **Accreditation**

UW is fully accredited by the Higher Learning Commission through 2019. Of the University of Wyoming programs for which accreditation are sought from national accrediting bodies, 100 percent hold current accreditation (cumulative). The accredited colleges for which accreditation at the college level is sought are the colleges of Business, Education, and Law. Arts and Sciences, Agriculture and Natural Resources, Engineering and Applied Science, and Health Sciences are not reviewed for accreditation at the college level. Individual programs in 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, mechanical engineering, petroleum engineering, dental hygiene, family practice programs in Casper and in Cheyenne, nursing, pharmacy, kinesiology and health, communication disorders (speech pathology), and the social work bachelor's and master's

programs are fully accredited. Energy Systems Engineering is a new engineering program currently undergoing accreditation. In addition, the Student Health Service is accredited by the American College Health Association.

### **Licensure Exam 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 exams are available and administered. Exams for thirteen programs at UW are currently administered. Of those programs, eleven had pass rates or scores greater than or equal to the national averages for the exam. (Some of the comparator scores are not available for one or two years after the exams are taken. The engineering, business and law exams are given two times each year. Most of the following data are from the exam which was taken on the first attempt by the greatest number of students.) Exam results for students in UW programs compared with national average percentages or actual scores are as follows:

- Business students' major field test (spring 2011), 166.9 mean score compared with 151.6 mean nationally
- Counselor education students (academic year 2011), 118.7 average score compared with 97.6 nationally
- Engineering students (spring 2011), 87 percent passed compared with 76 percent nationally
- Family practice residency students in Casper (academic year 2011), 88 percent compared with 88 percent nationally, and in Cheyenne (academic year 2011), 100 percent compared with 88 percent nationally
- Law students, summer multistate bar exam (July 2010), 142.8 compared with 143.6 nationally
- Nursing students (AY2010), in the accelerated program exam scored 89 percent compared with 87 percent nationally and in the Nursing BSN program exam 85 percent compared with 87 percent nationally; the Nursing Psychiatric Mental Health program (AY 2010) exam UW students scored 89 percent compared with 82 percent nationally and the Family Nurse Practitioner program (AY2010) UW scored 92 percent compared with 87 percent nationally
- Pharmacy students at UW (calendar year 2010) scored 97.8 percent compared with 94.6 percent nationally
- Speech-language pathology students (academic year 2011) had 746 median scores compared with 680 median nationally
- Dental Hygiene students (April 2011) had 82.9 scores compared to 82.7 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. With the ground-breaking Hathaway scholarship program in place, a tradition of cooperation among the university and Wyoming community colleges, and recent increases in permanent funding for post-secondary education, Wyoming is poised for national leadership in this arena. 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. Among the most pressing dimensions of access to a UW education are cost of attendance, education throughout Wyoming, enhancing students' preparation, enhancing students' success, internationalization, and diversity. The action items below address these issues.

### **Cost of Attendance**

The 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 privately funded scholarships, with which to complement the Hathaway program. In FY 2011 the Divisions of Student Affairs and Administration made substantial headway in developing a long-range plan for affordable student housing (action item 8) by developing a public/private partnership with American Campus Communities to construct new student apartments, rented by the bedroom, for 332 students above the freshman level.

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

- **Total student enrollments** (end of the fall semester) - The total fall 2010 semester headcounts, including professional development, outreach and online students, was 13,806
- **New-student enrollments** (first-time freshmen and transfers), 2,630.
- **Minority and international student enrollments** - Minority and international students comprised 14 percent of the student enrollment.
- **Third-semester retention rate** - The third-semester retention rate for the freshman cohort entering in the fall of 2009 and retained until the fall of 2010 was 73.1 percent. (Standardized retention data are always delayed one-year.) National retention data for public doctoral research-extensive institutions average 85.7 percent for 2000 - 2009.
- **Six-year graduation rate** - The six-year graduation rate for first-time, full-time freshmen matriculating in the fall of 2004 and graduating by the summer of 2010 was 53.0 percent. (Official six-year graduation rates are reported nationally in the late spring before spring and summer graduation data is available.) National six-year graduation data for public doctoral research-extensive institutions average was 67.5 percent.
- **Six-year graduation rate for student-athletes** - The six-year graduation rate for student athletes (entering in fall 2004 and graduating by the summer of 2010) was 50.7 percent compared to the overall student body, 53.0 percent.

