1. Academics: Prepare undergraduate and graduate students for Wyoming's energy economy, through an array of curricular measures.

2. Research: Expand the Institute for Energy Research.


1. The School's Mission
5. Significant input from industry at several levels.

4. Flexibility to establish (and sunset) externally funded research centers as technology evolves.

3. Incentives for existing colleges to strengthen their existing energy-related expertise and curricula.

2. Director reporting to UW’s chief academic officer competing with other colleges for resources.

1. Not a separate college, isolated from and

Rationale:

2. The School’s Structure
mathematics, economics, and others.
engineering, geology and geophysics,
and chemical engineering, petroleum
energy experts from such key disciplines
A separate college would isolate UW’s
several colleges and key departments.
Influence faculty hiring and curriculum in
To maximize the impact of the school, it must
Main point:
Chemistry
Electrical & Computer Engineering
Renewable Resources
Mathematics
Economics & Finance
Chemical & Petroleum Engineering
Geology & Geophysics

Departments likely to bid:

- Assignments aren’t permanent but can be moved.
  - School, VPAA, and VPR.
    - Bidding process overseen by the director of the
      mainstream departments through a
      - Assigned to mainstream departments.
        - Existing faculty, not necessarily from academia.
          - Targeted at teachers and researchers with
            - 1-2 fully funded senior faculty lines.

Distinguished Faculty Positions
colleges, graduate education, industry
  Links with high schools, community

- New certificate programs
- Summer programs
- Undergraduate industry internships

Other Initiatives:

- Renewable Resources
- Economics & Finance
- Mathematics
- Chemical & Petroleum Engineering
- Geology & Geophysics

Interdisciplinary curricula involving

Academic Enhancements:
Center for Energy Outreach (new to UW)

1. Consulting specialists (scientists, engineers, economists, etc.) for Wyoming’s energy industry.

2. Statewide symposia and workshops.

3. Applied publications on energy technology.

4. Data sharing with industry groups and state agencies.
Specific centers can change over time in response to emerging technologies, energy markets, and external funding.
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<td>3 teaching interns from national labs, with moving and travel allowances</td>
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<td>Visiting professorships resources &amp; Chairs in energy</td>
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Appendix B

University of Wyoming
School of Energy Resources:
Institutional Setting

Myron B. Allen
VP for Academic Affairs
University of Wyoming
allen@uwyo.edu

1. UW’s Mission & Structure
2. Colleges
3. Academic Planning
4. Role of the Faculty
5. Energy-Related Facilities
1. UW Mission

From the mission statement:

The University of Wyoming aspires to be one of the nation's finest public land-grant research universities, dedicated to serving 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.
Key Elements:

1. Public land-grant institution
2. Commitment to teaching, research, service
3. Wyoming's only public baccalaureate institution
4. Unusual level of state funding and support
5. Tension between breadth and focus
6. Unusual setting and the need to capitalize on it
7. Unique setting and the need to capitalize on it
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<td>Tuition Income &amp; Other Revenue:</td>
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<td>States General Fund:</td>
<td>$276M (44%)</td>
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Total Biennium Funding: $615M

FY 2005 - FY 2006 Biennium Funding Sources
Student credit hours, AY 2004

2. Colleges

Law
Health Sciences
Engineering
Education
Business
Arts & Sciences
Agriculture
Another asset: Western Research Institute

Oil & Gas (EOR process feasibility, reservoir analysis)

Coalbed methane (CBM modeling)

Pollutant mitigation, carbon sequestration

Coal (coal drying, combustion testing, hazardous air fuels, turbines)

Alternative fuels (alcohol, bio-refining, hydrogen, solid)
Academic Plan I: 1999-2004
Academic Plan II: 2004-2009

- Athletics Plan
- Capital Facilities Plan
- Support Services Plan

- Provide foundation for other plans:
- Guide budget requests and budget allocation decisions
- Identify key academic directions and areas of emphasis

3. Academic Planning
Almost all departments can contribute somewhere position allocations, new degree programs areas to build through budget increases, faculty.

