

General Information for *University of Wyoming FY 2012 Annual Report*

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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 2011-2012 the number of distance education sites reported to the Higher Learning Commission was 75.

Year Established

1886

Statutory References

Wyoming Constitution (1890) Article 7, Section 1, Sections 15 through 17 and Section 23; 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. 21-16-1601 through 21-16-1603; W.S. 21-17-101 through 21-17-450; 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 2012 (authorized by the Board of Trustees)

Total Revenue / Sources*	
	FY 12
General Fund	196,429,445
UW Income Fund	55,008,596
Athletics (Augmenting Revenue)	2,379,045
Sales & Services	2,570,805
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	29,242,540
Clinic Income	2,652,720
Grants and Contracts --Fed. Funds AML through DEQ	64,531,029
Grants and Contracts -- Other Federal Funds	77,287,175
Grants and Contracts --State Funds	8,050,000
Grants and Contracts --Other Funds	4,651,510
Auxiliary, Enterprise and Other University Funds	72,906,599
Other Government Agency Funds	6,984,178
Total	539,658,451

Total Expenditures / Uses Budget Authority*	
	FY 12
Full-time Personal Services (1000)	193,224,743
Part-time Personal Services (1200)	16,954,451
Graduate Assistant (1400)	7,649,216
Employer Paid Benefits (1900)	87,907,229
Support Services (2000)	163,157,578
Grant & Aid Payment (6000)	51,414,078
Non-op. Expenditure (8000)	13,266,632
Total	533,573,928

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

University of Wyoming FY 2012 Annual Report

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 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 2012 Annual Report submission includes information about the University of Wyoming and the Medical Education program. 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 as a result of it, supports the academic mission.

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:

- 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 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* 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 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 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 2012, more than 23,500 University of Wyoming alumni and friends contributed more than \$21.3 million in annual fund and gifts/pledges, more than \$5.3 million in in-kind gifts, \$7.5 million in realized estate giving, and \$5.8 million in unrealized planned gifts for a total of \$40.1 million to the University of Wyoming.

Accreditation

UW is fully accredited by the Higher Learning Commission through 2019. In addition, there is accreditation which can be college-specific and program-specific. Of the University of Wyoming colleges and programs for which accreditation are 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, 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. 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 are currently administered for thirteen programs at UW. 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 2012), 164.9 mean score compared with 150.3 mean nationally
- Counselor education students (academic year 2012), 112.7 average score compared with 99.3 nationally
- Engineering students (spring 2012), 79.8 percent passed compared with 77.5 percent nationally
- Family practice residency students in Casper (academic year 2012), 100 percent compared with 88 percent nationally, and in Cheyenne (academic year 2012), 100 percent compared with 88 percent nationally
- Law students, summer multistate bar exam score (July 2011), 142 compared with 144 nationally
- Nursing students (academic year 2011), in the accelerated program exam scored 93.3 percent compared with 89.1 percent nationally and in the Nursing BSN program exam 85.4 percent compared with 89.1 percent nationally; the Nursing Psychiatric Mental Health program exam UW students scored 100 percent compared with 89.5 percent nationally and the Family Nurse Practitioner program UW scored 100 percent compared with 89.4 percent nationally
- Pharmacy students at UW (calendar year 2011) scored 98 percent compared with 95.7 percent nationally
- Speech-language pathology students (academic year 2012) had 722 median scores compared with 680 median nationally
- Dental Hygiene students (calendar year 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. 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.

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 2012 the Divisions of Student Affairs and Administration implemented a long-range plan for affordable student housing (*UP3* action item 8) by developing a public/private partnership with American Campus Communities to build an apartment complex where students can rent rooms. Bison Run Village was completed during the summer of 2012. The new apartment complex consists of 332 beds in 84 one- two- and three-story units throughout 15 residential buildings. The apartments offer a new style of residential living by providing for private bedrooms and common living/dining space.