Success in bringing students to UW is only meaningful if we retain students and those students complete the baccalaureate. The LeaRN program (Learning Resource Networks/Partnerships for Academic Success) networks retention-related services across the University. "Summit 2010" was scheduled for August 2010 to assist new students, through programming, with the transition to college life. One of UW's learning communities is Synergy, a program that has co-evolved with LeaRN. Synergy requires intensive and highly coordinated academic work for students conditionally admitted to UW because of gaps in their high school preparation.

## **Education throughout Wyoming**

Along with institutions nationwide, UW delivers an increasing portion of its curriculum to students in nontraditional modes and 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 Development Centers, UW's infrastructure planning needs to be statewide in scope. During FY 2011, new Outreach School facilities were completed in partnership with Central Wyoming College in Riverton and 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 facility to be shared with Casper College. Discussions are on-going concerning new facilities in Sheridan and Cheyenne. A UW-Laramie Outreach School facility has been placed on the list for UW Capital Facilities Planning.

UW's land-grant mission carries with it a responsibility to serve the larger community. Academic programs delivered through the Outreach School are increasingly popular with site-bound and non-traditional students, as well as those students enrolled on the Laramie campus. In fact, 23 percent of UW's 13,000+ students are enrolled through Outreach. Increasingly, multi-institution and multi-state collaborations for delivery of on-line courses are critically important for broadening and deepening on-line course and degree options. UW is a founding member of a collaborative, the Western Interstate Commission for Higher Education Internet Course Exchange (WICHE ICE).

## **Enhancing Students' 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.

With UW's leadership, the state has recently established a P-16 (pre-school through baccalaureate) Council, to promote information sharing and cooperation among various sectors of Wyoming's educational system. This council furnishes a vehicle for more vigorous articulation among UW, the community colleges, and K-12 and preschool teachers and for smoothing the students' transitions — efforts already seeded through the work of individual UW departments and faculty members, the Wyoming School-University Partnership, and initiatives funded by the School of Energy Resources. Especially germane to this mission 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. Approximately four out of 10 UW students are nontraditional: they are over age 25 and are not entering the university directly from high school. An increasingly critical task is to assess nontraditional students' preparation for the university experience and provide resources to promote their success.

## **Enhancing Students' 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. Indeed, this theme was a special focus in the institutional self-study developed for UW's accreditation review, which was conducted by the Higher Learning Commission in 2010.

- **Student overall satisfaction** - In the 2010 University of Wyoming Student Opinion Survey, 95% of the students had a positive response to the question "Overall, I am pleased with the education that I am receiving at UW." (n=1542)
- **Student satisfaction with academic services** - Students responding to a range of academic and facilities questions are satisfied or very satisfied: course content in the major field (79 percent), instruction in the major field (78 percent), out-of-class availability of instructors (76 percent), attitude of faculty toward students (80 percent), variety of courses offered (78 percent), class size (85 percent), advisor availability (73 percent), and value of the information provided by your advisor (69 percent). These percentages indicate UW students in general express a high level of overall satisfaction with the institution's academic programs.
- **Student satisfaction with support services** - Student satisfaction with support services averaged 67 percent: admissions (69 percent), career planning (69 percent), financial aid (73 percent), job placement (57 percent), orientation (63 percent), personal counseling (69 percent), registration (67 percent), and student health services (66 percent).
- **Student satisfaction with administrative services** - The average student satisfaction with administrative services was 65 percent: billing (68 percent), buildings and grounds (75 percent), bookstore (76 percent), food services (61 percent), mass transit (80 percent), parking (24 percent), safety (74 percent), and staff attitude (63 percent).
- **Student satisfaction with the social and cultural environment** - The students reported 74 percent average satisfaction with the social and cultural environment: student government (46 percent), athletics facilities (82 percent), campus media (49 percent), cultural programs (87 percent), housing programs (67 percent), recreational programs (93 percent), social events (83 percent), student involvement (66 percent), and the student union (89 percent).