Areas of Distinction:

1. Cultural Endeavors, Arts, & Humanities
2. Environment & Natural Resources
3. History & Culture of Wyoming & the Region
4. Life Sciences
5. Professional Critical to the Region
6. Science & Technology

- Materials Science
- Computational Science
- Energy & Earth Sciences
Legislature funded SER in March 2006
Report submitted in October 2005

and research in earth and energy science. budget request to establish a university center for teaching and academic affairs, in cooperation with the UW President, will appoint a task force to explore the feasibility of a legislative presidential study for a center.
The School of Energy Resources:

- takes advantage of UW’s unique geographic setting
- builds on existing institutional strengths
- is in the bull’s eye of our academic plans
Students participate in research

Undergraduates & graduate
research and teaching

We look for links between
performance in all 3 areas

UW expects excellence

10% Service

40% Research (refereed publications, external grants)

50% Teaching (two 3-credit courses/semester)

Typical faculty job description in a PhD-granting department:

4. Role of the Faculty
Faculty hiring: Qualifications

- Terminal degree (PhD, MD, JD, MFA)
- Demonstrated potential for excellence in teaching
- Proven ability to conduct original research
- Evidence of intellectual leadership capacity
- Search of national or international scope
- Extraordinary competition: 60-80 applicants/position

Most hiring is at the entry level (assistant professor)
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<td>Search committee &amp; position announcement</td>
<td>August</td>
</tr>
<tr>
<td>Authorization and funding for position</td>
<td>July</td>
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**Faculty Hiring Process**
5. Facilities

- Labs and facilities in many other disciplines
- Microscopy Center
- Enhanced Oil Recovery Institute
- Wyoming Geographic Information Science Center
- Research computers in Math, Geology, Mechanical Engineering
  - Chemistry
  - Renewable Resources
  - Chemical & Petroleum Engineering
  - Geology-Geophysics
- Discipline-specific labs in...
A new building to house SER-related faculty and labs would help unify the school’s activities.

Rough cost estimate: $40M
August 10-11, 2006

UW Energy Resources Council

Presentation to

Research Enterprises

UW's

Appendix C
Creation of Knowledge Defines a Researcher's Job Description Has a Research Component

Every Tenure Track Faculty Scholarship is Expected to Pursue

At Research Universities, Faculty

In Some Disciplines, This Is Done

In Others, Particularly Science,

With Little or No External Support

Technology, Engineering, and

Math, Scholarship is Supported

With External Funding

It Is How Faculty Demonstrate They Are Current
Research Facts

- Non-College Units
- Health Sciences
- Engineering
- Agriculture
- AGS
- External Funding by College
- Nationally Competitive Faculty
- Distinguished Class
- UW probably is the smallest public university in this
  15 or more Doctoral Degree Granting Programs
- Award > 50 Doctorates per year
- Carnegie Classification: Doctoral STEM
Energy Funding by Area

- Environmental
- Fuel Cells
- Gas
- Process
- Bioenergy
- Gas
- Oil & Gas
- Power
- Fundamental
- CBNC
- Wind/Ren
- 19%
- 17%
- 10%
- 7%
- 6%
- 5%
- 4%
- 1%
Energy Funding by College

- Nanotechnology: 57%
- Agriculture: 32%
- AAS: 4%
- Engineering: 7%
School for Energy Resources is at the heart of each area of distinction.

Research growth is directly tied to academic plan.

Supporting the U.S.'s critical technologies

Commercialization - outreach effort

Development through an integrated research

Supporting state research needs including statewide economic

Supporting land grant missions

Interlocking "models"

UW's research enterprise is based on three research models
Formulation of research and spin-out leads to licensing and spin-off.

Service - state/national outreach.

Transfer - outreach.

Information and technology transfer to the energy sector.

Classroom immediately transferred to the model.

Teaching integrates undergraduate and graduate students.

Research produces new knowledge.

