Supplemental data, information, reports, and feedback used by
the UW Regulation 2-13 Review Committee

Faculty Senate Resolution 380	**Introduced by**
	Executive Committee

Resolution Regarding the Recommendations of Academic Planning Committee and Graduate Council – 2-13 Academic Program Reorganization, Consolidation, Reduction and Discontinuance

WHEREAS, the University, in order to meet educational, strategic, and budgetary challenges has requested a number of programs to undergo UW Regulation 2-13 review; and

WHEREAS, any proposed elimination of programs and thus, faculty positions, including those of academic professionals, librarians and archivists, should be driven by genuine educational, strategic realignment, resource allocation needs, or some combination of educational and/or strategic considerations; and

WHEREAS, the Provost has requested recommendations regarding reorganization, consolidation, reduction or discontinuance from the Faculty Senate as a valued stakeholder; and

WHEREAS, to meet this request, the Academic Planning Committee and Graduate Council were charged with the review of the materials submitted by the current programs under 2-13 review and to provide recommendations regarding the reorganization, consolidation, reduction, or discontinuance of these programs; therefore

BE IT RESOLVED, that the Faculty Senate supports the comments, discussion, and recommendations provided by the Academic Planning Committee and the Graduate Council for all the programs identified by the administration for review under the UW Reg 2-13 as attached hereto except for those outlined below.

BE IT FURTHER RESOLVED, that the Faculty Senate at this time opposes the discontinuance of the BA/MA in American Studies and the MFA in Creative Writing. We recommend that these programs be considered with the other programs during the strategic visioning review process.

AUTHENTICATION: *The foregoing Faculty Senate Resolution 380, duly adopted by the Faculty Senate of the University of Wyoming under date of January 25, 2021, is hereby transmitted to the President of the University of Wyoming for review in accordance with UW Regulations.*

Treva E. Sprout Ahrenholtz
Secretary, Faculty Senate
Dated: January 26, 2021

Academic Planning Committee Review of 2-13 Documents
January 23, 2021

The Academic Planning Committee (APC) met on Friday January 22, 2021 to review the 2-13 documents relating to program eliminations and other restructuring. The committee has concerns relating to how to review the proposals. No guidance was given as to why programs were identified to be eliminated and how to evaluate cost savings or other measures to justify elimination.

Programs recommended for elimination: (Unanimous Vote on all)

BS Business Administration: This is an online only degree that does have good demand. However, it is being replace with the BS Management in Human Resources online degree. There are saving with this change because the courses that were only for the Business Administration degree can be eliminated. The courses for BS Management in Human Resources are already being taught.

College of Business Minors: Minors are not programs that are normally reviewed by the APC. With reduced resources in the College of Business, the elimination of the minors is a way to strengthen their core emphasis.

Psychology Master of Arts: There have been no students in this program for several years.

Chemistry Master of Science in Teaching: There have been no students in this program for several years.

Journalism BS: This program has typically zero to two graduates per year. Students in this program can easily change to the Journalism BA degree.

History Master of Arts in Teaching: There have been no students in this program for several years.

Joint program between Veterinary Sciences and Zoology: There have been no students in this program for several years.

Community Development Focus in Agricultural and Applied Economics: This not specific program so the APC would not normally review this issue. However, it appears there would be limited impacts with the community development focus being eliminated.

BA Secondary French/German/Spanish Education: In the past five years, graduates have ranged from a low of zero to a high of four students in this program. With limited resources, regrettably we recommend elimination.

Programs the APC does not feel are under our charge:

The following three proposals are not really program eliminations and the APC fee that they fall outside this committee's responsibility. We have never looked at department or other unit reorganizations.

Computer Science, Electrical and Computer Engineering Department Merger: It seems like there is little cost saving with this proposal and much opposition from the departments.

Rural Health Innovation Institute: This appears to combine existing programs into one organization. However, there is no information on costs being higher or lower.

Wyoming Reclamation and Restoration Center: The document only talks about reorganization of the program. It does appear to operate with outside money.

Programs the APC needs more information before a recommendation:

The following two proposals affect more faculty and students. The APC need more time and information before we can give a well-reasoned recommendation. The university is working on a new strategic plan and hopefully will have more defined criteria for eliminating programs in the near future.

Creative Writing MFA: The document does not identify why this program is one proposed to be eliminated. With an average of 9.30 graduates per year, creative writing is in the top 25% of programs awarding Master's degrees. The program has 3 FTE faculty lines and is quite interdisciplinary. In addition there appears to be significant outside funding.

BA and MA in American Studies: The document does not identify why this program is one proposed to be eliminated. The APC is sympathetic to the American Studies Program since they were reviewed four years ago and have met the criteria they were asked to achieve. Yet, they are back facing elimination again. The program has significant outside funding and is interdisciplinary. Enrollments have increased since 2016 and FTE faculty is down from 6.0 to 3.5.

UNIVERSITY OF WYOMING

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January 22, 2021

To: Dr. Rudy Michalak, University of Wyoming Faculty Senate Chair
From: Dr. Tucker Readdy and Dr. John Kambutu University of Wyoming Graduate Council Co-Chairs
Re: University of Wyoming Regulation 2-13 Program Reviews

Dear Chair Michalak,

  Please consider the following document as formal communication of the analysis performed by the 2-13 Program Review Committee of the Graduate Council in response to the charge you communicated on 14 January, 2021. The committee consisted of eight individuals, including faculty and graduate students collectively representing all academic colleges except Agriculture and Natural Resources. Members of the committee assessed available supporting documents during the week of 18 January 2021 and deliberated on Friday, 22 January 2021. The consensus of the group is expressed below.

1. Psychology Master of Arts

  The members of the 2-13 Program Review Committee of the Graduate Council recommend **elimination** of this program for the reasons articulated in the corresponding response document provided as part of the Department Reorganization website (http://www.uwyo.edu/acadaffairs/plans/reorganization/).

2. Chemistry Master of Science in Teaching

  The members of the 2-13 Program Review Committee of the Graduate Council recommend **elimination** of this program for the reasons articulated in the corresponding response document provided as part of the Department Reorganization website (http://www.uwyo.edu/acadaffairs/plans/reorganization/).

3. History Master of Arts in Teaching

  The members of the 2-13 Program Review Committee of the Graduate Council recommend **elimination** of this program for the reasons articulated in the corresponding response document provided as part of the Department Reorganization website (http://www.uwyo.edu/acadaffairs/plans/reorganization/).

4. Joint program between Veterinary Sciences and Zoology Departments

  The members of the 2-13 Program Review Committee of the Graduate Council recommend **elimination** of this program for the reasons articulated in the corresponding response document provided as part of the Department Reorganization website (http://www.uwyo.edu/acadaffairs/plans/reorganization/).

5. Community Development focus within Agriculture and Applied Economics Master of Science

The members of the 2-13 Program Review Committee of the Graduate Council recommend **reduction of investment** in this program for the reasons articulated in the corresponding response document provided as part of the Department Reorganization website (http://www.uwyo.edu/acadaffairs/plans/reorganization/).

6. Master of Arts in American Studies

The members of the 2-13 Program Review Committee of the Graduate Council recommend the **transfer and stabilization this program within the School of Culture, Gender and Social Justice.** The information referred to below comes from the corresponding response document provided as part of the Department Reorganization website (http://www.uwyo.edu/acadaffairs/plans/reorganization/).

According to the UW 2-13 proposal template, there are eight criteria that can be used to indicate that it is inadvisable to eliminate or disinvest in a program: (a) The unit's programs have achieved and sustained a national or international reputation for quality as indicated by objective external evaluations; (b) The unit's programs have achieved a level of regional strength or are vital for state service; (c) The program is unique within the state and region and contributes to UW's distinctive character; (d) The program is essential for UW; (e) The state has invested heavily in the unit's programs; (f) Elimination would result in a substantially negative impact on education, economic, cultural, and societal concerns in Wyoming; (g) Elimination would result in a significant loss of revenue derived from contracts, grants, endowments, or gifts; and (h) UW has significant capital investments in specialized physical plant, facilities, or equipment that cannot be directed to alternative uses. In addition, the same document articulates President Seidel's themes of "more digital, more entrepreneurial, more interdisciplinary, and more inclusive".

The consensus of the members of the Graduate Council 2-13 Program Review Committee is that **some of the eight criteria** making elimination or disinvestment inadvisable are supported (either in part or in full), providing suitable evidence to suggest that eliminating the program would have negative consequences that meaningfully outweigh possible advantages. Of particular note is the loss of revenue that would occur if the endowment that supports the program were to be returned (i.e., criterion (g)). Moreover, faculty who are part of the American Studies MA also contribute to other academic units that support interdisciplinarity and inclusivity (i.e., African American and Diaspora Studies, Latino/a Studies). Finally, the multiple reports provided on behalf of the MA in American Studies were professional and informative. As such, the members of the Graduate Council 2-13 Program Review Committee recognize the merits of the proposed merger with the School of Culture, Gender, and Social Justice, which would allow for potential maximization of the resource represented by the American Studies MA program.

7. Master of Fine Arts in Creative Writing

The members of the 2-13 Program Review Committee of the Graduate Council recommend **enhancement or stabilization of investment** in this academic unit. The information referred to below comes from the corresponding response document provided as part of the Department Reorganization website (http://www.uwyo.edu/acadaffairs/plans/reorganization/).

According to the UW 2-13 proposal template, there are eight criteria that can be used to indicate that it is inadvisable to eliminate or disinvest in a program: (a) The units programs have achieved and sustained a national or international reputation for quality as indicated by objective external evaluations; (b) The unit's programs have achieved a level of regional strength or are vital for state service; (c) The program is unique within the state and region and contributes to UW's distinctive character; (d) The program is essential for UW; (e) The state has invested heavily in the unit's programs; (f) Elimination would result in a substantially negative impact on education, economic, cultural, and societal concerns in Wyoming; (g) Elimination would result in a significant loss of revenue derived from contracts, grants, endowments, or gifts; and (h) UW has significant capital investments in specialized physical plant, facilities, or equipment that cannot be directed to alternative uses. In addition, the same document articulates President Seidel's themes of "more digital, more entrepreneurial, more interdisciplinary, and more inclusive".

The consensus of the members of the Graduate Council 2-13 Program Review Committee is that **many of the eight criteria** making elimination or disinvestment inadvisable are supported (either in part or in full), collectively provide ample evidence to suggest that eliminating the program would have negative consequences that meaningfully outweigh possible advantages. Of particular note is how focally the graduate students in the MFA program contribute to the delivery of English 1010 and other courses across campus (i.e., criterion (d)). In addition, there is concern about the loss of revenue that would occur if the endowment that supports the program were to be reduced or eliminated as a result of this change (i.e., criterion (g)). While already committed to interdisciplinarity and inclusivity, the MFA program is positioned to support the digital and entrepreneurial themes of President Seidel through the proposed creation of online degree programs. Finally, the program seems to meet *very few, if any*, of the criteria used to support disinvestment or elimination. Overall, the report provided on behalf of the MFA in Creative Writing was highly organized, informative, and makes a very strong statement regarding the value of the program, its faculty, and graduate students to the University of Wyoming. As such, the members of the Graduate Council 2-13 Program Review Committee recognize the merits of the proposed increase in funding for the Master of Fine Arts in Creative Writing program and believe it should be seriously considered.

8. Merger of Computer Science Department and Electrical and Computer Engineering Department

The members of the 2-13 Program Review Committee of the Graduate Council recommend **not merging these two academic units**. The information referred to below comes from the corresponding response document provided as part of the Department Reorganization website (http://www.uwyo.edu/acadaffairs/plans/reorganization/).

According to the UW 2-13 proposal template, there are three criteria that can be used to indicate that it is inadvisable to reorganize: (a) Transfer or consolidation would create a program sufficiently uncommon within higher education to negatively impact recruitment and retaining of students and faculty; (b) Restructuring would endanger accreditation status of one or all of the units involved; and (c) Cost reduction would be so modest as to make reorganization pointless.

The consensus of the members of the Graduate Council 2-13 Program Review Committee is that **two of the three criteria** making the merger inadvisable are sufficiently supported. Specifically, criterion (a) and criterion (c) have ample evidence to suggest that combining the two departments would have negative consequences that meaningfully outweigh possible advantages. The members of the Graduate Council 2-13 Program Review Committee recognize the merit of the concerns expressed against this merger while appreciating the stated alternatives.

The members of the 2-13 Program Review Committee of the Graduate Council approve of this report as provided. If you have any questions, please feel free to share them with us accordingly.

Sincerely,

Tucker Readdy, Ph.D.
Associate Professor, Sport & Exercise Psychology
Division of Kinesiology & Health
UW Graduate Council Co-Chair, AY 2020-21

John Kambutu, Ph.D.
Professor, Educational Studies
School of Teacher Education
UW Graduate Council Co-Chair, AY 2020-21

Institutional Program Review 5 November 2020
American Studies Program
College of Arts and Sciences
UW proposed change: Eliminate the American Studies Program including its BA and MA
Report prepared by Frieda Knobloch (307-761-1022; knobloch@uwyo.edu)
Replaces: American Studies Program sections of "American Studies and History Degree-Granting Unit Reviews" document submitted to A&S early October 2020.

Program Productivity

Declared majors in American Studies (no minors)

	Undergraduate	Graduate	Total
AY15-16	10	17	27
AY16-17	9	16	25
AY17-18	10	16	26
AY18-19	21	12	43
AY19-20	25-30+	14	39
Current	32+	19	51

Degrees Awarded in American Studies

	BA	MA	Total
AY15-16	3	3	6
AY16-17	3	9	12
AY17-18	3	4	7
AY18-19	7	6	13
AY19-20	12	5	17

American Studies Faculty—data agrees with October 2020 department report

AY	Tenured	T-track	Fixed term	Total count	Total FTE
AY15-16	5	1	1	7	6.0
AY16-17	5	1	1	7	6.25
AY17-18	3	0	1	4	3.5
AY18-19	3	0	1	4	2.75
AY19-20	3	0	1	4	3.5

Student Credit Hours in AMST per Faculty FTE.