## **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. The curriculum plays a key role in internationalization. UW's foreign language curriculum, in particular, enhances students' awareness of international cultures and helps prepare them for careers in a global workforce.

- Expand the opportunities for UW students to study abroad. In fall 2002 to summer 2003 there were 74 students who studied abroad and from fall 2010 to summer 2011 there were 247 students.

In summer 2011 there was a new exchange program with Northeast Normal University in China. For two months UW students were immersed in Chinese language and culture. University of Wyoming faculty member Yan Zhang led the 3rd year Chinese class study abroad. The exchange agreement includes opportunities for Northeast Normal students to attend UW in the future (expected date fall 2012) and for new UW University partnerships encouraging additional non-resident students to participate in the 2012 UW China summer program.

### **Diversity**

As the state provides new opportunities for its students, responsibility falls to UW to maintain an inclusive environment for teaching and learning. We must continue reaching out to those for whom opportunity may not come so easily: students of color, students of limited economic means, students who have never dreamed of going to college. We must cultivate the diverse and heterogeneous society that our graduates will find as they enter increasingly multicultural workplaces and communities. In FY 2011, UW continued to pursue a number of initiatives designed to enhance diversity, including initiating in coordination with the faculty and staff a study of employees' and students' access to child care.

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 MOAs 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 and teacher training and other activities. In 2011 UW's MOA with WSSU resulted in the second year of consecutive National Aeronautics and Space Administration (NASA) student fellowship experiences at the University of Wyoming (summer 2010 and 2011).

### **GOAL 4: FOSTERING EXCELLENCE**

Many of UW's most fertile 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. A third category of opportunities revolves around the need for excellence in UW's capital 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 large areas of science and technology — environment and natural resources and life sciences — are separate areas of distinction discussed later.

Construction is mostly completed for a Supercomputing Center. The next phase of testing and computer installation should begin in fall 2011. The Supercomputer partners are the University of Wyoming, the State of Wyoming, Cheyenne LEADS (Cheyenne–Laramie County Corporation for Economic Development), Cheyenne Light, Fuel, and Power, the Wyoming Business Council and the National Science Foundation (NSF), with the National Center for Atmospheric Research (NCAR) and its managing organization the University Corporation for Atmospheric Research (UCAR). During FY 2011 UW made very significant advances for its high-performance computing infrastructure (action item 40). This is the campus-based cyber infrastructure that will maximize the potential for UW researchers to interface with and take advantage of the NCAR- Wyoming Supercomputing Center (NWSC). UW also finalized a proposal for a Center for Quaternary Studies, focused on changes in earth’s climate, ecology, and land-surface processes during the past two million years. The Center has significant donor support already and UW geologists are working with the UW Foundation to build and solidify its future (action item 46).

Several major initiatives are positioning UW for ever-greater distinction in earth and energy and computational science and technology fields. Principally among these is the School of Energy Resources (SER), initially funded by the 2006 Wyoming legislature. SER currently enjoys about \$10 million per year in legislative funding 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 11 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. There are also three new energy related academic programs. In fall 2010 Petroleum Engineering had 107 undergraduate majors, and 28 graduate majors growing from 47 undergraduates and 11 graduate majors in fall 2006; Energy Systems Engineering new in 2009, had 49 undergraduate majors in fall 2010; and Energy Resource Science also new in 2009 had 26 majors in fall 2010.

**Areas of Distinction: Cultural Assets, the Arts and Humanities**

UW is Wyoming’s natural 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 new 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 2010-2011 the Eminent Writer in fiction was Rattawut Lapcharoensap, the Eminent Writers in poetry were Jan Zwicky and Robert Bringham, and Rebecca Solnit was the Eminent Writer in nonfiction for 2010-2011. Eminent Writers visit university classes, work with MFA students and give public presentations during their visits. The position—housed in the English Department’s Masters of Fine Arts in creative writing program—is funded by the Wyoming Excellence in Higher Education endowment, created by the 2006 Wyoming Legislature.