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

- **Total student enrollments** (end of the fall semester) - Total fall 2011 semester headcounts, including professional development, outreach and online students, was 13,922.
- **New-student enrollments** (first-time freshmen and transfers) - 2,665.
- **Minority and international student enrollments** - 15 percent of student enrollment.
- **Third-semester retention rate** - The third-semester retention rate for the freshman cohort entering in the fall of 2010 and retained until the fall of 2011 was 73.5 percent. (Standardized retention data are always delayed one year.) National retention data for public doctoral research-extensive institutions average 86.1 percent for 2001 - 2010.
- **Six-year graduation rate** - The six-year graduation rate for first-time, full-time freshmen matriculating in the fall of 2005 and graduating by the summer of 2011 was 53.2 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 "Land Grant: 4-Year & Above, Doctoral – Research & Professional" universities was 57.1 percent.
- **Six-year graduation rate for student-athletes** - The six-year graduation rate for student athletes (entering in fall 2005 and graduating by the summer of 2011) was 54.1 percent compared to the overall student body, 53.2 percent.

Success in bringing students to UW is only meaningful if the University retains students and those students earn a degree. The LeARN (Learning Resource Networks/Partnerships for Academic Success) program networks retention-related services across the University. "Summit 2011" was held in August 2011 to assist new students, through programming, with the transition to college life. Transfer/non-traditional students and veterans were also encouraged to participate

in events designed specifically for their needs. Synergy, a UW learning community, is 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 University of Wyoming Extension, Student Educational Opportunity, and Wyoming Small Business Development Centers, UW's infrastructure planning needs to be statewide in scope. Groundbreaking for a joint facility to be shared by the University of Wyoming and Casper College occurred in March 2012. The building also will house a new student union and will provide new and better space for students. The facility is the result of several years of discussion and planning to consolidate all of UW's Casper academic operations at a location on the Casper College campus, achieving both schools' goals to continue to provide quality higher education opportunities in Wyoming. Efforts continue concerning joint facilities in Sheridan and Cheyenne. A UW-LCCC-Laramie Campus Outreach School facility has been placed on the UW Capital Facilities list.

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, 24 percent of UW's nearly 14,000 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.

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 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 will continue to be admitted; the university will provide supplemental academic resources for these students.

With UW's leadership, the state 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 for smoothing the students' transitions — efforts supported at UW through the work of individual 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 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.

- **Student overall satisfaction** – Student satisfaction with the University of Wyoming overall averaged 78 percent. (n=876)
- **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 (75 percent), instruction in the major field (75 percent), out-of-class availability of instructors (73 percent), attitude of faculty toward students (76 percent), variety of courses offered (71 percent), class size (79 percent), advisor availability (68 percent), and value of the information provided by their advisor (65 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 (65 percent), career planning (71 percent), financial aid (74 percent), job placement (63 percent), orientation (57 percent), personal counseling (75 percent), registration (66 percent), and student health services (65 percent).
- **Student satisfaction with administrative services** - The average student satisfaction with administrative services was 59 percent: billing (59 percent), buildings and grounds (72 percent), bookstore (65 percent), food services (59 percent), mass transit (72 percent), parking (17 percent), safety (71 percent), and staff attitude (59 percent).
- **Student satisfaction with the social and cultural environment** - The students reported 65 percent average satisfaction with the social and cultural environment: student government (33 percent), athletics facilities (69 percent), campus media (41 percent), cultural programs (78 percent), housing programs (54 percent), recreational programs (90 percent), social events (80 percent), student involvement (61 percent), and the student union (80 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. There were 74 students who studied abroad from fall 2002 to summer 2003 compared to 380 students from fall 2010 to summer 2011.

Mikhail Gorbachev spoke at the University of Wyoming in October 2011 as part of UW's efforts to provide meaningful internationalization experiences for students, faculty and residents of Wyoming. The former Soviet President's presentation was moderated by the Honorable Alan K. Simpson, United States Senator (Retired). The presentation drew over six thousand attendees and over one thousand online viewers. Eight UW students' questions were selected to be asked during Gorbachev's October presentation inside the Arena Auditorium, and these students dined with Gorbachev following the event.