NOTES:

- It is crucial to attend closely to how this is calculated. All teaching faculty teach in programs outside AMST by cross-lists and direct contribution. Over the period below, this includes AADS, CW/MFA, ENGL, ENR, GWMST, LTST, INST, and NAIS. It is also crucial to note that every class any of us has taught contributes directly to AMST BA and MA degrees. We have seen and counted them on AMST BA and MA transcripts. There is no "extra" teaching outside AMST.

- Since 2019-20, all 3 teaching faculty are directors of programs: AMST, AADS and LTST, with compensation in the form of 1 "course release" per year each. We are also MA thesis directors in high demand, though we are not able to benefit from this MA mentorship through course releases for thesis direction. The programs we direct cannot function without this minimal arrangement, so our individual teaching FTE is not 1.0. The 4th AMST colleague (APRS) has a teaching FTE of .25. The appropriate denominator for calculating SCH/faculty FTE has changed in the period below, and is most definitely not 6.0 FTE for earlier years, and not 3.5 FTE now.
- We do not teach large lecture classes; they are not appropriate to our field or our pedagogies. The largest class offered (AMST 2010) enrolls 50 students maximum; often it is offered with a cap of 25 students.
- Courses filled exclusively by AMST BA or MA students required in their degrees (AMST 5500, AMST 5510, AMST 4985) have enrollments of about 10.
- The tuition for every MA student in AMST 5500 and 5510 is paid by AMST Program endowments. That is, faculty FTE paid by the state is offset by endowment GAs that include tuition, not state GAs.

SCH/FTE	Lower division	Upper division	Graduate	Overall
AY15-16	77.5	63.62	37.24	178.36
AY16-17	105.42	155.83	64.17	325.42
AY17-18	82.5	98.4	37.2	218.4
AY18-19	75.0	170.0	51.67	296.67
AY19-20	60.0	98.18	70.90	229.09

Course fill rate: for AY19-20, approx. 94% (October 2020 department report listed 54%)

Program Quality:
- Program not accredited
- Most recent program review: 2016
- Proposed change in 2016 review: eliminate American Studies BA

Recommendation following 2016 Review:
- Retain American Studies BA pending recruiting at least 30 BA majors by 2020
- Benchmark of 30 BA majors met by January 2018; number fluctuates significantly with newcomers and graduations

Other Institutional Changes Affecting the Program Since 2016 Review:
- Program increased APRS FTE from .75 to 1.0 (position supported by American Studies Program endowment resources, the Wyoming Arts Council and the College of Arts and Sciences)
- Program entirely relinquished existing state "support budget" allocation ($8000/year)
- Arts and Sciences abandoned advocating for alternative merger arrangements (including "Interdisciplinary and Emerging Practice," initially endorsed by the Dean, as a possibility for any interdisciplinary programs of any type wishing to work together)

2

- UW President and Dean of Arts and Sciences finalized program merger with Department of History to form Department of History and American Studies
- History had not anticipated nor invited any merger
- Original merger MOU with History, signed by both programs and delivered to the Dean of Arts and Sciences by request, included a provision for hiring directly into American Studies by 2020
- No hire into American Studies has been made; History has hired several times
- Two 1.0 FTE faculty colleagues retired in 2017
- One .75 FTE colleague left UW for another institution in 2017
- American Studies recommitted to its original and highly flexible approach to its degrees and network of activity with a faculty FTE of 3.0 in 2017, as large or larger than the program FTE had ever been between 1954 and 2009.

Credentials of Faculty:
- Ulrich Adelt, PhD, American Studies (.25 FTE AADS/SCGSJ; Director of AADS)
- Andrea Graham, MA, Folklore (1.0 FTE includes .25 teaching FTE; APRS public folklorist position supported by AMST, WAC and A&S)
- Frieda Knobloch, PhD, American Studies (1.0 FTE; Director of American Studies)
- Lilia Soto, PhD, Comparative Ethnic Studies (.25 FTE LTST/SCGSJ; Director of LTST; .75 FTE teaching in LTST)

Gender: 1M, 3F
Ethnicity: 1 International; 1 Latina; 2 white

Grants Awarded 2016-2020: approx. $81,000

Program Reputation: (approx. 30+ letters of support 28 October-5 November 2020, received by UW Program Review and available from us on request)
- The American Studies Program does not rank American Studies Programs
- American Studies value as stated by BA and MA students and alums (see narrative below and letters of support 2020):
  - Flexible curriculum
  - Formative experiences that lead to whole careers
  - Opportunity to integrate interests across a wide range of scholarly and practical fields
  - Individual attention and mentoring from faculty
  - Wide range of professional and educational opportunities post-degree
  - Personal fulfillment studying the cultures they inhabit from a wide variety of perspectives
  - Practical hands-on internship experience often leading to jobs
  - Valuable international experience and opportunity
  - Financial support for MA (full GA's; significant support for part-time MA students)
  - Financial support for BA and MA internship scholarships
  - Financial support for research-related student travel

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- The program has enduring State, National and International recognition of stature and importance (see narrative below, and letters of support 2020)

Narrative:
Why is the American Studies Program here? How is it funded? What does it do?

The American Studies Program was established by a gift from William Robertson Coe, with a successful Coe-funded pilot project in 1952 followed by the establishment of both BA and MA degrees supported by Coe's major endowment in 1954. We also have 2 named endowed scholarship funds for interns in historic preservation and graduate student support specifically. The program was intended to build new generations of interdisciplinary professionals addressing real contemporary issues in American life and education. It could not be more relevant in 2020.

The program and its degrees do not have a state budget. One of our lines—an APRS Public Folklorist—is even shared in its financial support between American Studies endowment funds and WAC in addition to a state salary portion.

Everything we do is endowment supported: fully funding approximately 12-13 Graduate Assistantships per year (including tuition/fees, health insurance, and stipends, a $25K package paid by the program for each student each year), supporting faculty and student research and travel, providing scholarship support of $1500 for all BA and MA internships, sponsoring or co-sponsoring collaborative programming with other academic units, including WIHR, AHC or Art Museum, with other organizations in the state like WHC or WAC, to buying a SmartBoard and Meeting Owl camera to facilitate digital access, paying our own telecommunications bill, repairing our furniture and buying copier toner-- all this is made possible by endowment support intended to house the degrees and enduring capacity for program innovation.

The program has a longstanding and exceptional state, national and international reputation beyond the contributions and specialties of individual faculty members. The program as a program continues to be recognized for our importance as a model of American Studies practice, as a group as well as individually.

We are recognized by both our students and our colleagues in the US and abroad as genuinely interdisciplinary, visibly and continually supporting public work (with co-sponsorships, program and project development and GA and intern placements), actively connected with programs abroad (in student selection for our MA, student and faculty exchanges, and shared program development).

Our individual expertise all contributes to defining features of the American Studies Program:

- Interdisciplinary BA and MA degrees of high quality and flexibility working inclusively with social justice informed subjects and pedagogies immediately relevant in our world
- Interdisciplinary faculty skilled at navigating projects and student opportunities that demand thinking across boundaries
- Rapidly growing number of undergraduates thriving in responsive learning environments including significant one-on-one mentoring for both BA's and MA's

4

- Public application of cultural insight in coursework, a vibrant internship program, and GA placements outside UW to benefit communities and organizations
- International partnerships to bring students from outside the US regularly into the interdisciplinary MA, and facilitate faculty exchange and shared international program development
- Sustained commitment to working relationships and entrepreneurially finding and developing new relationships with a wide range of organizations supporting their projects and missions (in large-scale faculty research, GA placements, and student internships)
- Longstanding support, in both financial co-sponsorship of programming and significant faculty involvement across UW
- Endowment resources to fully fund the MA program, provide undergraduate scholarships, and scholarship support for both BA and MA internships
- Exciting capacity to plan and roll out remote access to degrees

American Studies continues to be what we have been widely recognized for. Together we are a connective, strategic, innovative catalyst for immediately relevant scholarly, public and international impacts. This power comes significantly from not merely being a collection of individuals' content areas. We are a collaborative, an ethos that carries into all our connections across and outside UW.

Our effort to grow the BA began before the 2016 review, and has been successful beyond our expectations. We have—true to our nature—forged new collegial partnerships with the Academic Director and personnel in Athletics with whom we work closely, supporting the now large number of students coming from their contact. Many of these are first-generation college students, and well more than 1/2 are people of color. Other partnerships like this are waiting to be developed, all attuned to student needs and the American Studies field ethos of working directly with who people are and what would help them succeed, anywhere, including at UW.

Developing leadership is a cornerstone of our program life, reflected in our work with students and our commitment to each other. Our students regularly become leaders in their fields, and the program has always expected and supported development of leadership for each of us, resulting in a salient leadership profile across UW (in significant UW and College committees, including important searches, UW initiative developments, as well as governance committees), in addition to direct leadership roles in other programs. Our expectation and fostering of leadership reaches outside UW as well, in state and local board memberships, student placements with organizations, and founding and leading initiatives and organization work at UW, in the US and abroad.

Our interdisciplinary insight and leadership—together and individually—is a powerful asset in addressing "wicked problems," grand challenges and contemporary points of focus at UW and beyond it.
We are, in the language of the "four pillars," actively becoming more digital, and continue to be leaders in entrepreneurial, interdisciplinary, and inclusive work.

APPENDIX 1

PROGRAM DATA

Note regarding SCH and FTE calculations and financial costs to the state of instruction:

- It is crucial to attend closely to how SCH and FTE are calculated for AMST. All 3 teaching faculty teach in programs outside AMST by cross-lists and direct contribution. Over the period in the charts below, this includes AADS, CW/MFA, ENGL, ENR, GWMST, LTST, INST, and NAIS. It is also crucial to note that every class taught by all faculty contributes directly to AMST BA and MA degrees regardless of its prefix.
- Since 2019-20, all 3 teaching faculty are directors of programs: AMST, AADS and LTST, with compensation in the form of 1 "course release" per year each. Faculty are also MA thesis directors in high demand, though not able to benefit from this MA mentorship through course releases for thesis direction. AADS, AMST and LTST cannot function without this minimal arrangement, so AMST tenured individual teaching FTE is not 1.0. The 4th AMST colleague (APRS) has a teaching FTE of .17. The appropriate denominator for calculating SCH/faculty FTE has changed in the period below, and is most definitely not 6.0 FTE for earlier years, and not 3.5 FTE now.
- AMST does not teach large lecture classes; they are not appropriate to the field or AMST pedagogies. The largest class offered (AMST 2010) enrolls 50 students maximum; often it is offered with a cap of 25 students.
- Courses filled exclusively by AMST BA or MA students required in their degrees (AMST 5500, AMST 5510, AMST 4985) have enrollments of about 10.
- The tuition for every MA student in AMST 5500 and 5510 is paid by AMST endowments. That is, faculty FTE paid by the state is offset by endowment GAs that include tuition, not state GAs.

Demand for AMST MA Program (Fall 2020 admissions data as of 9/17/20)

	AMST MA	AMST MA Rank	UW grad Mean	UW grad SD	UW grad n
Inquiries	19	53	18	26.5	153
Completed	11	52	13	25.9	153

Declared Majors in American Studies (no minors)

	Undergraduate	Graduate	Total
AY15-16	10	17	27
AY16-17	9	16	25
AY17-18	10	16	26
AY18-19	21	12	43
AY19-20	40	14	54
Current	53	19	72

Degrees Awarded in American Studies

	BA	MA	Total
AY15-16	3	3	6
AY16-17	3	9	12
AY17-18	3	6	7
AY18-19	7	4	13
AY19-20	13	5	17
Total	29	2 fall 2020 / 29	58

American Studies Faculty

	Tenured	T-track	Fixed term	Total count	Total FTE
AY15-16	5	1	1	7	6.0
AY16-17	5	1	1	7	6.25
AY17-18	3	0	1	4	3.5
AY18-19	3	0	1	4	2.75
AY19-20	3	0	1	4	3.5 / 1 sabbatical leave
Current	3	0	1	4	2.75 / 1 sabbatical leave

Student Credit hours/teaching FTE

	Lower division	Upper division	Graduate	Overall
AY15-16	77.5	63.62	37.24	178.36
AY16-17	105.42	155.83	64.17	325.42
AY17-18	82.5	98.4	37.2	218.4
AY18-19	75.0	170.0	51.67	296.67
AY19-20	60.0	98.18	70.90	229.09

Course fill data next page.