During 2010-2011 the Department of Art initiated a new visual artist program hosting Etsuko Ichikawa - Drawing, Sarah Smelser - Printmaking, Audrey Hasen Russell - Foundations, André Ruesch - Photography, and Tsehai Johnson - Ceramics. The Art Museum continued a city-wide outreach program during 2010-11, *Sculpture, A Wyoming Invitational*, in which a guest sculptor’s work is placed across the campus and around the Laramie community. A collaborative program between the departments of Art, Theater and Dance and the Art Museum resulted in classes and dancers being part of the guest artists installation "*Etsuko Ichikawa: NACHI – between the eternal and the ephemeral*" (February 2011).

Visual Arts Facility construction started in early September 2010. Completion is planned for the end of October 2011 with classes starting in spring 2012. The new facility will provide space for expanding existing Art programs and space for new Art programs. It will allow Art programs to relocate from the old student housing complex north of the Fine Arts Building that has been utilized since 1977 along with spaces they occupy in the Fine Arts Building. The facility is being constructed adjacent to the UW Art Museum to allow greater interaction. This is the first phase of a major capital facilities improvement for the Fine and Performing Arts. Subsequent phases will entail renovation of the current Fine Arts Building for the Departments of Music and Theater and Dance.

### **Areas of Distinction: Environment and Natural Resources**

During FY 2011 UW opened the Berry Biodiversity Conservation Center, including new space for instruction and public education related to conservation biology as well as space for graduate education through the Program in Ecology and Stable Isotope Laboratory. UW significantly strengthened its role in outreach to communities on energy conservation, energy development, and sustainable energy use (action item 54) through Cooperative Extension Service staffing and programming, through collaborations with the School of Energy Resources, and with enhanced geographic information services and analysis in the community planning area.

In addition, a newly funded academic position allocated jointly to the Wyoming Geographic Information Sciences Center (WyGIS) and the Department of Geography will contribute to the development of Geographic Information Systems (GIS) curriculum for ENR students. The Wyoming Conservation Corps, an affiliate of the Haub School of Environment and Natural Resources, successfully completed its third year in which more than 30 students completed field projects across Wyoming, supported by several state agencies.

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

The American Heritage Center (AHC) projects for 2010-2011 included an oral history with construction and petroleum pioneer Neil McMurry along with several new projects. The AHC is the permanent home for an Environmental and Natural Resources "*Historically Living Project*", an oral history project in Laramie. The project is a collection of individual histories of Laramie homes highlighting the city's various stages of development.

"*Wyoming's Energy Boom*", the AHC collected photographs and 40 oral history interviews to document the history of the Wyoming energy industry. In 2010-2011 the focus was on Sublette County, and included panels with University of Wyoming scholars and Sublette County. Driven by the success of the Sublette County project, the AHC and the School of Energy Resources are partnering in FY2012 to conduct an unprecedented set of oral and video interviews in and about the so-called Niobrara Play. It is the first opportunity in the nation to talk to individuals associated with a community and energy development before, during, and after a boom.

### **Areas of Distinction: Life Sciences**

Like many land-grant universities, UW has a long tradition of strength in the life sciences. At the undergraduate level, UW has unified and updated its core life-science curriculum, through laudable contributions from the life science departments in Arts and Sciences and from the College of Agriculture and Natural Resources. Sustaining the new curriculum will require lasting commitments from faculty members in the Colleges of Agriculture and Natural Resources, the College of Arts and Sciences, and Health Sciences.

Life sciences strengths include funded research and faculty scholarship. The third phase of a large institutional grant – the Center of Biomedical Research Excellence (COBRE) – was announced in summer 2011 by the National Institutes of Health for an additional \$5 million. The new Center Core grant is an outgrowth of the COBRE grant that was first awarded in 2000 and renewed in 2005. The Neuroscience Center investigators work on interrelated projects that seek to understand how experience shapes neuronal function and synaptic connections during the life span of the animal, and how normal function may be reversed by neurodegenerative diseases and aging." According to Center Director Dr. Bill Flynn, the overall scientific objective is to utilize a multi-pronged and interdisciplinary approach to address common themes in neurodegeneration and aging, neuroplasticity and chronic pain.