The UW Libraries are partners with Saratov State University Libraries in Russia, and this project includes a joint history publication of the main libraries in 2007, collaboration on digital projects, and a shared interest in outreach and reference programs. The Libraries hope to build on these initial programs with an exchange of librarians furthering an understanding of the respective cultures and how libraries are essential in higher education around the globe.

In February 2012 the Cultural Attaché of Saudi Arabia visited the University of Wyoming to talk to students and discuss the UW International program for Saudi students. Saudi students at UW have been chosen by their government to attend college in the United States with support from the Saudi Arabian Cultural Mission (SACM). In an effort to achieve the country's progress and development goals, SACM provides Saudi students with the best possible educational opportunities. UW's International Programs Office reports Saudi students supported by SACM began arriving at the university in 2005. In spring 2012 there were 50 students at UW on the Saudi scholarship program.

A new cooperative agreement between the University of Wyoming and the Kazakh National University (KazNU) is designed to create opportunities for faculty and student exchanges. The agreement creates opportunities for the exchange of academic information, publications, materials and knowledge, and other mutually beneficial educational activities. Communication and Journalism faculty members created an exchange in which a small group of Kazakh students would come to Wyoming for a short course (two to three weeks) in environmental journalism, and a small group of UW students would go to Kazakhstan for a similar experience. In spring 2012 Michael Brown, director and professor of graduate studies in the Department of Communication and Journalism (COJO) spent two weeks at KazNU, where he taught an undergraduate class titled "Mass Media and Society," and a graduate class in research methods. He presented academic publishing workshops for KazNU's faculty and members of the Kazakh Ablai Khan University of International Relations and World Languages. Brown represented UW in formalizing the agreement. "This agreement may provide opportunities for the School of

Energy Resources, the College of Engineering and Applied Science, and other campus units to cooperate in relevant research." (Michael Brown)

In June 2012, a delegation from the College of Agriculture and Natural Resources visited Tribhuvan University (TU) for the second year in a row to continue solidifying the strategic partnership. The delegation visited both the main TU campus and various research station sites in the Himalayas and tropical areas of Nepal. Significant research collaboration is being developed and will continue between faculty at UW and TU.

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. In FY 2012, the Strategic Diversity Initiatives Committee at UW created a marketing campaign "Learning and Living Differently." 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.

Upward Bound is among TRiO programs (funded by the Department of Education) offered at UW through Student Educational Opportunity, a unit of the Division of Student Affairs at UW. TRiO programs are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRiO offers programs targeted to serve and assist low-income individuals, first-generation college students and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

In May 2012 the U.S. Department of Education announced federal funding for the next five years through May 2017 for the University of Wyoming Upward Bound program. The federally funded program helps high school students prepare for college. Students must be either low-income or potential first-generation college graduates to participate in the program. "The goal is to increase the number of these students earning four-year college degrees," according to the project director of the Upward Bound/Math Science Project. "We assist eligible students in preparing for successful entry into college. Program services are provided at no cost to families who meet the eligibility requirements."

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.

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 — environment and natural resources and life sciences — are separate areas of distinction discussed later.

During 2011-2012, construction, installation and most testing for the NCAR-Wyoming Supercomputing Center was completed. Installation and testing of the computation systems continues at the date of this report. The official opening date is scheduled for October 2012. The NCAR-Wyoming 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 2012 UW worked toward significant advances in its high-performance computing infrastructure (*UP3* action item 40). A UNIX-based laboratory was installed on campus and has allowed UW to join NCAR in offering special workshops on high-performance and research computing. The initial procurement for a campus research computer, the Advanced Research Computer, will provide computational resources for UW researchers in all areas. UW also finalized a proposal for the Roy J. Shlemon Center for Quaternary Studies which is focused on changes in earth's climate, ecology, and land-surface processes during the past two million years. The Center already has significant donor support, and UW geologists are working with the UW Foundation to build and solidify its future (*UP3* action item 46).