Course Enrollments

Row Labels	Count of Courses	Sum of Enrollments	Average of Enrollments	StdDevp of Enrollments
2018	19	166	8.74	6.73
Fall	9	73	8.11	7.37
Spring	9	80	8.89	6.24
Summer	1	13	13.00	0.00
2019	21	242	11.52	11.37
Fall	6	96	16.00	15.61
Spring	13	126	9.69	8.82
Summer	2	20	10.00	6.00
2020	12	159	13.25	11.10
Fall	8	115	14.38	12.32
Spring	2	35	17.50	5.50
Summer	2	9	4.50	1.50
2021	8	91	11.38	11.22
Fall	8	91	11.38	11.22
Grand Total	60	658	10.97	10.19

Course Type

| |
|---|
| DIS |
| IND |
| INT |
| LEC |
| LOC |
| SEM |

Class Fill Rates

Row Labels	Count of Classes	Sum of Enrollments	Sum of Capacity	Average of Fill Rates	StdDevp of Fill Rates	Fill Rate of All Classes
2018	17	307	350	84.4%	22.9%	87.7%
Fall	8	149	168	84.4%	21.2%	88.7%
Spring	8	145	171	80.3%	22.6%	84.8%
Summer	1	13	11	118.2%	0.0%	118.2%
2019	18	343	387	83.0%	24.3%	88.6%
Fall	5	121	131	88.1%	19.6%	92.4%
Spring	11	202	220	86.5%	21.8%	91.8%
Summer	2	20	36	51.4%	24.8%	55.6%
2020	10	222	245	85.6%	28.9%	90.6%
Fall	6	162	164	98.8%	1.9%	98.8%
Spring	2	51	50	102.0%	10.0%	102.0%
Summer	2	9	31	29.4%	10.6%	29.0%
2021	6	140	151	98.4%	20.9%	92.7%
Fall	6	140	151	98.4%	20.9%	92.7%
Grand Total	51	1012	1133	85.8%	24.9%	89.3%

**American Studies Program
Endowment Support at a Glance**
Data from FY20 budget
*FY21: no travel/hosting/catering; no FT temp,
increased BA MA support*

$3,000
$3,000
$2,000
$1,200
$6,000
$980
$9,500
$10,000
$15,350
$18,953
$120,780
$58,956
$101,605
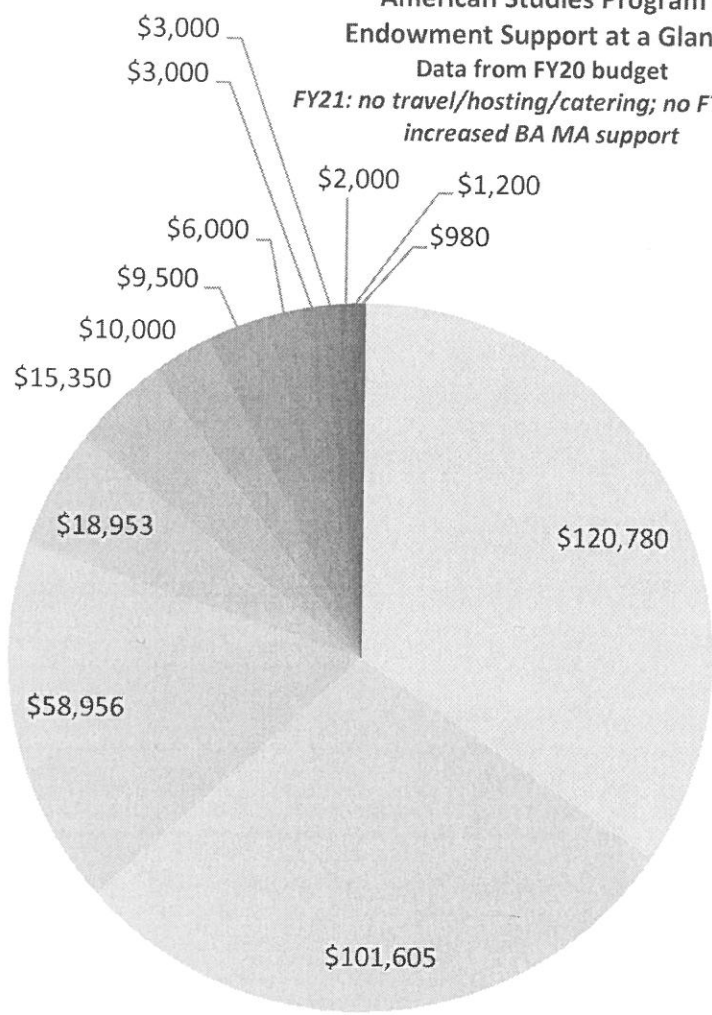
- Graduate Stipends
- Graduate Tuition/fees/insurance
- APRS and FT temp salary
- Salary fringe
- Office supplies & IT
- Faculty/student travel domestic
- Undergraduate Internship Scholarships and Aid
- Faculty/student travel international
- Hosting
- Visiting speakers honoraria
- Program/class guests travel
- Catering
- Books/media

American Studies Program report recommending transfer and stabilization in SCGSJ
OVERVIEW

This report recommends reorganizing the American Studies Program by moving it administratively out of the Department of History and American Studies (est. 2017) into the School of Culture Gender and Social Justice, and stabilizing or even enhancing it there. AMST embodies all the signature themes identified by President Seidel: it is a well-established interdisciplinary, inclusive program distinguished by its entrepreneurial development of interdisciplinary, public, and international opportunities for students, faculty and communities, poised to roll out remote access to degrees and highlight digital productions in student and faculty work.

It is inadvisable to eliminate the program.
- AMST has achieved and sustained a national and international reputation for quality.
- AMST has achieved a level of regional strength vital to state service.
- AMST is unique in the state and region and contributes to UW's distinctive character.
- Elimination would result in substantially negative impact on education, economic, cultural, and societal concerns in Wyoming.
- Elimination would result in significant loss of revenue derived from endowments.

Reorganization by transfer to SCGSJ is recommended.
- AMST and SCGSJ in its allied programs have sufficient overlap in subject matter, approach, disciplinary method and objectives to enhance their quality by consolidation.
- AMST's clarity of identity and function will be increased by transfer to SCGSJ.
- Faculty and directors of both AMST and SCGSJ approve and desire this change.

Stabilization within SCGSJ is recommended.
- Present and probable future demand justifies stable or increasing levels of support.
    i.   Fall 2020 admissions data shows number of inquiries for AMST MA (19) is above UW mean (18); current MA cohort (19) is highest in 5 years.
    ii. Number of declared BA majors has increased 500% since 2017 to 53.
    iii. Student credit hours in lower division (60), upper division (98.18) and graduate level (70.90) per FTE are appropriate for AMST subjects and approaches.
    iv. US Bureau of Labor Statistics predicts 4-20% growth by 2029 in a wide range of jobs potentially available to AMST BA and MA graduates
    v.   Number of faculty decreased 42% since 2017.
    vi. According to data organized in the Office of Graduate Education, courses taught by AMST faculty currently fill at a rate of 92-98% (89% average since 2018).
- The strength of AMST's national and international reputation, regional strength and state service are high.
- AMST demonstrably contributes to the strategic vision of UW.
- AMST excels in what land grant universities typically offer in interdisciplinary humanities.
- AMST ongoing planning and current initiatives include contributing courses toward new degree in SCGSJ; shared degree with MFA; shared graduate recruiting and GAs with ENR; shared Coverdell Peace Corps Fellowship program application with ENR; central participation in an emerging Public Humanities degree initiative; virtual exchange and shared AMST degree development with University of Lyon-2, France.

BACKGROUND

The American Studies Program was established in 1954 by a significant gift from William Robertson Coe to offer BA and MA degrees supported by Coe's endowment. The program was intended to build new generations of interdisciplinary professionals addressing important contemporary issues in American life and education. It could not be more relevant today.

It is the only program in the region established during the first generation of American Studies programs after World War II, and remains unique in the state and in the region in offering both BA and fully endowment-funded MA degrees distinguished by its emphases in public engagement and international recruitment and program development. AMST is supported entirely by endowment resources for all program activities, from copier toner and the phone bill to BA and MA internship scholarships and GAs. It has no state support budget or dedicated staff. Few American studies graduate programs (PhD or MA) anywhere in the US fund as many newly admitted graduate students each year as UW's MA program does (4-7), which makes it an attractive graduate program for international students as well as applicants from across the US and Wyoming. The program has a nearly 70-year record as an active learning community with interdisciplinary degrees and innovative curricular and program development across UW, in the community and abroad.

The AMST program has sustained a national, international, state and regional reputation for quality over many decades. Many of the program's supporters, including leaders in the field and in organizations, have written letters this November to progrevw@uwyo.edu on behalf of the program.

AMST personnel have been instrumental in developing important international collaborations, including an annual graduate student/faculty symposium shared with American Studies programs at Radboud University, the Netherlands, and the University of Duisberg-Essen, Germany; the establishment of a GA in the MA program reserved for the biennial winner of the British Association of American Studies (BAAS) undergraduate research award; faculty exchanges with the University of Hamburg; graduate student attendance at international conferences with faculty; hosting many Junior Fulbright Scholars; and now able to offer a virtual exchange and develop a shared degree with American Studies at the University of Lyon-2, France. AMST has hosted students from over 15 countries as students in its degrees, and international students typically make up at least 16% of the MA cohort.

Nationally, AMST personnel have had leadership roles in the scholarly associations of their fields, including the International Committee and Committee on Programs of the American Studies Association; organizing and convening significant groups on independent folklorists, historic preservation, and creative writing at the American Folklore Society; and serving as Secretary of the National Association of Chicana and Chicano Studies. AMST faculty have published books with important university presses in the field, including NYU, Rutgers, Iowa, New Mexico, North Carolina, Michigan and Pennsylvania.

Regionally and locally, the long record of AMST collaboration with organizations includes ongoing relationships with the Wyoming Arts Council and Wyoming Humanities Council, Heart

Mountain Interpretive Center, the National Park Service, Laramie Main Street Alliance, Alliance for Historic Preservation, Laramie Interfaith, Laramie Plains Civic Center, Feeding Laramie Valley —organizations with vital roles in communities' economic, social and cultural lives. AMST research and public programming projects developed with communities and organizations across Wyoming have taken place in 21 of Wyoming's 23 counties. AMST supports the missions and activities of organizations with regular intern and GA placements, and project development. AMST indeed shares an APRS position with the Wyoming Arts Council funded by AMST endowment resources, WAC, and A&S. This APRS is a public folklorist dedicated to research in and for Wyoming communities, including hunting traditions, community halls, fiber arts, historic dude ranching traditions in Grand Teton National Park, and (when Covid-19 permits) oral histories in Kemmerer, WY, documenting the impact of the collapse of the coal economy. Each of these projects has included BA and MA student internship, GA, or field study class opportunities. The APRS position also includes a signature AMST class, AMST 4300/5300 American Cultures in the Public Sector, which is the backbone of AMST's emphasis on public projects and preparing students for work and grant writing in a wide range of public organizations, and central for an emerging Public Humanities degree initiative (Rachel Sailor, primary contact) housed in the Wyoming Institute for Humanities Research, proposed to bring humanists together for exciting shared curricular development from across A&S and UW.

AMST's core identity as an interdisciplinary, inclusive and entrepreneurial program, together with its endowment resources, allows activities like these to flourish and grow with significant impacts across UW as well.

In AMST interdisciplinary capacity, flexible BA and MA degrees include student interest and professional development goals in coursework across UW, integrated in a small number of core courses in AMST modeling interdisciplinary practice. Both degrees accommodate existing and emerging needs engaging social justice, public health, historic preservation, law, education, the environment, museums and collections, and community organizations. AMST faculty are all interdisciplinary contributors to programs across campus, and in public projects in Laramie and the state. They direct interdisciplinary programs (AMST, AADS and LTST). They cross-list courses and teach directly in AADS, CW/MFA, ENR, GWMST, LTST, INST and NAIS. They are active in high-profile interdisciplinary efforts like the development of the Wyoming Institute for Humanities Research (and the new Public Humanities degree initiative there), the Provost's Spatial Sciences Task Force, the current Trustees'/Research Office Crossing Boundaries AMK Ranch Task Force, the emerging development of a cross-unit Public Humanities major, pending plans with the Haub School to recruit AMST/ENR MAs and share GA funding and prepare an application with ENR as partners for the Coverdell Peace Corps Fellowship Program, and develop shared Masters degrees with the MFA and potentially other public-facing degrees at UW.

AMST works on behalf of its students by cultivating relationships with colleagues across UW, and those who wish to be available to teach AMST courses (when they are able), or serve on AMST MA committees as either chairs or members of AMST, or be ready references for courses attractive to AMST BA or MA, have become members of the AMST Adjunct Faculty.

In AMST inclusive capacity, AMST was the first unit at UW to offer a "cultural diversity" course in the mid-1990s. The program's commitment to diversity, equity and inclusion includes working toward meaningful inclusion in the University Studies Program (USP) as well as in A&S course requirements and, importantly, hiring. Two AMST faculty have shared lines in SCGSJ and direct LTST and AADS. AMST sponsored a major public symposium event in 2018 highlighting Deferred Action for Childhood Arrivals (DACA) experiences and programmatic needs, as well as other events and speakers (some postponed due to Covid-19) addressing issues central to inclusion. AMST places GAs regularly in SCGSJ classrooms, supporting the delivery of signature inclusive curricula at UW. Many AMST courses are cross-listed with SCGSJ programs; all courses in those programs count in AMST degrees, and at least 2 are required from SCGSJ in the AMST BA. Classes offered by AMST personnel are inclusive by design in content and delivery. AMST has welcomed a 500% increase in BA majors (to 53) since 2017, well over half students of color, many 1st-generation. The MA has 16% students of color, 16% from outside the US. AMST and SCGSJ are poised to recruit interested students into the MA from degrees and minors in SCGSJ as well as the AMST BA, and collaborate on hires when possible in the future.

This entrepreneurial, interdisciplinary, and inclusive outlook supports AMST digital efforts as well. AMST began planning two years ago to make access to core courses in the BA and MA accessible online. This will better serve practicing professionals and place-bound students off campus. The Covid-19 period necessitated remote instruction and accelerated use of digital resources and digital student work, confirming the program's ability to do so effectively. Many program activities – student presentations, exhibitions, and faculty members' and students' national and international conference attendance—moved online. AMST is well-positioned to fully develop remote access to degrees, regular AMST digital programming for students and the community, and increased emphasis on digital products (web sites, online exhibits, blogs, database resources, art and music, for example) in student work.