### **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 2011, UW made substantial new commitments to enhance the quality of graduate education, including introducing a number of initiatives to enhance recruiting of graduate students, and to improve the graduate education experience (action item 64).

**External awards** - The University of Wyoming's reputation hinges in part 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 2011, UW external funding, was \$85.5 million. The total average research dollars per tenure-track faculty (excluding financial aid funding) was \$115,058. In FY 2006, this number was \$104,729.

**Institutional awards** - The University received \$101.3 million in Abandoned Mine Lands funding in support of the School of Energy Resources, clean coal research, uranium research and other American Recovery and Reinvestment Act state funds and direct student loans (\$20.7 million).

**Technology transfer** - The Research Product Center has heightened the level of technology transfer, with; 20 utility patent applications filed (US, foreign or PCT); and 8 patents issued.

### **Building Excellence in Human Capital**

The foundation of an excellent university is excellent people. Developing the talents of our students, faculty, and staff requires a more consistent, institution-wide culture that encourages lifelong learning and professional development among all employees. We propose nurturing this culture through a set of specific, concrete measures.

Faculty hiring, retention, and promotion practices are pivotal in determining UW's future. While UW's culture of excellence in hiring has grown more robust over the past decade, several issues related to retention and advancement are persistent sources of concern.

The Ellbogen Center for Teaching and Learning continued its programming for faculty development in FY 2011 (<http://uwadmnweb.uwyo.edu/ctl/>). Programs for new faculty and lecturers and graduate student teachers were conducted throughout the fall and spring semester. During fall 2010 the Ellbogen Center for Teaching and Learning sponsored a graduate student seminar series, a new faculty and lecturer program series as well as a forum on assessment.

### **Building Excellence in Capital Facilities and Infrastructure**

UW is committed to the capital facilities planning process begun in 2000. During FY 2011, UW updated and refined its capital facilities plan and is now able to closely align its fundraising strategies and budget requests with its near- and long- term capital facilities priorities in the context of a long-range development plan for the campus (action items 74 and 75). The

University will continue to update that plan and to push for the high-priority projects that it identifies, to the extent that realistic funding strategies permit.

Space constraints have plagued several departments in the College of Arts and Sciences. The Wyoming Legislature approved issuing revenue bonds for the Visual Arts Facility project. The bonds paid by UW's share of federal mineral royalties (restricted by law for capital facilities purposes). The Visual Arts Facility is under construction east of the Centennial Complex building that houses the UW Art Museum and American Heritage Center. It will replace overcrowded and out-of-date facilities for visual arts and will include studios for ceramics, drawing, painting, printmaking, graphic design, art history and sculpture. The existing Fine Arts Building addition and renovation for the performing arts is in the design stage.

An expanded and renovated building housing the College of Business opened for classes Fall 2010. Within the College of Education the Sullivan Family Student Center, a state-of-the-art student center was completed in FY 2011. Renovations were completed at the UW Outreach Center at Central Wyoming College, as well as the construction of a Level 3 Biological Safety Lab, jointly with the State of Wyoming in Laramie. Projects completed for the College of Agriculture consisted of a machine shed at Sustainable Agriculture Research and Extension Center and a seed cleaning facility at Powell Research and Extension Center. Planning has also begun for an Outreach Research and Extension Center at Sheridan, the Geology Museum redesign and restructure and for a STEM (Science, Technology, Engineering and Math) facility. In the design phase is a UW/Casper College joint facility. Residence Life and Dining Services is currently in the process of renovating Downey Hall.

Renovations to UW's sports facilities included covered tennis courts, War Memorial Stadium suites and club seats, paving the War Memorial Stadium parking lot, the addition of recreation field lighting, and other improvements. Deconstruction projects included a start on the abatement and deconstruction of the Old Ivinson Hospital building, complete deconstruction of the Summit View Apartments, and the old Albertsons/Osco building (15th and Spring Creek Streets). The deconstruction contractor separated interior materials for recycle/re-use where possible.