Three Major Land-Grant Universities: Cornell, Michigan, and Ohio State.
Major Areas of Challenge

- Support to core facilities
- Access to graduate student
- External funding
- Start-up
Growth Challenges for Continued Research

- Building external support
- Students
- Start-up
- Faculty and infrastructure
- Research growth challenges
- Plan supports all our major resources

The School for Energy Resources
What will the Energy School add?

- LW base budget
- Leverage to the remaining
- will provide 1 additional
- in state funding per year
- Fully funded $10 Million
- Funding yearly
- Million in external
- between $90 and $100
- Should take the university
- Economic development
- More support to the state
- New infrastructure
Important Principles:

1. Must be hired through fair, open, international search
2. Must be capable of leading a diverse set of faculty
3. Must connect well with industry and government officials
4. Must have unusually broad intellectual & scientific vision
- Make an offer
- UW ERC, UW faculty & administrators, key industry reps
- Invite a slate of interviewees (~4) to visit
- Conduct phone interviews with and about these candidates
- Screen applicants (~60%) to get a short list (~10)
- Involve industry representatives
- Run a colloquium speakers’ series to get advice from experts
- Include industry contacts, UW ERC members
- Actively solicit nominations and applications through contacts
- Post position announcement in prominent venues
- Appoint a search committee

Search mechanisms:
• Career track may look different from traditional professors
• Director may hold a faculty position in a „home“ department
• All administrative appointments are at will

Expectations:
Encourage women and members of under-represented groups to apply.

The University of Wyoming is an equal opportunity - affirmative action employer with an institutional commitment to diversity.

Commitment to integrating academics, research, outreach

Creative leadership needed to create synergy

Proven leadership

Managerial ability, communication skills, vision

Industry experience

Internationally recognized teaching and research

Earned doctorate

Preferred: Proven intellectual and academic ability

Report to VP for Academic Affairs

Elements of the position description
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<th>Date</th>
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<td>Make offer</td>
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<td>Begin interviewing</td>
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<td>Develop interview list</td>
<td>December 2006</td>
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<tr>
<td>Conduct phone interviews</td>
<td>November 2006</td>
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<tr>
<td>Develop short list</td>
<td>Fall 2006</td>
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<td>Begin screening applications</td>
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<tr>
<td>Hold colloquium series</td>
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<td>Make personal solicitations</td>
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<tr>
<td>Make professional contacts</td>
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<tr>
<td>Place advertisements</td>
<td></td>
</tr>
<tr>
<td>Appoint search committee</td>
<td>August 2006</td>
</tr>
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</table>

Aggressive Time Line:
Appendix E

Director
University of Wyoming School of Energy Resources

The University of Wyoming School of Energy Resources is a newly founded academic unit dedicated to energy-related teaching and research and dissemination of scientific, engineering and economic information to support energy-related activities of relevance to the state and nation. With new annual funding from the Wyoming Legislature, the School provides an outstanding opportunity for a visionary leader to build an interdisciplinary organization that will address the globally critical field of energy resources in a higher education setting. We welcome applicants from industry, academia, and other sectors.

The School of Energy Resources has three dimensions: 1) education, 2) research, and 3) outreach and service. The School has permanent funding for up to 12 distinguished professorships, to be allocated by the Director in an array of academic disciplines. Funding is also available for year-long distinguished visiting professorships, to be selected by the Director. Together with faculty from other academic departments, these faculty members will offer curriculum leading to interdisciplinary degrees in energy science and certificate programs in energy-related fields. The research arm of the School includes the Institute for Energy Research, which currently houses the Enhanced Oil Recovery Institute and which will establish other research centers related to the energy economy. An Energy Outreach Center will respond to the needs of Wyoming industry groups and state agencies for state of the art information about energy resources and technologies. For more information about the School, please visit http://www.uwyo.edu/SER/.

The Director will report to the Vice President for Academic Affairs. We seek an energetic leader with proven scientific and administrative skills who will work with the faculty in related academic units, who will develop the School of Energy Resources to its full potential as one of the world’s top institutions in energy resources, and who will represent the School effectively to the university administration, to the energy industry, to state and national political leadership, and to the public.