Academic program review in 2016-17 calling for elimination of the AMST BA resulted in the expectation that AMST recruit at least 30 majors by 2020. AMST recruited over 30 majors by January 2018, and has welcomed over 50 since 2017, an increase of 500% in 3 years. The recruitment plan well under way is perhaps unusual in that it emphasizes student need and potential rather than subject content areas. AMST recruits through its emphasis on mentoring and student interest and career development in cultural study immediately relevant to students and communities, including students at risk, returned military service veterans, and the wave of new majors coming through AMST's close collaboration with the Academic Director and his staff in Athletics.

As the program has adapted to the rapidly growing number of BA students, it has turned to vigorous recruiting into the MA. This fall, the program welcomed a new class of 8 students (the largest in several years), 2 of them part-time, with another likely to join the MA in January. The program expects to reach more international students through faculty program development with international colleagues (including the new virtual exchange with Lyon, and using the model of the program's agreement with the BAAS to cultivate another award of this type with another international organization), more practicing professionals in the state or elsewhere (teachers, those in non-profit organizations, collections and museums, for example) on a part-time basis

with remote access to core MA courses (AMST 5500 and AMST 5510), and more direct recruiting of promising undergraduates from the majors and minors in SCGSJ. Our goal is to increase the applicant pool, and maintain at least 6-7 fully endowment funded admissions with at least 3 part-time students entering the program each year to reach or exceed 10 new admissions each year by 2022.

All the program accomplishments, recruiting and inventive capacity have been maintained since 2017 with effectively 3.5 faculty FTE. The program has worked without significant investment from the state since 2009 and 2010, when AMST was permitted to hire 2 tenure-track faculty. Those lines were split AMST with AADS, and AMST with LTST. The last 1.0 FTE hire with a fully state-supported salary in AMST was 1997. Apart from faculty salary and a portion of the APRS position (which benefit a wide range of UW units and public initiatives), the program has no state investment at all.

Elimination would result in a weakening loss of the oldest, largest, and most successful interdisciplinary program in the humanities at UW and its significant contributions in developing new initiatives including shared recruitment, shared degrees, collaboration in GA placement, and existing and potential public partnerships. Elimination would result in a loss to an increasing number of undergraduates who thrive in AMST often for the first time in school. Elimination would result in significant loss of revenue, specifically longstanding endowment resources intended to support AMST and its BA and MA degrees as a program. Elimination would result in the loss of a significant pending estate bequest to the AMST program for its degrees and activities.

Reorganization by administratively relocating AMST into SCGSJ and sustaining or even enhancing it there is desired and approved by faculty and directors of both AMST and SCGSJ. The 2017 merger with History was not sought by either History or AMST; AMST had been autonomous up to that point after its removal from History by UW Presidential effort over a two-year period 1980-1982. Reorganization and stabilization of AMST in SCGSJ would bring AMST degrees, endowments and personnel into SCGSJ alongside the other interdisciplinary programs already in that school. Though this reorganization would not affect the economics of operation, it would allow AMST and SCGSJ to work even more closely together toward shared curriculum, recruitment, programming, and eventual hires, and enhance a visible cultural studies and social justice nexus at UW with AMST's connections to the MFA and ENR and the public as well.

RECOMMENDATION

Move the American Studies Program administratively into the School of Culture Gender and Social Justice and stabilize--even enhance—American Studies there.

APPENDICES BELOW

Appendix 1:	**Program data (3 pages)**
Appendix 2:	**AMST Adjunct Faculty (1 page)**
Appendix 3:	**Job growth data for AMST/Humanities degrees (1 page)**
Appendix 4:	**Internship placements 2014-2020 (2 pages)**
Appendix 5:	**GA placements 2015-2020 showing large number outside AMST and UW (3 pages)**
Appendix 6:	**Program Personnel and CV's (47 pages)**
Appendix 7:	**Selection of letters of support for AMST (75 pages: organizations, UW, national, international colleagues; current BA and MA students; BA and MA alumni)** *available through progrevw@uwyo.edu*

Steven Frank Barrett

From:	Anne M. Alexander
Sent:	Tuesday, December 1, 2020 12:49 PM
To:	Daniel A Dale
Cc:	James C Ahern; Steven Frank Barrett
Subject:	FW: A&S program review reports
Attachments:	CW_Nov_2020_report.pdf; AMST_Nov_2020_overview.docx; AMST_Nov_2020_reorg.pdf

Danny, many thanks!
Anne

-----Original Message-----
From: Daniel Dale <ddale@uwyo.edu>
Sent: Tuesday, December 1, 2020 12:46 PM
To: Anne M. Alexander <AAlex@uwyo.edu>
Subject: A&S program review reports

Anne,

Attached are the program review reports for American Studies and Creative Writing. The appendices for American Studies are so large that they exceed email attachment limits. I have placed all the American Studies documents at http://physics.uwyo.edu/~ddale/tmp/AMST.zip

I also provide below a brief paragraph for each of the four additional A&S degree programs that are being recommended for elimination due to their low output. I am happy to reformat any of these documents as needed.

Thanks
Danny

Psychology MA
The Department of Psychology has an active and robust graduate program offering Master of Science and Doctoral degrees. The department has not had students in the Master of Arts degree program for many years. Eliminating the MA in Psychology program would more accurately reflect the current degree offerings of the department.

Chemistry MST (Master of Science in Teaching) The Department of Chemistry has an active and robust graduate program offering Master of Science and Doctoral degrees. The department has not had any MST students for several years. Eliminating the MST in Chemistry program would more accurately reflect the current degree offerings of the department.

Journalism BS
The Department of Communication and Journalism has an active and robust program offering five undergraduate and graduate degrees. The BS in Journalism is the lone degree program with small numbers, with typically 0-2 graduates per year. Eliminating the BS in Journalism would not adversely affect our journalism students since the vast majority pursue the BA degree program.

History MAT (Master of Arts in Teaching) The UW History program offers the BA, MA, and MAT degrees. The latter degree program has had no students over the past several years, and thus eliminating it would not present undue hardships to UW students.

Proposal for Academic Program Discontinuance Under UW Regulation 2-13
Online Bachelor of Science in Business Administration (BSAD)

The College of Business has proposed, and the Board of Trustees has approved, discontinuance of the online-only **BS in Business Administration (BSAD)** degree completion program.

Due to waning market demand the general "Business Administration" major was eliminated from the campus degree offerings in the College of Business based upon market observation that both students and employers prefer more specialized majors in Business. Despite the inefficiency from a misalignment between campus and online offerings, the generalist BSAD was maintained as an online-only completion option to serve Wyoming community college students.

The justification for elimination of the online-only BSAD include the following:

- Online BSAD degrees awarded have fallen 36% from 33 completions in AY16 to just 21 in AY20.
- Current enrollment is only 45 students at various levels of progress, and often requiring more than 2-years each to complete the BSAD.
- The total student credit hours taught to BSAD students has fallen 36% just since AY18 from 832 to 534 in AY20.

Online BSAD Degrees Awarded

- The BSAD curriculum continues to be misaligned with campus degree offerings in the COB, leading many course sections that are only offered to support BSAD students with no need for those courses by campus students.
- Having a distinct program with no corollary to campus degrees increases the administrative burden of maintaining program accreditation, and challenges faculty sufficiency ratios under AACSB accreditation standards.
- The COB continues to believe that students are best served by specific majors rather than generalist degrees such as the BSAD.
- With the recent reorganization of College of Business degrees to a 5 + 2 major structure (e.g., 5 required major courses, plus 2 business course electives), and an emphasis of scalable online courses to serve non-COB students in the wake of budget reductions, the College will be able to build a portfolio of online business majors that can serve as degree completion options. In the near term, the Human Resources major will become an option for new degree completion students.
- Elimination of the BSAD will not substantially impair the ability of the COB to serve distance students with alternative degree-completion.
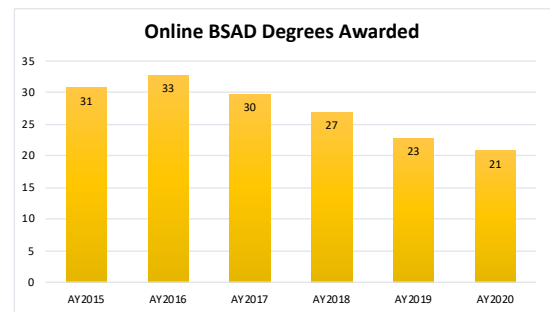
Course Reductions & Teach-Out Plan
Approximately 4 courses offered only to serve BSAD students will be eliminated from online offerings, and at least 3 others will be offered with less frequency. These reductions will constitute the equivalent workload of one APL faculty member.

The shift to online-only COB courses to serve non-COB majors will result in a portfolio of course options to "teach out" existing BSAD students with suitable course substitutions, or allow them to pivot to one of our majors as they become available.

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College of Agriculture
and Natural Resources

**Agricultural and
Applied Economics**

DEPARTMENT DESCRIPTION, FALL 2020

OVERVIEW

The Department of Agricultural and Applied Economics (AGEC) delivers degree programs, outreach and engagement, and applied research focused in the areas of agri-business management, production economics, environmental and natural resource economics, agricultural and food policy, and regional economic analysis. The department offers one primary undergraduate degree, BS in Agribusiness, with three degree options: Agribusiness, Farm and Ranch Management, and Livestock Business Management. We also offer undergraduate minors, and coordinate with the Haub School on a dual degree option. The department's BS degree program serves approximately 200 majors and 30 minors. The department also offers an MS in Agricultural and Applied Economics, and several graduate minor options. Our MS program serves 10-15 students per AY.

The department has an operating budget of approximately $200,000/FY, with an additional $75,000 in Foundation accounts, and approximately $2 million in faculty-led extramural funding. The department includes 20 full-time academic personnel and staff, including 11 tenured/tenure track faculty, 7 academic professional research scientists (two grant funded), Extension specialists and lecturers, and 2 staff. The department also employs 1-3 part-time lecturers each semester to deliver undergraduate courses.

MISSION

Empower Students and Citizens to Explore, Discover, Learn, Grow and Serve

VISION

The Department of Agricultural and Applied Economics is the partner of choice in the region for education, outreach and engagement related to the economics of agriculture, natural resources, consumer choice, regional economics and public policy.

PROGRAM EVALUATION

Proposal to reduce investment in Community Development focus area in undergraduate and graduate programs in Agricultural and Applied Economics

Pre-amble

Community development is a study area that overlaps economics, social science and political science disciplines. It focuses on understanding how local communities and governments organize and deliver services and economic development to citizens. The Agricultural and Applied Economics department has historically had an Extension, research and, to a lesser extent, teaching focus in community development. On the teaching side, we do not have an official stand-alone degree program in Community Development (i.e., not on the master list of degrees); however, we have been marketing a focus in community development to undergraduate and graduate students in our degree programs. The focus has included three currently listed courses:

AGEC 4460/5460 – Agriculture and Economic Development
AGEC 4600/5600 – Community Economic Analysis
AGEC 4660/5660 – Community and Economic Development

We propose to stop marketing and recruiting students for this focus area and to refocus our efforts on regional economic analysis, an area more in line with the University and College strategic goals. Reduction in staffing for Extension and teaching faculty have led the College to reduce its focus on community development, but to maintain capacity in the related area of Regional Economics, which directly serves and is crucial for WY communities. In the short-term, eliminating this focus area will allow us to redirect teaching resources (by eliminating 2 or 3 of the courses listed above) to core programs in accordance with the COANR and University strategic plans, and to programs with the potential for revenue generation. In the long-term, eliminating this focus area will allow us to be more strategic in filling vacancies.

We do not expect this change to have significant negative consequences for our program or our students. There has not been consistent interest in this focus area over the last decade as detailed below.

i. Number of inquiries for graduate programs
   Only two MS student over the last decade have entered the program to focus, in part, in community development. Current and future interest/need is more focused on the quantitative approaches of regional economics, a need that we will be able to continue serving.

ii. Number of declared majors; degree completions
   Since Community Development is not a stand-alone degree program, we do not have declared majors or degree completions. However, few undergraduate students in the last decade have chosen to pursue this focus area by completing at least two of the three courses. These courses have had highly variable enrollment and have had to be cancelled for low enrollment multiple times over the last ten years.

Eliminating this focus area and the associated courses is not expected to negatively impact the other degree options in AGEC that serve over 200 undergraduate and graduate majors.

UNIVERSITY OF WYOMING

College of Agriculture and Natural Resources
Office of the Dean
Department 3354
1000 E. University Avenue
Laramie, Wyoming 82071
(307) 766-4133 • www.uwyo.edu/uwag

December 1, 2020

Dear Provost Alexander,

Regarding timeline for phasing out the Agronomy program, with a name change in favor of Plant Sciences, any remaining PhD students under that major have been transferred to the Plant Sciences doctoral program.

There remains 1 M.S. student who was admitted into Agronomy in Fall, 2016. UW catalog states that students have 6 years from time of first course to complete the degree. So I anticipate the Agronomy M.S. program will be officially phased out no later than spring 2022 (or when the student completes his defense).

Please reach out if you have any questions.

Sincerely,

Barbara Rasco, PhD, JD
Dean

To: Frank Galey, Dean, College of Agriculture & Natural Resources

From: Anne Alexander, Associate Vice President for Academic Affairs

Date: December 20, 2016

Re: **Approved Name Change Plant Sciences MS and PhD**

The enclosed proposal from the College of Agriculture & Natural Resources to change the name of its Masters of Science and Doctor of Philosophy from Agronomy to Plant Sciences has now been approved by the faculty of the Department of Plant Sciences, the Dean of the College of Agriculture & Natural Resources, the Graduate Council, the Office of Academic Affairs, President Nichols, and the Board of Trustees. This fulfills current institutional policy for review and approval of changes to graduate programs. The Masters of Science in Plant Sciences and the Doctor of Philosophy in Plant Sciences is approved for implementation as outlined in the proposal, through standard institutional processes.