Stimulus funded major maintenance improvements by the State Fiscal Stabilization Fund Education Fund of Wyoming (SFSF) included an industrial grade audit with energy services, as well as capital improvements that are set to extend the life of facilities and reduce energy use. Examples include window replacement and environmentally-friendly lighting.

## **GOAL 5: CULTIVATING LEADERSHIP**

UW believes that the foundation of an excellent university is its people, including students, professors, and support staff. In FY 2011, UW strengthened performance expectations and clarified and strengthened institution-wide criteria for promotion to full professor (action item 64).

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. A key goal for 2009-2014 is to weave this motif more tightly into the fabric of our students' experiences and our employees' careers.

Few states look so consistently to their flagship universities for leadership. UW is Wyoming's most logical anchor for the professional and civic efforts required to build the "society to match its scenery" articulated in UW's vision. Many of these efforts involve professions critical to the state and region, as these are among UW's most publicly visible vehicles for strengthening communities.

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

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. In *UP3*, there are specific action items related to:

- Health care
- Education
- Business and economic and community development
- Law

Other professions — such as engineering and energy-related professions — are equally critical to the region, but for the sake of coherency the associated action items appear in earlier sections of *UP3*, which focus on science and technology.

- In the health care arena, the completion of a comprehensive clinical education plan in the College of Health Sciences (action item 87) and the pursuit of new strategies to advance the recruitment, training, and placement of physicians (action item 89);
- In education, supported by funding from the Wyoming Excellence Endowment for Higher Education for excellence chairs in science and math teaching, the strengthening of doctoral training in STEM-related education (action item 93);
- In business and economic community development, and in collaboration with the Wyoming Business Council, the development of a state science and technology plan (action item 100); and
- In law and public policy, the establishment of a rural law center to provide service and education to professionals practicing in Wyoming's rural communities and to help prepare law students for rural practice (action item 103).