Several major initiatives are positioning UW for ever-greater distinction in earth and energy and computational science and technology fields. Principal among these is the School of Energy Resources (SER), initially funded by the 2006 Wyoming legislature. SER currently receives 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 12 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 2011 Petroleum Engineering had 141 undergraduate majors and 26 graduate majors, an increase from 47 undergraduates and 11 graduate majors in fall 2006. Energy Systems Engineering, new in 2009, had 48 undergraduate majors in fall 2011, and Energy Resource Science, also new in 2009, had 44 majors in fall 2011.

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 2011-2012 the university's Eminent Writer in fiction was Colcon Whitehead, the Eminent Writer in poetry was Ed Roberson, and John D'Agata was the Eminent Writer in nonfiction. 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 2011-2012 the Eminent Artist in residence was Bill T. Jones and the Bill T. Jones/Arnie Zane Dance Company. Bill T. Jones (Artistic Director/Co-Founder/Choreographer) is a multi-talented artist, choreographer, dancer, theater director and writer who received major honors ranging from a 1994 MacArthur "Genius" Award to Kennedy Center Honors in 2010. The Bill T. Jones/Arnie Zane Dance Company culminated with an evening-length dance concert, "Continuous Momentum: The Works of Bill T. Jones," in Riverton, Gillette, Torrington and Lusk.

Completion of the Visual Arts Facility allowed classes to move to this state-of-the-art building in the spring of 2012. The facility was 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. The design stage to renovate the current Fine Arts Building for the Departments of Music and Theater and Dance is in progress.

Areas of Distinction: Environment and Natural Resources

During FY 2012 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. The Robert and Carol Berry Biodiversity Conservation Center contains mammals, birds, reptiles and amphibians collected for research beginning in the late 1870's and are available to be studied and analyzed in

the facility. A UW goal is to continue building this special repository of specimens from the greater Rocky Mountain area.

In FY 2012, UW also significantly strengthened its role in outreach to communities on energy conservation, energy development, and sustainable energy use (*UP3* action item 54). Outreach was enhanced through University of Wyoming Extension staffing and programming, through collaborations with the School of Energy Resources, and with enhanced geographic information services and analysis in the community planning area.

Advances in geographic data collection were supported through a newly funded academic position allocated jointly to the Wyoming Geographic Information Sciences Center (WyGIS) and the Department of Geography. The new position 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 fifth year in which 48 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) won two awards in 2011-12 recognizing contributions to the state of Wyoming. "*Wyoming's Energy Boom 1995-2010: An Oral History Program*", won a Wyoming State Historical Society award. With funding from the Wyoming Humanities Council last year, the AHC conducted more than 40 oral history interviews with those involved in or affected by exploration and development of natural gas in Sublette County. The oral interviews, transcripts and related materials are housed at the AHC for use by scholars, students and the public. The Wyoming Library Association's Milstead Award recognized the AHC as the administrator and largest sponsor of the Wyoming History Day program.

The AHC's collections focus on Wyoming and the Rocky Mountain West and nationally on the topics of environment and conservation, the mining and petroleum industries, air and rail transportation, the performing arts (particularly radio, television, film, and popular music), journalism, United States military history and book history.

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 the College of 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 College of Agriculture and Natural Resources, the College of Arts and Sciences, and the College of Health Sciences.

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 2012, 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 (*UP3* action item 64). To begin, an all-electronic graduate application process is being implemented with an expected roll-out of October 2012. This much needed improvement will place UW's application process on a par with peer institutions across the country. The application process is a critical component of creating a favorable impression in the competitive environment of graduate education. UW also launched a graduate education website for prospective graduate students, see: <http://www.uwyo.edu/uwgrad/index.html>.