Please ensure that the appropriate steps for full implementation of the degree name change are completed. Additional efforts to inform the University community of this degree program are encouraged.

cc: Kate Miller, Vice President for Academic Affairs
         Jim Heitholt Department Head, Plant Sciences
         Sara Axelson, Vice President for Student Affairs
         Shelley Dodd, Director of Admissions
         Lane Buchanan, Registrar
         Jo Chytka, Director, Center for Academic Advising and Career Services
         Suzie Waggoner, Informational Specialist, Institutional Analysis

Proposal to Academic Program Reorganization, Consolidation, Reduction and Discontinuance

Reference: UW Regulation 2-13, Academic Program Reorganization, Consolidation, Reduction and Discontinuance, revisions adopted 7/12/2018.

Under University Regulation 2-13, the Division of Academic Affairs presents here a proposal to…

Summary: Elimination of joint program between Veterinary Sciences (VS) and Zoology (Z) Departments. This program was established ~25 years ago before the interdepartmental ANVS and Ecology programs had been established. The VS/Z program was established to enable students in VS to complete graduate degrees at a time when other options were not available. This program has not been used for >12 years. The reason is absence of demand due to other program availability.

Elimination is supported by the heads of veterinary sciences and zoology (Drs. Fox and Seville, respectively). Discontinuance will remove an unused program from the University system.

In accordance with University Regulation 2-13, this proposal is subject to review and comment by students currently enrolled in the academic program, the academic degree program's faculty and staff, the academic degree program's current college, and the Associate Vice Provost for Undergraduate Education. After reviewing submitted comments and making any necessary revisions, the Provost will submit the revised proposal, including a recommendation and supporting materials, to the Faculty Senate, ASUW Senate, Staff Senate, and the AA Deans and Directors for review and comment. The Provost will then review all submitted comments and provide a final proposal and recommendation to the President. As required by University Regulation 2-13, the President shall make a final recommendation to the Board of Trustees within a maximum period of 120 days from the date of release of this document.

Recommendation: Discontinuance

Proposal to Academic Program Reorganization, Consolidation, Reduction and Discontinuance

Wyoming Reclamation and Restoration Center (WRRC)

College of Agriculture and Natural Resources

December 1, 2020

Overview: This proposal is for restructuring the Wyoming Reclamation and Restoration Center (WRRC), which has been proposed for elimination. The Center has functioned as a critical research, extension, and education focal point at the University of Wyoming and bridged the academic mission of the University with needs of the State of Wyoming.

Over the past decade, the center has focused heavily on the restoration and reclamation of drastically disturbed lands, particularly those affected by energy development and other forms of resource extraction. The WRRC has worked closely with coal, natural gas, and oil companies to identify key areas of research, and have developed a wide range of methods used by extractive industries to restore ecological function to disturbed lands. The Center has relied primarily on partnerships with energy companies, and as a result has seen diminished impact over the past several years as this economic sector has diminished in the state.

In this proposal, we will identify mechanisms to reorganize the Center such that the University maintains its regional pre-eminence in ecological restoration but extends its mission to a wider one relating to ecological health better positioning the Center to take advantage of partnerships in research, foundation, and extension. The intention of this proposal is to revitalize the Center and align it with initiatives being put forth by the College of Agriculture and Natural Resources and the University of Wyoming.

<u>**Background and Success of the WRRC**</u>

The WRRC is a self-supporting Center that receives no direct funding for operations. The Center is funded entirely from foundation resources, grants, and faculty commitments. The WRRC serves as the nexus for research, education, and extension in natural resource restoration and reclamation and houses a certificate program in ecological restoration.

Foundation funding provided to the Wyoming Reclamation and Restoration Center has been used primarily for 3 activities: expansion of both graduate and undergraduate education in Land Reclamation and Ecosystem Restoration at the University of Wyoming, creation and presentation of outreach programs throughout the state of Wyoming to increase knowledge of professionals in this field as well as other interested citizens, and finally, to fund research through graduate assistantships on critical Wyoming reclamation issues to advance reclamation methods and improve outcomes of restoration projects in Wyoming.

1

Over 400 students have taken the Introductory Land Reclamation Class (REWM 4200) since 2010 and over 100 students have earned the undergraduate minor in Land Reclamation since 2010. More than 30 students have obtained graduate degrees (11 PhDs, 20 MS) and the UW Graduate Certificate in Reclamation during the same period. Two of our graduates are Professors of Land Reclamation and Restoration Ecology, one at North Dakota State University and one at Tribuhvan University in Kathmandu, Nepal. Other WRRC graduates can be found working at coal mines in the Powder River Basin, the Jonah gas field, or as regulators working for the Bureau of Land Management. For many years during the last oil and gas boom, all of our graduates were obtaining jobs in Wyoming and the Rocky Mountain region. Jobs are now more difficult to find as the price of oil, gas, and coal have dropped to very low levels. But it is safe to say the WRRC has supplied many well-trained professionals to the job market. One company, KC Harvey Environmental of Bozeman, MT, has informed us that they go out of their way to find graduates of the WRRC to hire as employees because they are so well prepared. Wyoming State match funds have provided WRRC resources to improve our undergraduate teaching program and to fund 12 graduate assistantships since 2010. Hundreds of students at the University of Wyoming have been positively impacted by education programs delivered by WRRC as a result of funding provided by the Wyoming State Match.

Outreach activities conducted by WRRC over the years reached all parts of Wyoming and include organizing Reclamation Workshops held in 12 towns around Wyoming, hosting the 2013 Annual Meeting of the American Society of Mining and Reclamation in Laramie, organizing the Wyoming Wildlife Habitat Restoration Symposium held at the Casper Events Center in 2016, publication of 10 Extension Bulletins on topics important to reclamationists, organizing and housing reclamation data for oil and gas fields around the state. Reclamation Workshops were presented to audiences throughout the state of Wyoming. Many of the people attending these workshops were professionals working for mining companies, oil and gas companies, environmental consulting firms, reclamation contractors, and state and federal regulatory agencies, including the BLM. Faculty and students working with WRRC are regular participants and speakers at the Annual Petroleum Association of Wyoming Reclamation Conference in Casper. WRRC once provided funding to a group of elementary education students at UW to develop teaching materials to teach young school children the importance of Land Reclamation. Funding provided by the Wyoming State Match has been critical in funding these outreach activities, many of which have ended as funds from the state match have been spent. Through these outreach activities, the WRRC has built a strong reputation around the state as an authority on Land Reclamation that welcomes requests for information and advice.

Current WRRC Status

Over the past several years the WRRC has seen a significant drop-off in support from industry partners, and a more challenging grant environment has resulted in a drop-off in Center activities. Student engagement remains high, but the diminished status of extractive industries in the state has had a concomitant negative effect on annual

funding. The Center is inherently interdisciplinary, and works closely with faculty and partners in soil, plant, insect science, watershed hydrology, economics, community development, and energy resources among others.

The Center currently has a Director (Dr. Peter Stahl) and relies on the Department of Ecosystem Science and Management for office associate and accounting support. The Center Director reports directly to the Dean.

In addition to grant funding, Center activities are funded primarily from the L. Jean Martinez Wyoming Reclamation and Restoration Center Excellence Fund, which is valued at approximately $950,000 and spins off a small but valuable expendable fund annually. Due to inefficient systems, we have historically been unsuccessful in tracking grant funding resulting from partnerships with the Center, and it is effectively impossible to fully identify all research funding that has resulted from WRRC involvement, but the Foundation funds alone are in excess of $1.3M. We will use the improved financial systems at UW to establish financial controls that identify funds originating from Center activities and track the impact of the Center.

Proposed Restructuring

Several steps are recommended to restructure the Center to improve outcomes and ensure that it is a regional leader in reclamation and restoration.

- Step 1: Rename the Center to "Center for Ecological Restoration". The original center name resonates with industry and research partners who focus on reclamation, and the Center will still maintain part of its portfolio in reclamation. Dropping "reclamation" from the Center name supports our proposed shift in focus, and is more in line with modern phrasing.
- Step 2: Change Center governance structure. Dr. Stahl will step down as Center Director, and a competitive search will be held to identify the next Director.
- Step 3: Formation of an internal faculty advisory board. This board will be composed of faculty from across the University, who will be selected for their interest in restoration and willingness to facilitate interdisciplinary programming in the center. Faculty candidates hail from School of Energy Resources, Environment and Natural Resources, Geology, Law, Botany, Agriculture and Natural Resources, and other departments.
- Step 4: Formation of an external advisory board, composed of interested parties in the region, with a focus on Wyoming stakeholders. We anticipate identifying board members from energy companies (e.g. coal, oil and gas, renewable energy), environmental consulting forms, agricultural interests, state and/or federal management partners, and NGOs.
- Step 5: Engage faculty, staff and students to increase research, education, and extension activities across campus. The Center will intentionally build partnerships across campus to facilitate interdisciplinary

<center>3</center>

activities, facilitate faculty research in Wyoming through engagement, and build stronger connections between stakeholders in the state and interested parties in the University.

- Step 6: Increase funding. By broadening the mission of the center (explained in more detail below), we will enhance funding opportunities through both grants and foundation support. One of the mandates given to the incoming Center Director will be to increase connections across the state and raise nontraditional extramural funding to support student projects as well as research and extension activities. One goal is to build a funding stream sufficient to re-build and directly fund office staff.

Re-Envisioning - The Center for Ecological Restoration

The WRRC was originally formed in recognition of the significant gaps in science needed to effectively restore ecological functions of disturbed lands. Center–affiliated faculty and students have made great contributions to this discipline and should take pride in facilitating the recovery of Wyoming landscapes after they have been impacted by people. It is clear that there is still a lot of work to be done in the field of drastically disturbed land reclamation and restoration, and energy extraction remains a potent force of disturbance across the West. However, there are significant opportunities for restoration-related research that should be added to the Center's portfolio, and by refocusing on emerging issues the Center will be well positioned for success in competitive grants and securing private funding from regional partners. Specifically, we aim to broaden the Center to come into alignment with the College and University emerging research initiatives by highlighting ecological restoration with a focus on the assessment, management, and restoration of healthy soils and plant communities in Wyoming's managed ecosystems.

There is a heightened focus on the restoration of managed lands across Wyoming and the West that the University is well positioned to address, due to our existing faculty expertise and emerging initiatives. Wyoming is predominately a rangeland state, and there is a significant opportunity to better address the restoration of many of these managed lands, and we propose an expansion of the Center to address the restoration of managed rangelands, targeting soil and rangeland health. Examples of emerging research in this area include soil carbon management and economic valuation, adapting to changing climate, and extension-related work with land managers and private owners including large ranch operations. Significant federal funding has been set aside for these fields, and it likely grow in importance over the next several years with new administration. There are large opportunities for extramural funding and foundation support related to emerging issues in ecological restoration.

Forest fires, drought, and effects of changing land management in Wyoming (e.g. ranch ownership, subdivisions, federal land policies) are transforming our rangelands and forested systems. These impacts, both natural and anthropogenic, threaten the ecological health and sustainability of Wyoming's natural lands. Historical strategies

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to deal with restoring landscapes after large-scale and intensive change may not be effective moving forward, and the Center will address areas of major concern to key partners within the State including the National Resource Conservation Service (NRCS), Wyoming Department of Agriculture (WDA), Wyoming Department of Environmental Quality (WDEQ), and statewide conservation districts. Several Extension Specialists have worked with the WRRC, and we intend to expand Extension and Outreach activities, including the development of new funding streams in these areas, to work with both public and private partners.

The Center's restructuring will align with the goals of the Center Of Excellence In Sustainable Extensive Rangeland Agricultural Systems In High Altitude Headwater Areas and the College's emerging Ranch and Rangeland Systems programs, the UW Institute for Managing Annual Grasses Invading Natural Ecosystems (IMAGINE) initiative on invasive plant species and the Governor's Invasive Species Initiative (October 2020). The University has demonstrated strength in high altitude agriculture and working with the private sector in the complex environment of private/public land management. There is demonstrated interest in this field in the State and region, as illustrated by recent highly successful Foundation fundraising in excess of $2M to support natural resources programs. Other states across the West have developed or are developing soil health programs, and UW is well positioned to partner with those programs and provide leadership.

The WRRC has always had a core academic mission, including supporting several courses in the Rangeland Ecology and Watershed Management (REWM) degree, the Soil Science Minor, and the Restoration Certificate. These academic priorities will be maintained, and we will investigate opportunities to expand online courses, summer delivery, and additional certificates or micro-credentials. At present, courses and extension activities are primarily through the Ecosystem Science and Management Department, but the restructured Center for Ecological Restoration would be charged with helping to grow student numbers, the research portfolio, and entrepreneurial engagement across the University with the expectation of adding online courses, certificates, and supporting mid-career professional development.

Summary

The WRRC has served a valuable role in increasing the scientific knowledge and technical transfer relating to the reclamation and restoration of disturbed lands. To maximize impact in Wyoming and attend to emerging large-scale restoration challenges, we propose that the WRRC be restructured in such a way as to provide leadership in the science, management, education, and extension activities for Ecological Restoration. The proposed changes will modernize the Center, increase interdisciplinary activities on campus, lead to increased extramural funding, and support student learning. Wyoming is an optimal field laboratory for restoration research, and the University should provide leadership in the restoration of its magnificent environment. We have outstanding faculty expertise across campus, and a revitalized Center for Ecological Restoration will serve to magnify impact and serve an important role in facilitating partners in the sustainable management of natural resources.