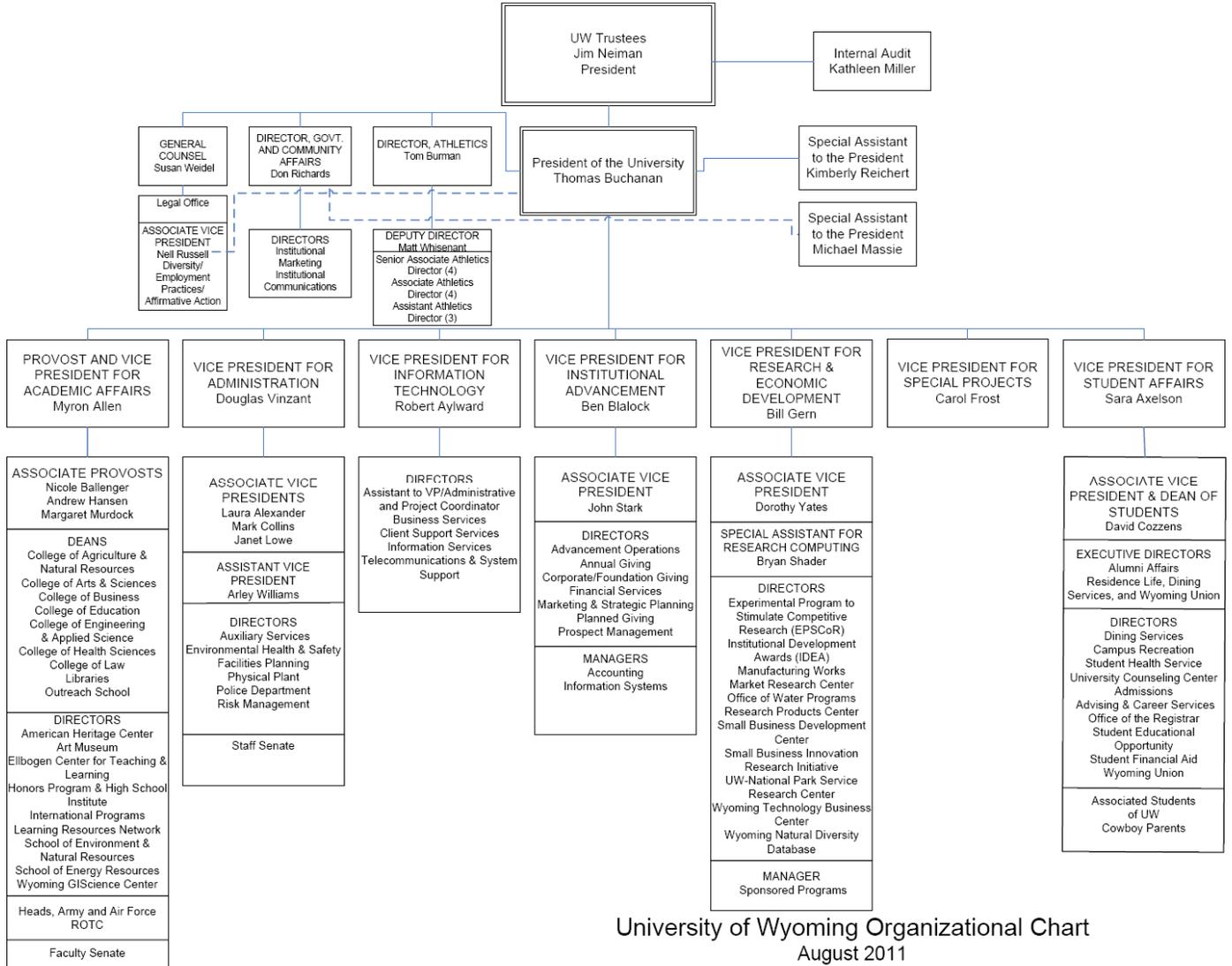
UW continued to support financially and to participate in the Wyoming School-University Partnership and the P-16 Council in order to enhance data sharing, to implement and assess the Hathaway Success Curriculum, and to pursue a number of important avenues for enhancing articulation between UW's faculty and secondary school teachers (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. 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 WWAMI medical instruction program and the WWAMI/University of Washington contract, the Advanced Practice-Family Practice Nurse Psychiatry 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 Washington, Wyoming, Alaska, Montana, and Idaho (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. Also during 2010-2011, the Board of Trustees approved a new Doctor of Nursing Practice degree.

The funding of the Western Interstate Commission for Higher Education (WICHE) medical students, by which eligible Wyoming residents receive preferential access and tuition from WICHE-participating institutions, carries with it no requirement or incentives for graduating physicians to practice in Wyoming.

Figure 1 2011



University of Wyoming Organizational Chart August 2011

**Narrative for the Western Interstate Commission for Higher Education  
(WICHE)  
FY 2011 Annual Report**

**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**

Thomas Buchanan, President; University of Wyoming.  
(307) 766-4121  
University of Wyoming  
1000 E. University Avenue, Dept. 3434  
Laramie, WY 82071

**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. The current Commissioners are Thomas Buchanan, President, University of Wyoming; Karla Leach, President, Western Wyoming Community College; and Representative Sam Krone.

**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 2011 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 2011 annual report published by the WICHE office is available on the web at: [www.wiche.edu/state/220](http://www.wiche.edu/state/220).

Through WICHE's Professional Student Exchange Program (PSEP), Wyoming sent 110 students to out-of-state programs in 2010-11 in nine different fields (medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, and physicians' assistant study). Historically, almost 59 percent of outbound PSEP students have returned to their home states to pursue their professional careers. Wyoming sent 26 students to out-of-state institutions via the Western Regional Graduate Program, while receiving six. A total of 1,179 Wyoming students participated in the Western Undergraduate Exchange, attending schools in 14 other states. Students from all 15 WICHE states are now eligible to participate in the WUE program. The University of Wyoming is a member of WICHE's newest exchange - the Internet Course Exchange (ICE), a 30 member alliance of member institutions and systems that share distance delivered courses among two- and four-year institutions in the 15-state WICHE region.