Preferred qualifications include: 1) an earned doctorate; 2) an internationally recognized record of teaching and research in energy-related fields; 3) administrative experience that demonstrates vision, managerial ability, and communication skills; 4) the creative leadership needed to create synergy with other university programs and with industry; and 5) a commitment to integrating academics, research excellence, and the outreach mission of the School.

Applications should include a letter describing the applicant’s qualifications and experience related to the position. Applicants should also include a curriculum vitae. For finalists, the search committee will ask for the names and addresses of three references. Review of applications will begin in November 2006, but applications will be accepted until the position is filled. The University of Wyoming is an equal opportunity - affirmative action employer with an institutional commitment to diversity. We encourage women and members of under-represented groups to apply.

Please send applications and nominations to:

SER Director Search, c/o Dr. Myron B. Allen
Vice President for Academic Affairs
University of Wyoming
1000 E. University Ave. Dept. 3302
Laramie, WY 82071
Rationale for Searching in FY 2006-7:

- Need to have leadership in place no later than AY 2007-8
- Most starting dates are in September
- Senior faculty searches typically take 8-10 months

Sensitivity to Interdisciplinary Teaching and Research

- Industry, national lab, or academic backgrounds
- Talented teachers
- Internationally recognized contributors to energy R&D

Type of people sought:

3. First 4 Faculty Positions

Appendix F
1. Chemical & Petroleum Engineering: Clean coal

2. Economics & Finance: Energy economics, market and regulatory analysis, and coal conversion technologies

3. Geology & Geophysics: Reservoir imaging and petrophysics

4. Mathematics: Porous media flow and processes

Proposed position authorizations
Objective: begin to build more integrated energy-related departments in energy-related areas. Curriculum and more rigorous research interaction among.

Space needs, estimated startup, computational requirements.

Proposed job descriptions.

Department commitments to future related hiring.

Contributions to coherent body of expertise.

Proposed advertising venues and search strategies.

Draft position announcements.

Coordinated hiring plan by 4 department heads.
Prof. Andy Hansen (Mechanical Engineering) has agreed to serve as Academic Coordinator in AY 2006-7.
Teaching Internships
Undergraduate & Graduate Research Fellowships
Curriculum Development
Interdisciplinary Undergraduate and Graduate
Summer Institute for HS / Jr. HS Students
Academic Energy School Council
Energy Landscape
Survey UW Energy Landscape
Academic Coordinator
Teaching

Broad umbrella of energy-related research and policy analyses

Economics

Engineering

Sciences

UW Energy Landscape
Academic Energy School Council

Curricular Development at the Undergraduate and Graduate Levels

HS / CC Teaching Internships

Summer Institute for K-12 Students

Fellowships

Allocation of Undergraduate and Graduate
environment

General exposure to the UW (higher education)

Subject content

Length and timing of the Institute

Specific age group to target

Summer HS / JR. HS Institute
Model allows for interaction with industry and/or existing UW courses.

Model would primarily utilize economics, or policy-related matters.

Fluid enough to allow studies in the sciences, engineering,

versus breadth that all interdisciplinary programs face.

Model effectively addresses the issues of curriculum depth.

Features of Haub School:
Questions Abound:

Industry as well as Wyoming’s citizens?
What are the educational needs as viewed from policy analysts, law?
Options in sciences, engineering, economics?
What might a professional masters degree look like?
The role of the Outreach School?
What degrees or certificates should be offered?

Graduate Interdisciplinary Curriculum Development:
HS/CC teaching internships.
- Advertise in the spring of 2007 for the 2007-08 AY.