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College of Health Sciences, University of Wyoming
Rural Health Innovation Institute

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Overview

The purpose of this initiative is to leverage the strong academic programs and key initiatives in the College of Health Sciences to address Wyoming's healthcare and economic diversity needs while becoming a national and international model for rural health innovation. Specifically, we propose to leverage four existing programs that are under strategic review by the University to create the Rural Health Innovation Institute (RHII). These programs include **1) Extension for Community Healthcare Outcomes (ECHO model™), 2) Wyoming Telehealth Network (WTN), 3) the Equality State Research Network (ESRN) and 4) the Wyoming Health and Bioscience Innovation Hub (Hub)**. Each of these programs align with the University's strategic plan and *Four Pillars*. Through their success, the University has gained international and national recognition, developed innovative solutions to Wyoming's healthcare challenges, and provided much needed resources to CHS faculty. By forming the RHII, we will encourage healthcare practitioners to practice in Wyoming and develop opportunities for high-school students interested in healthcare careers to engage with faculty and researchers to encourage attendance at UW. We will also provide opportunities for faculty to develop new areas of research and patentable healthcare products while accelerating the volume and diversity of the extramural research awarded to CHS. This will enhance the ability of the CHS to develop innovative and sustainable solutions to the healthcare challenges faced by the state.

Background

Wyoming's rural and frontier communities experience a number of serious health challenges[1-3]. This includes provider shortages[4], high levels of healthcare staff turnover and significant problems in recruiting new health workers[2]. The problems are pervasive, affecting both specialist and primary care. As a result, Wyoming's residents have lower life expectancy and poorer overall health status[3], lower *County Health Rankings* in areas such as behavioral health, morbidity and access to clinical care[5], higher rates of risky health behaviors, limited financial resources, limited access to health care, poorer health care quality, insurance deficiencies and a weak public health policy environment[1,6]. These challenges have only been exacerbated by the COVID-19 pandemic.

Unfortunately, many of the obstacles faced by healthcare providers and patients in rural areas are vastly different than those in urban areas suggesting that solutions that are developed for urban centers are not likely to be effective in rural communities[7]. For instance, economic factors, cultural and social differences, lack of public health education, lack of funding and the sheer isolation of living in remote rural areas all limit rural Americans' efforts to lead normal, healthy lives[2]. In order to improve healthcare in Wyoming there needs to be more opportunities to develop our healthcare workforce capacity, more access to novel and innovative healthcare solutions that are designed for Wyoming, research that develops these ideas, and commercialization of these innovations to ensure broad access and financial diversification. The CHS is uniquely poised to address these challenges due to the broad range of clinical disciplines represented in the college, the interdisciplinary collaborations among our divisions, strong research, entrepreneurship and focus on Wyoming's unique needs. Moreover, the four existing programs outlined here are already doing this work, albeit, without a coordinated approach or stable funding.

Alignment with University of Wyoming Grand Challenges, Four Pillars, Land Grant Mission, and College of Health Sciences Strategic Plan

The University of Wyoming Strategic Plan: *Breaking Through 2017-2022* focuses on meeting *Society's Grand Challenges* and creating new opportunities for faculty and student leaders in addressing questions of great societal importance. Over the past years, five central UW grand challenge themes emerged including "Rural and health issues." More recently, the University has announced *Four Pillars* of becoming more digital, more entrepreneurial, more interdisciplinary and more inclusive. The RHII aligns with the university's strategic plan and the *Four Pillars*. The RHII will accelerate rural resilience by using innovative approaches, such as the ESRN, ECHO, Hub, and WTN to identify community needs,

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leverage existing resources, identify appropriate strategies, and translate research to practice for addressing healthcare needs. Thus, we will build transdisciplinary capacity and bring entrepreneurial opportunities to Wyoming communities to help rural and frontier areas thrive in the coming years. We will leverage CHS, UW and community expertise in all areas of health and healthcare for addressing Wyoming well-being. Recognizing our heritage as the state's flagship and land-grant university, the RHII will enhance the state's economic and community development, while being a resource for the state. This transdisciplinary approach is rooted in the identification of state and community needs, application of new or evidence-based strategies for addressing the needs and economic development related to community health and healthcare. Further, the development of this institute aligns with the CHS strategic plan for:

- Serving as a resource for clinicians, practitioners, and teachers who seek information
- Conducting research to advance clinical practice
- Advancing health research capacity through strategic statewide partnerships
- Developing innovative health care solutions that improve healthcare quality
- Stimulating community health and economic stability via research, development, and healthcare policy
- Providing "practice-ready" practitioners, clinicians, and teachers to meet the state's workforce needs

The RHII will exemplify the mission of a land grant institution and become the model of rural health innovation for the nation and beyond.

Strategic Solution

Each of the CHS divisions focus on unique aspects of health sciences and each has excellent training programs that allow them to fulfill their teaching, research and service missions. Building on these fundamental programs, the college must now develop innovative initiatives to meet the economic and healthcare needs of our rural communities and confront the pervasive healthcare challenges faced by Wyoming residents. The divisions have tried to address these challenges individually. However, these efforts have tended to be intermittently funded and isolated. This approach has led to a number of programs that often have limited impact and reach. Further, many of these programs have duplicative elements that have limited interdisciplinary buy-in. This also limits the longevity of these programs as there is little focus on commercialization of the intellectual property developed. Finally, this restricts the ability of these projects to be inclusive of a wide range of stakeholders as they are often limited to a narrow segment of the population.

Fortunately, significant opportunities exist to pursue a more coordinated approach to healthcare innovation, entrepreneurship and research. We propose establishing the Rural Health Innovation Institute that is composed of several key programs within CHS, which are currently under strategic review by the University. This includes UW ECHO (ECHO), Wyoming Telehealth Network (WTN), The Equality State Research Network (ESRN) and The Wyoming Health and Bioscience Innovation Hub (Hub). The Institute will coordinate these programs to create a stable infrastructure and provide incentives for faculty and a diverse set of stakeholders. The Institute will support faculty and communities to engage in collaborative research and commercialization of intellectual property to meet rural health grand challenges in our digital age.

With this strategic investment in infrastructure, each of the divisions will continue to fulfill their educational missions and use the resources of the RHII to pursue innovative opportunities that align with the UW Strategic Plan and the *Four Pillars*. This includes new inter-departmental collaborations that provide access to critical resources and expertise that will enhance all phases of research (bench to bedside), commercialization of innovations and ensure greater inclusion of all stakeholders in this work. That is, this institute will be the infrastructure to accelerate rural health innovation, research, and entrepreneurship within UW. This initiative will attract new funders and partners in and beyond

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<u>Wyoming. The University will realize a return on its investment. As proof of concept, during the last three fiscal years, the Wyoming Institute for Disabilities leveraged $1,004,886 of University funds to generate an additional $14,320,982 of external funding</u>. The RHII programs are described below with a focus on their key outcomes (e.g., research productivity, clinical reach and/or key innovations). See attached logic models (attachments A and B) for list of activities and outcomes.

Programs Under Strategic Review

The ***Wyoming Telehealth Network*** supports healthcare entities, providers, and specialists to implement best-practices and improve health outcomes for Wyoming residents, through professional development, collaboration, and leveraging of telecommunications technology. The network currently engages with 2,350 healthcare providers including specialties in primary care, mental health, allied health, public health nursing, diabetes educators, public health professionals and more. Faculty and staff represent the college and university on statewide committees to include the Wyoming Broadband Taskforce and Wyoming Healthcare Taskforce, legislatively mandated for healthcare improvement. The Network is a collaboration with the Wyoming Department of Health and state partners including the Wyoming Medical Society, the Hospital Association, and the Wyoming Primary Care Association. The CHS currently delivers and facilitates the delivery of interdisciplinary telehealth services to all counties in Wyoming. Telehealth services have been delivered by the CHS since 2012, and has expanded since the pandemic:

- 308,790 participants in 2020, increased from 20,787 in 2019
- 52,051 clinical meetings in 2020, increased from 1,286 in 2019
- 11,706,773 telehealth meeting minutes to date in 2020.

WTN also provides significant education and outreach to interdisciplinary health providers including hospitals, federally qualified health clinics, individual providers and community education and prevention specialists (e.g.: nutritionists and diabetes educators):

- Facilitation of the current 18 organizations and 148 participants in the Telehealth Consortium that is legislatively mandated
- Administration of HIPAA-secure telehealth platform for 1,944 active users (up from 404 last year)
- Completion of provider survey/needs assessment to inform state practice (attachments C)
- Technical assistance to 577 Wyoming telehealth providers from 28 counties
- Delivery of 23 webinars focusing on best practices in virtual health for 545 participants

Stable funding will permit the expansion of telehealth services offered by the College to include interdisciplinary care by pharmacy, nursing and social work faculty. It will also ensure that all providers in Wyoming have access to a University resource that allows them to provide services in a way that works for our state, and it will provide a resource to our students to develop their telehealth skills while being trained. Moreover, alignment with the other programs in this proposal will permit additional innovations and research that will allow for further innovations.

The ***Equality State Research Network (ESRN***) is a statewide network committed to engaging in community-based research to improve the overall health of Wyoming residents. The ESRN incorporates community engagement, quality improvement, and scientific inquiry to improve health problems in Wyoming. Currently, priorities of the network include the studying the impact of COVID-19 on telehealth practices as well as the discipline specific outcomes related to direct service delivery. Initial key accomplishments in its first year of operations include:

- Startup funding from Patient Centered Outcomes Research Institute (PCORI): 2-year Eugene Washington Engagement Award (2019-2021).

- 4 extramural projects funded (remote physical therapy, opioid screening, Chronic Obstructive Pulmonary Disease, remote continuous glucose monitoring for diabetes), 2 SBIR grants submitted.
- 5 internally funded projects on COVID, Telehealth utilization, and patient telehealth experience.
- 2 Community Pilot Awards to support community-based practice research; A second round of funding is being announced soon. Existing awards have led to two publications from junior faculty, one grant and a newly formed partnership with a community organization.
- 4 papers published in inaugural year of operations.
- 30 members include 10 counties, 10 researchers, 3 providers and 17 community members.
- Existing resources: REDCap ™ license available to support UW and non-UW partnerships, statistical and methodological technical assistance, community engagement expertise, recruiting network, and community-based practice research trainings.
- First annual ERSN Conference in partnership with the Wyoming Telehealth Network, Wyoming Rural Health Office, Wyoming Primary Care Association, and Wyoming Public Health Association.
- Outreach opportunities for high schools to engage students with healthcare research.

By including the ESRN in the RHII, there will be more commercialization opportunities of the research it conducts. There will also be less duplication of resources between it and the HUB. Further, there will be increased access to WTN and ECHO clinical communities that will enhance healthcare innovations and research, as well as a pipeline for students to engage with UW research. Finally, there will be a pipeline for communities to engage with UW in positive way that impacts their local communities.

The *University of Wyoming ECHO* program is a virtual professional development program based on video-conference technology (Zoom^{TM}). This model builds statewide capacity as evidenced-based practices evolve, and improves health care provider, patient and family outcomes. This allows providers to provide the services their patients and clients need locally, rather than referring them out of state. Current ECHO networks focus on improving outcomes for patients, students, families and providers' competencies related to mental health, primary care, school nursing, autism, early childhood and assistive technology (Attachment D). Project ECHO® is a global initiative and is one of 5 finalists for the 2021 MacArthur Foundation's 100&Change Award, a $100 million award which will allow UW ECHO to expand its global reach.

UW ECHO key accomplishments since 2014 include:
- First site in the nation to translate ECHO model from health to education in 2014
- Federally funded National Training Initiative will training 16 states to replicate the ECHO model to support children and families impacted by the opioid crisis.
- ECHO interdisciplinary learning participants are from 45 states, D.C., and 4 countries
- Training provided to 16,095 unduplicated and 23,337 duplicated count of participants
- 1200 hours of professional development delivered in 801 sessions.
- UW ECHO - Superhub training to universities and organizations in 17 states.
- International ECHO collaborations with 4 countries: Macedonia, India, Kenya & Tanzania
- McMurray Foundation support of UW ECHO for Integrative Care: Primary Care and Mental Health through the UW School of Nursing.
- UW ECHO delivers ECHO for Student Health, in collaboration with Johnson and Johnson Rutgers University an interdisciplinary team of Wyoming School nurses

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- Intercollege collaborations and interdisciplinary expertise provided by faculty from the with College of Education, Counselor Education, Special Education and Educational Leadership and College of Arts and Sciences- Psychology Clinic

Inclusion of UW ECHO in the RHII will allow practitioners in our state to practice at the top of their license. Moreover, connecting clinicians-in-training to ECHO while still at UW will make it easier to stay in Wyoming as they will be connected to a community of practice. Further, novel innovations, and research opportunities will be available due to the close connection to the ERSN and Hub.

The *Wyoming Health and Bioscience Innovation Hub* (the Hub)
The Hub mission is to grow the bioscience ecosystem in Wyoming to create bioscience jobs, provide internships and educational opportunities for Wyoming students, and attract commercial partners by focusing on entrepreneurship and partnering with local business councils. The Hub consists of 4 main components: SPARK-WY, WY Healthcare Innovation Living Lab, RIDEfor8 Ventures, and the Hub BioConnect (see attachment E).