Prospective students can find a wealth of information about graduate education and programs on the landing pages of the site. The expectation is that thousands of new visitors will view the graduate education website based upon current website analytics.

UW has also launched a vigorous recruiting campaign to draw some of the very best students to the university through enhanced graduate stipends as well as paid recruiting visits. Finally, a Mentoring Initiative aimed at improving the graduate student experience over the course of a student's entire academic career has been initiated. The goal of all of these efforts is to attract higher quality students to the university and improve their educational experience once they arrive. A sustained effort over time will produce tangible results for the institution and its graduates.

Preliminary 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 2012, UW estimated external funding was \$85.9 million. The total average estimated research dollars per tenure-track faculty (excluding financial aid funding) was \$111,017. In FY 2007, this number was \$105,912.

Institutional awards - The University received approximately \$77.1 million from federal sources. Direct student loans were approximately \$43.8 million. 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 were approximately \$33.3 million.

Technology transfer - The Research Product Center has heightened the level of technology transfer, with 10 utility patent applications filed (US, foreign or PCT), 8 patents issued, and approximately 80 technology agreements.

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.

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 most valuable resources at UW are the people who carry out its mission. UW's key priority, as noted in *UP3*, is to ensure that employee salaries remain competitive to attract and retain a high quality workforce. UW must compete with the best institutions in the nation and the world for talented employees. Failure to maintain competitive salaries and benefits leaves the institution vulnerable to the loss of some of its best employees and leaders. UW faculty and staff last received a pay raise in FY 2010.

Faculty hiring, retention and promotion practices are pivotal in determining UW's future. The Ellbogen Center for Teaching and Learning continued its programming for faculty development in FY 2012 (<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 2011 the Ellbogen Center for Teaching and Learning sponsored a graduate student seminar series, a new faculty and lecturer program series, and a forum on assessment. During the spring 2012 there was a Teaching Critical Thinking Colloquium in addition to multiple special events which included a "Successful Sabbatical" and "Teaching and Testing for Scientific Literacy."

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. The University will continue to update that plan and to advance high-priority projects, to the extent funding strategies permit.

Space constraints have plagued several departments in the College of Arts and Sciences. To help address this challenge, the Visual Arts Facility located east of the Centennial Complex building that houses the UW Art Museum and American Heritage Center opened for classes in January 2012. It includes studios for ceramics, drawing, painting, printmaking, graphic design, art history and sculpture. The existing Fine Arts Building addition and renovation is in the design stage.

Construction will be completed in fall 2012 for the new Energy Innovation Center, the home for the School of Energy Resources. Planning is underway for a STEM (Science, Technology,

Engineering and Math) facility. The Geology Museum redesign and restructure began in June 2012.

Construction has begun on a UW/Casper College joint facility. Construction of the Gateway Center, which will house the UW Foundation offices and some aspects of alumni services, admissions recruitment and career services, and the Half Acre Recreation and Wellness Center renovation are in the early design phases. Students voted to increase their fees (\$12 million) to fund the Half Acre renovation, and the Wyoming Legislature agreed to fund the remainder (\$15 million). Residence Life and Dining Services is currently in the process of renovating White Hall after completing renovation of Downey Hall. The Bison Run Village student apartment construction was completed, and students will move in before the 2012 fall semester.

Renovations to UW's sports facilities included paving the War Memorial Stadium parking lot, recreational field lighting, practice field landscaping, and other improvements. Landscaping is in progress outside the College of Education (the Sullivan Plaza). The old Ivinson Hospital building deconstruction project was completed, and the new Ivinson parking lot project should be completed by the beginning of the fall semester 2012.

During its 2012 budget session, the Wyoming Legislature appropriated \$1.1 million to plan for the renovation and expansion of the College of Engineering and Applied Science facilities. Lawmakers also set aside \$30 million in state matching funds for construction. The Legislature conveyed its expectation the College of Engineering facilities would "lead the university toward a tier one academic and research institution in areas of excellence appropriate for Wyoming." In May 2012, Governor Mead appointed the Wyoming Governor's Energy, Engineering, STEM Integration Task Force to assist in guiding the overall effort. Former Governor Dave Freudenthal and Baker Hughes Inc. Executive Chairman, Chad Deaton, serve as co-chairs of the task force, and members include industry leaders and legislators.