RFP's for under and graduate fellowships.
- Establish criteria and advertise in the spring of 2007.
- Awards made in the fall of 2007 for summer 2008 and AY 2008-09.
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<td>with moving and travel allowances</td>
<td>12 distinguished chair, with fringe &amp; discretionary funds</td>
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<td>$4,980,900</td>
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</table>
Budget: $9.8 M/year will influence a much larger fraction of UW’s key points: structure of the school will promote leverage.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>New Funding</th>
<th>Sustaining Funding</th>
<th>Required Reinvestment</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>$4.4M</td>
<td>-</td>
<td>$4.4M</td>
<td>$4.4M</td>
</tr>
<tr>
<td>FY 2008</td>
<td>$3.3M</td>
<td>$4.4M</td>
<td>-</td>
<td>$7.7M</td>
</tr>
<tr>
<td>FY 2009</td>
<td>$2.1M</td>
<td>$7.7M</td>
<td>$7.7M</td>
<td>$9.8M</td>
</tr>
</tbody>
</table>

Ramp-up of State Funding:
<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL BUDGETED (1st year)</strong></td>
<td>$4,403,649</td>
</tr>
<tr>
<td>Director, staff, support</td>
<td>$ 513,100</td>
</tr>
<tr>
<td>Energy Outreach Center</td>
<td>$ 561,000</td>
</tr>
<tr>
<td>Faculty support, startup, grant matching</td>
<td>$ 410,099</td>
</tr>
<tr>
<td>Institute for Energy Research, starting</td>
<td>$ 518,550</td>
</tr>
<tr>
<td>Distinguished faculty positions</td>
<td>$1,104,000</td>
</tr>
<tr>
<td>Summer high school programs</td>
<td>$634,600</td>
</tr>
<tr>
<td>Teaching Internships</td>
<td>$101,000</td>
</tr>
<tr>
<td>Academic Coordinator's office</td>
<td>$132,300</td>
</tr>
</tbody>
</table>

Original proposal ("steady state funding")
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry-over to FY08 (startup): $4.4M - $3.4M = $1M</td>
<td></td>
</tr>
<tr>
<td>Total Budgeted (1st Year)</td>
<td></td>
</tr>
<tr>
<td>Director search, staff support</td>
<td>$403,800</td>
</tr>
<tr>
<td>Energy Outreach Center &amp; conferences</td>
<td>$242,500</td>
</tr>
<tr>
<td>Faculty Support, startup, grant, matching</td>
<td>$1,342,600</td>
</tr>
<tr>
<td>Institute for Energy Research, standing</td>
<td>$518,550</td>
</tr>
<tr>
<td>Teaching &amp; research, collab &amp; interim search</td>
<td>$577,000</td>
</tr>
<tr>
<td>Faculty search expenses, interim</td>
<td></td>
</tr>
<tr>
<td>Summer high school programs</td>
<td>$63,600</td>
</tr>
<tr>
<td>Travel, publicity, curricular survey</td>
<td>$101,000</td>
</tr>
<tr>
<td>Academic Coordinator's office</td>
<td>$132,300</td>
</tr>
</tbody>
</table>

Proposed FY 2007 spending
<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25,000,000</td>
<td>Annual Support for Student Research</td>
</tr>
<tr>
<td>$1,000,000</td>
<td>Industrial Subscriptions</td>
</tr>
<tr>
<td>$3,000,000</td>
<td>Graduate Fellowships in Energy</td>
</tr>
<tr>
<td>$3,000,000</td>
<td>Energy Professorships</td>
</tr>
<tr>
<td>$6,000,000</td>
<td>Energy Research Centers</td>
</tr>
<tr>
<td>$10,000,000</td>
<td>Director’s Endowment</td>
</tr>
<tr>
<td>$30,000,000</td>
<td>School of Energy Resources</td>
</tr>
<tr>
<td>$1,000,000</td>
<td>Partnerships for Endowments</td>
</tr>
<tr>
<td>$2,000,000</td>
<td>Classrooms (each)</td>
</tr>
<tr>
<td>$40,000,000</td>
<td>Teaching Labs and Equipment</td>
</tr>
</tbody>
</table>

6. Fundraising
- Strategy:
  - Pursue annual corporate subscriptions to support research and student training
  - Pursue other gifts (directors' endowment, graduate fellowships) from wide array of donors
  - Pursue corporate gifts for facilities as highest near-term need