- SPARK-Wyoming is an innovation center that serves clients who have projects in the early pre-clinical phase of product development. By connecting entrepreneurs and researchers with collaborators and resources through the SPARK-Global network (50+ university-based centers) innovation and commercialization is accelerated. Accomplishments include:
  - o Funded 17 projects from four UW colleges, one community college, and nine start-up companies in five WY counties ($3 million total).
  - o Collaborating with ASCEND, SPARK-Calgary, SPARK-Mexico, and SPARK-CO to develop training and collaborative research projects
- Wyoming Healthcare Innovation Living Lab (WHILL) is a private, non-profit organization that works with ESRN to conduct outpatient-based clinical trials and evaluate practice innovations. WHILL tests and implements cutting edge, innovative technologies to advance healthcare in Wyoming and the world. Partnerships include: Biogen (global neuroscience company), Spiral Health (health screening technology firm), ProtoKinetics (gait analysis hardware to prevent falls in older adults), BurstIQ (blockchain data management company), Canary Speech (AI Speech recognition and screening platform) and Vision Systems (eye tracking based health screening company).
- RIDEfor8 Ventures is a private venture capital fund and investment firm focused on human and animal health start-up biotech companies centered in Casper WY. Core accomplishments include establishing the Casper Bio-Innovation Center, funding a start-up company and helping a medical device company relocate to Casper
- HUB BioConnect supports entrepreneurial projects to include support for pharmaceutical and bioscience companies in Cody, Jackson, Casper, and Laramie

Including the Hub in the RHII will provide a critical basic research component to the Institute. There will be reduced overlap with the ESRN and coordination of innovations. The entrepreneurial focus of the Hub will serve all programs listed here, and the CHS and University more broadly.

In conclusion, the College of Health Sciences, with strong academic programs and key initiatives, is strategically positioned to implement the RHII to address Wyoming's healthcare and economic diversity needs and become a national and international model for rural health innovation. By creating the RHII based on these four programs, we will be able to synergistically enhance the current activities that will accelerate the research conducted by our faculty, while creating more infrastructure to support practitioners in our state. Ultimately, this will improve the health and wellbeing of our residents, making the RHII a premier institute in our state and a model for rural health innovation nationally.

APPENDICES
Appendix A: Alignment with UW Four Pillars Diagram
Appendix B: Rural Health Innovation Initiative Logic Model
Appendix C: Telehealth Survey Reports
Appendix D: University of Wyoming ECHO Programs
Appendix E: Bioscience Innovation Hub Diagram

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Appendix B

Rural Health Innovation Initiative Logic Model

Rural Health Innovation Institute

Entrepreneurial

Clinical trials

Community-based clinical trials

Commercialization of intellectual property

Business and economic diversification. health and bioscience research

Innovative

Telehealth direct care services

Telehealth experiential placements and experiences

Extension of Community Healthcare Outcomes

Practice-based innovation

Inclusive

Interdisciplinary practice

Community-based participatory research

Patient Centered Outcomes Research

Community - driven training and distance-based education

Digital

Simulations

Distance- based learning and community-engagement

Telehealth direct care services

Cross college collaborations-bioinformatics and computation technology, healthcare data science and modeling

Health care innovation, research and entrepreneurship to improve the health and wellbeing of individuals and communities in Wyoming and beyond

Teaching * Research * Service

Appendix C

Telehealth Survey Reports

Rural Health Innovation Institute

Purpose: To improve the health outcomes with digital, entrepreneurial, interdisciplinary and inclusive approaches to research, teaching and service.

INPUTS	OBJECTIVES	OUTPUTS	OUTCOMES	
			INTERMEDIATE	**LONGTERM**

INPUTS

University of Wyoming

College of Health Sciences

Nursing

Kinesiology and Health

Social Work

WWAMI

Pharmacy

Wyoming Institute for Disabilities

Wyoming

Wyoming Department of Health

Office of Rural Health

Frontier Neurohealth, LLC

Wyoming Health Innovation Living Laboratory, LLC

Regional

Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND)

Goally, INC (other private industry)

Mountain Pacific Quality Health

National

American Medical Association

American Telehealth Association

Allied Health Associations (SLP, PT, OT)

Maternal Child Health Bureau

AUCD, CDC, AIDD, HRSA and SAMSHA

ECHO™ Institute

American Association of Colleges of Pharmacy

Biogen, INC

CDC/Study to Explore Early Development

Agency for Healthcare Research and Quality (AHRQ)

Patient Centered Outcomes Research Institute (PCORI)

OBJECTIVES

Interprofessional Education (CHS)- Capacity Building
- Interdisciplinary clinical experiences
- Provider mentoring
- Best-practice education and ongoing professional development
- ECHO (international and national training and mentorship)

Continuing Education- Lifelong Learning
- Area Health Education Center (AHEC)
- Native American Pathways
- Highschool HOSA curriculum
- Campus experience

Telehealth (WyTN)
- Statewide Telehealth Network
- Ongoing professional development and technical assistance
- Interdisciplinary service delivery
- Interdisciplinary clinical placements

Innovation (HUB): Health & BioScience Research
- Interface with Wyhealth and Bioscience innovation center
- Translational research
- Proof of concept
- Patents/prototypes

Community and Practice Based Research (ESRN)
- Practice innovation
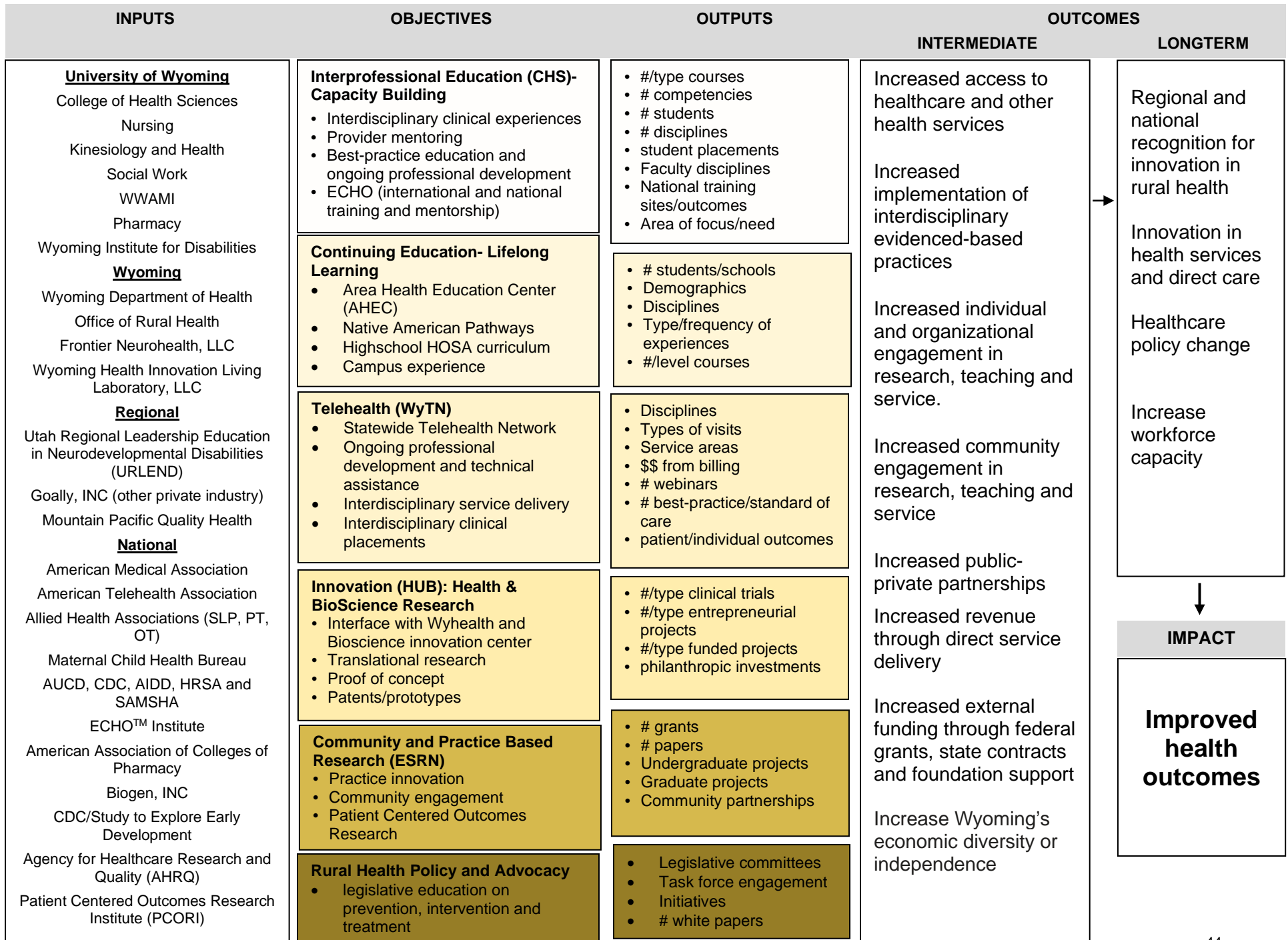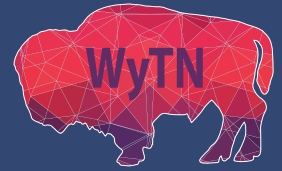- Community engagement
- Patient Centered Outcomes Research

Rural Health Policy and Advocacy
- legislative education on prevention, intervention and treatment

OUTPUTS
- #/type courses
- # competencies
- # students
- # disciplines
- student placements
- Faculty disciplines
- National training sites/outcomes
- Area of focus/need

- # students/schools
- Demographics
- Disciplines
- Type/frequency of experiences
- #/level courses

- Disciplines
- Types of visits
- Service areas
- $$ from billing
- # webinars
- # best-practice/standard of care
- patient/individual outcomes

- #/type clinical trials
- #/type entrepreneurial projects
- #/type funded projects
- philanthropic investments

- # grants
- # papers
- Undergraduate projects
- Graduate projects
- Community partnerships

- Legislative committees
- Task force engagement
- Initiatives
- # white papers

INTERMEDIATE

Increased access to healthcare and other health services

Increased implementation of interdisciplinary evidenced-based practices

Increased individual and organizational engagement in research, teaching and service.

Increased community engagement in research, teaching and service

Increased public-private partnerships

Increased revenue through direct service delivery

Increased external funding through federal grants, state contracts and foundation support

Increase Wyoming's economic diversity or independence

LONGTERM

Regional and national recognition for innovation in rural health

Innovation in health services and direct care

Healthcare policy change

Increase workforce capacity

IMPACT

Improved health outcomes

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Wyoming Telehealth Provider Needs Assessment Spring 2020

This survey was created by the Wyoming Telehealth Network to assess Wyoming provider telehealth needs.

**This report summarizes the 241 responses received from telehealth providers between May 13 - June 9, 2020.**

Average Years as a Healthcare Provider: 20.33
Average Years Providing Telehealth Services: 2.03

% of Current Patients are Being Seen Via Telehealth
- 61% of All Patients Being Seen via telehealth
- 24.7% of Providers Currently at 100% telehealth
- 9.4% of Providers Currently at 0% telehealth
- 59% of Providers are ≥ 50% telehealth

Changes in Telehealth Use in the Next 3 Months

Increase	No Change from Current Use	Decrease	Don't Know
93	77	44	25
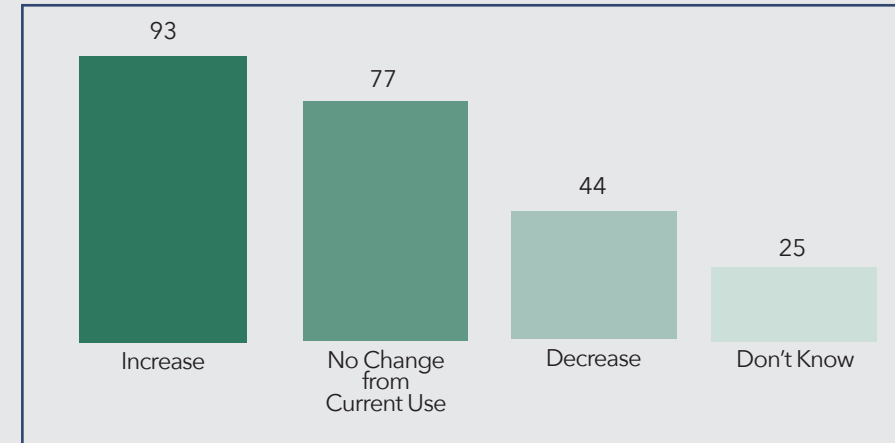
Providers are already using telehealth at a very high percentage and they generally anticipate staying at this level or even increasing in the near future.

Provider Experiences in Implementing Telehealth

Provider Experiences in Implementing Telehealth
- Implementation has been smooth for many participants
- Steep learning curve but time and trainings have helped
- Highly effective for certain groups of patients

Challenges in Implementation
- Learning curve for both providers and patients
- Internet connection and access
- Difficult for new patient consultations
- Engagement with patients
- Coding and billing issues

Provider Experiences in Implementing Telehealth

Opportunities when Implementing Telehealth
- Networking and education
- New reimbursement policies
- More flexible scheduling
- Can see more patients in a day
- Patients can be more comfortable and more engaged

Provider Technology Needs
- Training on videoconferencing (Zoom)
- Technical support
- Access to technology materials
- Stronger internet access/quality

Wyoming Telehealth Provider Needs Assessment
Spring 2020

Patient Experiences in Implementing Telehealth

Patient Telehealth Education Needs
- Technology education
- Education on costs
- Information on the telehealth process
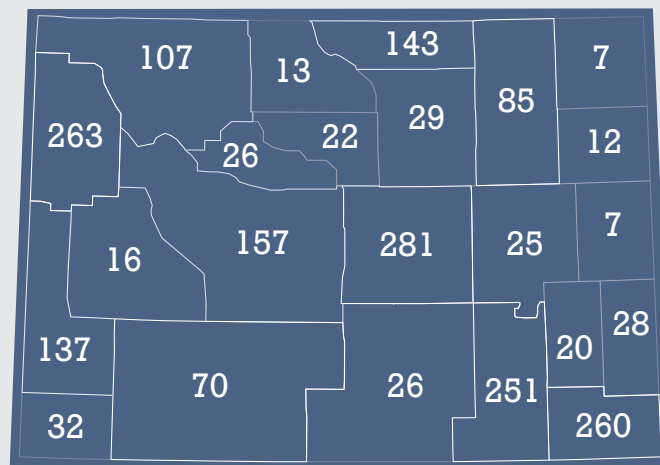
Patient Technology Needs
- Training/support for videoconferencing/Zoom
- Access to technology devices
- Increased internet access

State Level Changes to Support Telehealth Implementation

- Expanding services such as Medicaid and insurance continuing approval of services, financial assistance to patients and clinics, continuing education
- Insurance reimbursement, flexibility, coverage, and billing
- Clear rules and regulations regarding telehealth
- Increased service access, specifically internet access across the state

Wyoming Providers Using Telehealth

107, 13, 143, 7, 263, 22, 29, 85, 26, 12, 16, 157, 281, 25, 7, 137, 70, 26, 251, 20, 28, 32, 260

Provider specialities include:
- Mental Health Counseling
- Family Practice
- Physical Therapy
- Speech Language
- Education
- Clinical Psychology
- Internal Medicine
- Occupational Therapy
- Public Health
- Nursing
- Orthopedics
- Psychiatry

*by county, as of June 15, 2020

Wyoming Telehealth Network

The Wyoming Telehealth Network (WyTN) increases access to telehealth technology, resources, and education so that Wyoming residents can have better healthcare.