Projects supported by the State Fiscal Stabilization Fund included improvements to science and classroom facilities in a few of the university buildings. The University is pursuing improvements to a few other older buildings with an industrial grade audit for energy conservation measures, as well as capital improvements that are set to extend the life of facilities and reduce energy use. Examples include building ventilation and control systems improvements and environmentally-friendly lighting.

In fall 2011 the UW College of Business received LEED Gold Certification from the U.S. Green Building Council for the prior year renovation and expansion of the business building. The LEED Gold Certification is recognition of a facility that reduces its initial and long-term impact on the environment. The new facility recycled material from the old building, diverting it from the local landfill, used new materials made from recycled materials where possible, and used natural lighting when feasible throughout the building.

GOAL 5: CULTIVATING LEADERSHIP

UW believes that the foundation of an excellent university is its people, including students, professors, and support staff. In FY 2012, UW strengthened performance expectations and

clarified and strengthened institution-wide criteria for promotion to full professor (*UP3* 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.

In FY 2012 there were several notable Human Resource leadership training programs among many training offerings. The Leadership Academy goals are to develop and enhance the skills of current and future leaders at the University of Wyoming. HELP (Human Resources Employment Law and Policies) is a certificate program for supervisors and managers offering information regarding compliance policies and procedures. The Office of Academic Affairs also sponsored a year-long leadership program for faculty members interested in academic administration.

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. Few states look so consistently to their flagship universities for leadership.

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 (*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 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;

- 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 (*UP3* action item 103).

UW continued to support and 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 (*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.

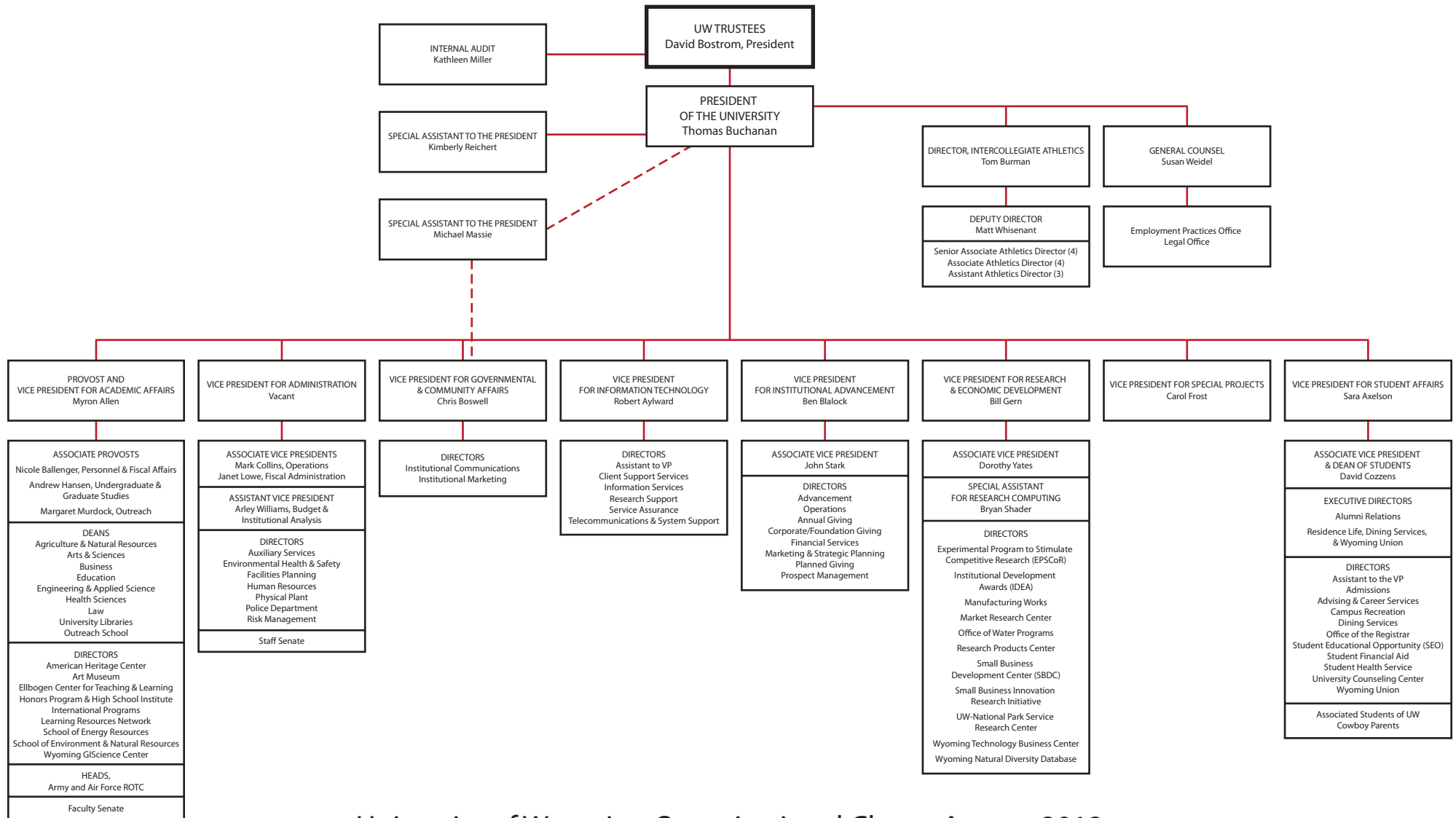
UW plays a pivotal role in medical education for the state of Wyoming. The UW Medical Education budget specifically focuses on the family practice residency centers in Casper and Cheyenne, the WWAMI medical instruction program and the WWAMI/University of Washington contract, the Advanced Practice-Family 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.

FY 2012 curricular changes were made that emphasize rural primary care in medical education. WWAMI increased its support for the Wyoming Rural Integrated Training Experience. The goal is to develop a closer WWAMI relationship with the Residency Programs. The Casper Program is now exploring the possibility of accepting 3rd year WWAMI students for clinical rotations.

Cheyenne already has this opportunity in place. The WWAMI clinical scholars program continues to identify outstanding rural and WWAMI scholars, and the WWAMI contract repayment account continues to be the major budgetary source for these endeavors.

In order to increase the number of qualified applicants to the medical programs several programs were put into place. A pre-medicine shadowing program is aimed at junior and senior level college students that may be interested in attending medical school. All applicants to the WWAMI program are required to have a minimum of 40 hours of physician shadowing. During the 2011-2012 school year, UW partnered with several physicians at Cheyenne Regional Medical Center to formalize an undergraduate physician shadowing program. Two groups of undergraduates completed the program.

During the summer of 2011 the Area Health Education Center (AHEC) Program hosted their first Summer Healthcare Camp. This program allowed high school students to get exposure to various healthcare careers including medicine. The program also allows students to receive training in various areas within the College of Health Sciences at the University of Wyoming.



University of Wyoming Organizational Chart • August 2012

Narrative for the Western Interstate Commission for Higher Education (WICHE) FY 2012 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 Dept. 3434, 1000 E. University Ave., 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. Thomas Buchanan, Sam Krone, and Karla Leach are the current commissioners.

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 2012 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 2012 annual report published by the WICHE office is available on the web at:
www.wiche.edu/state/220.

Through WICHE's Professional Student Exchange, Wyoming sent 103 students to out-of-state programs in 2011-12 in 9 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 42 students to out-of-state institutions via the Western Regional Graduate Program, while receiving 2. And 1226 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 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 15-state WICHE region.