The WyTN is a legislatively mandated activity of the Wyoming Telehealth Consortium and is financially supported through the Wyoming Department of Health, Office of Rural Health and the College of Health Sciences, Wyoming Institute for Disabilities.

The WyTN acts as a hub to connect everyone with an interest in telehealth. Additionally, the WyTN improves implementation of telehealth in healthcare practices through technical and procedural support and technology provision.

UW | College of Health Sciences Wyoming Institute for Disabilities

WyTN

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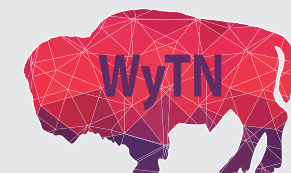
Appendix D

University of Wyoming ECHO Programs

The Impact of COVID-19 on Wyoming Medical Practices:
A Snapshot of Primary Care in Wyoming

This survey was created by the Wyoming Medical Society in collaboration with the Wyoming Telehealth Network to understand the impact of COVID-19 on primary care providers and practices in Wyoming.

This report summarizes the 83 responses received from Wyoming primary care physicians between March 19 - April 8, 2020.

Points the state should emphasize:

Staying Home   **Social Distancing**   **Testing**

Current Telehealth Use

Telehealth use is on the rise, however many appointments are being deferred.

54% of respondents report currently using telehealth in their practice

73% report having to defer well-visits and routine follow-up with patients due to the pandemic

58% report that they have encouraged patients to consider telehealth

Telehealth Educational Needs

Providers are seeking information and additional resources.

- Rapidly changing billing and reimbursement practices
- Patient access
- Resources on telehealth use and technology
- Practice policies and procedures

Supply and Materials Access

Providers indicate significant issues and concerns.

84% report disruptions in current supply chain or procurement of materials, specifically personal protective equipment (PPE)

86% report they have not been able to identify alternatives for purchasing supplies

Practice & Financial Impact

Practice disruption is the current norm, and providers are experiencing financial strain which they expect to continue.

70% of respondents report an increase in cancellations

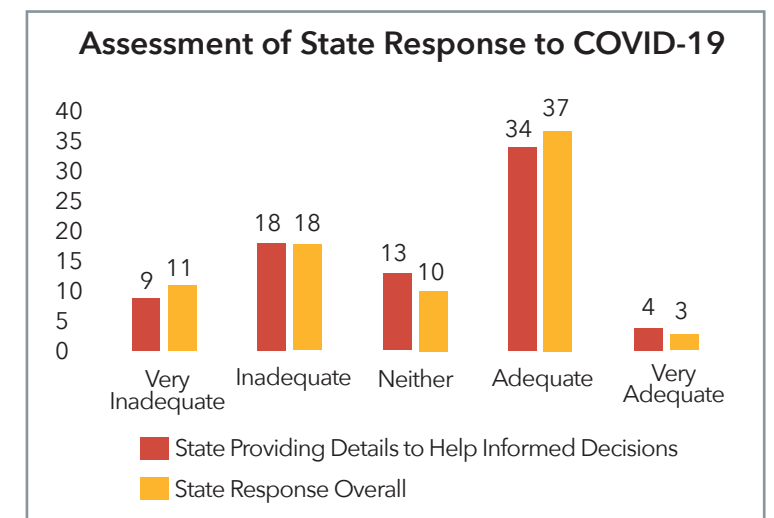**46%** report and anticipate significant administrative interruptions

62% report they are currently experiencing or anticipating cash flow issues

State Response

Wyoming providers feel the state response thus far has been adequate.

49% of respondents feel details from the state to help make informed patient and practice decisions have been at least Adequate or Very Adequate

Assessment of State Response to COVID-19

	Very Inadequate	Inadequate	Neither	Adequate	Very Adequate
State Providing Details to Help Informed Decisions	9	18	13	34	4
State Response Overall	11	18	10	37	3

■ State Providing Details to Help Informed Decisions
■ State Response Overall

48

Resources for Physicians

Wyoming Medical Society

The Wyoming Medical Society was founded in 1903 to provide representation, advocacy and service to Wyoming physicians. We strive to be an efficient, member-driven, responsive organization, capable of anticipating and responding swiftly to the changing health care environment. WMS serves our membership, and their patients, and works to improve the health of Wyoming's citizens.

The Wyoming Medical Society is, and always will be, a staunch advocate for physicians.

Join us each Tuesday when WMS will feature Wyoming physicians to talk about experiences in testing, treating and preparing for COVID-19. Learn from your colleagues, ask questions, share resources and rely on your Wyoming medical community.

*www.wyomed.org/resources/covid-19/education/*

Wyoming Telehealth Network

The Wyoming Telehealth Network (WyTN) increases access to telehealth technology, resources, and education so that Wyoming residents can have better healthcare.

The WyTN is a legislatively mandated activity of the Wyoming Telehealth Consortium and is financially supported through the Wyoming Department of Health, Office of Rural Health.

The WyTN acts as a hub to connect everyone with an interest in telehealth. Additionally, the WyTN improves implementation of telehealth in healthcare practices through technical and procedural support and technology provision.

Wyoming Providers Using Telehealth*
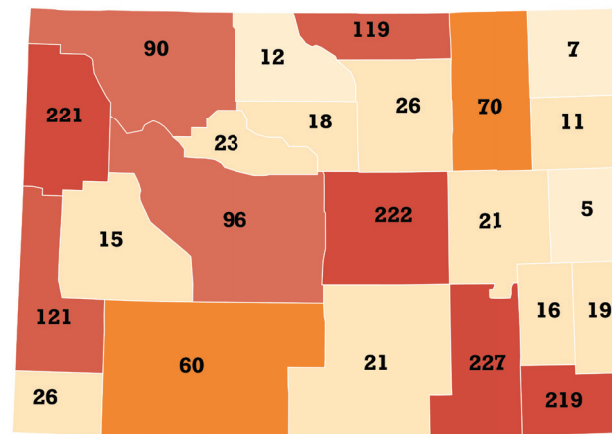
*by county, as of April 8, 2020

Education & Assistance

WyTN Zoom Videoconferencing Open Lab

The WyTN is offering an opportunity to share and receive information, suggestions, and resources about the Zoom™ platform for telehealth. Open labs via Zoom will be held on Tuesdays and Thursdays from 9:00 - 10:00 a.m. Learn more and join at:

*uwyo.edu/wind/wytn/covid-19.html*

Educational Webinars

The WyTN offers educational webinars on the last Wednesday of every month from 12:00 - 1:00 p.m.

Learn more about the current topic and how to join at:

uwyo.edu/wind/wytn/wytn-webinars.html

Learn more about the Wyoming Telehealth Network at wyomingtelehealth.org

The WyTN is a legislatively mandated activity of the Wyoming Telehealth Consortium and is financially supported through the Wyoming Department of Health, Office of Rural Health and the College of Health Sciences, Wyoming Institute for Disabilities
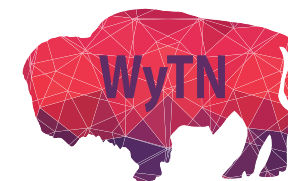
Appendix E

Bioscience Innovation Hub Diagram

University of Wyoming Project ECHO

The **Project ECHO Networks** provide ongoing support for educators, healthcare providers, families and employers to support community conversations around best practice in education, health, and disability services. The goal of these networks is to remove barriers to specialized knowledge, and improve outcomes for students, patients, and families.

Project ECHO uses an online videoconferencing model, with professionals, experts, and community members coming together to build capacity and support effective practices. With this method, educators, healthcare providers, special service providers, case managers, administrators, and families have access to expert advice right in their homes, schools, and offices.

Education: The ECHO model offers discussion and coaching opportunities with an interdisciplinary group of highly skilled educators and professionals as a way to build capacity in the application of effective practices supporting classroom, school, district, and student outcomes. Areas of focus have included autism, assistive technology, behavior supports, early childhood, educational and school leadership, career and technical education.

Health: Project ECHO® model that revolutionizes medical education and exponentially increases workforce capacity to provide best-practice specialty care and reduce health disparities. The networks are led by expert teams who conduct virtual clinics with community providers. Areas of focus have included Medicaid waiver services and student health.

Families: UW ECHO for Families is a learning community for families and caregivers supporting individuals through transition (ages 14-21). The UW ECHO for Families is the first ECHO network that provides information directly to families and can be accessed anywhere in the state.

Wyoming Institute for Disabilities
1000 E. University Ave., Dept. 4298
Laramie, WY 82071
(307) 766-2977
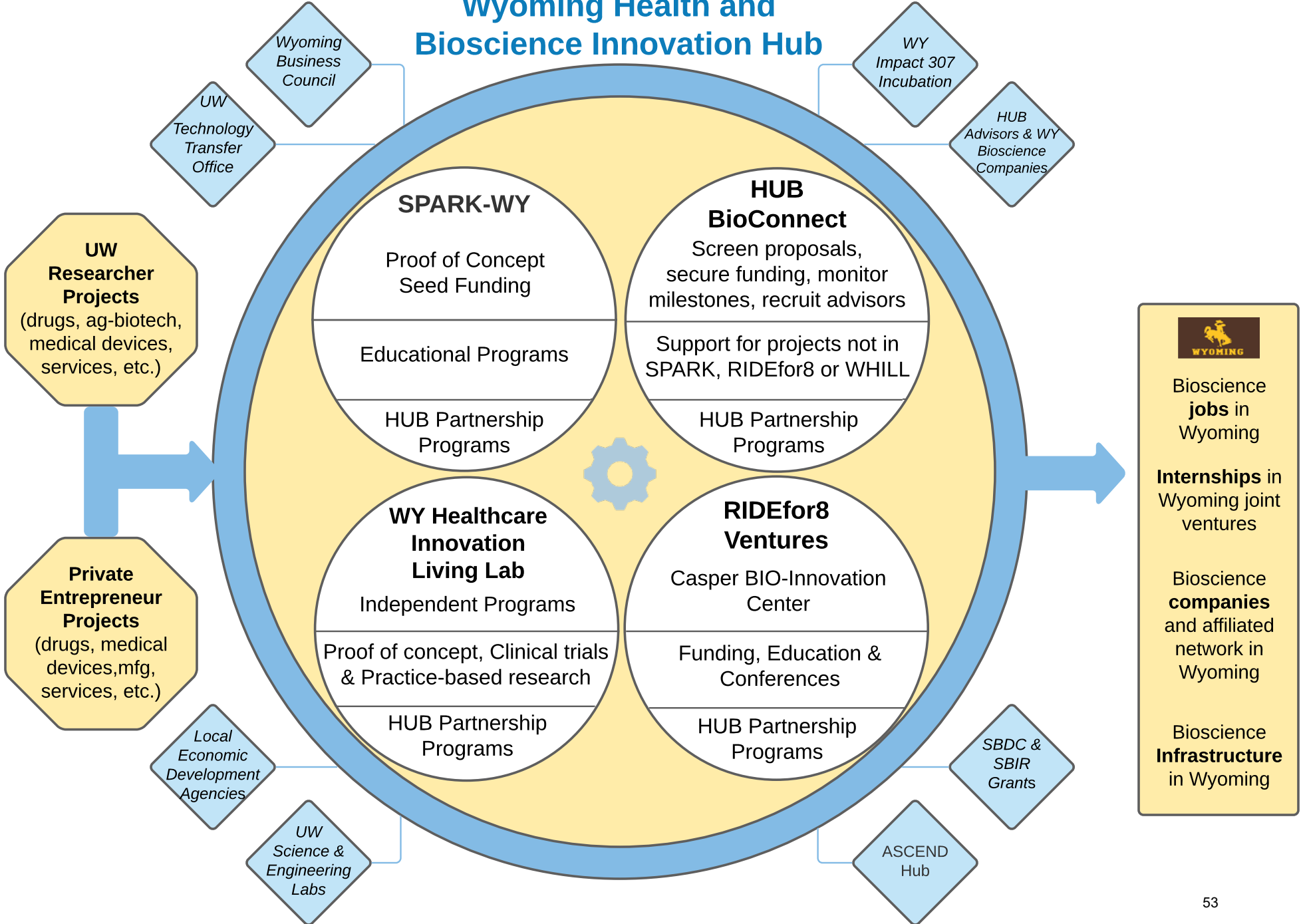projectecho@uwyo.edu

uwyo.edu/wind/echo

College of Health Sciences
Wyoming Institute for Disabilities

Appendix E

Bioscience Innovation Hub Diagram

Wyoming Health and Bioscience Innovation Hub

Wyoming Business Council

UW Technology Transfer Office

WY Impact 307 Incubation

HUB Advisors & WY Bioscience Companies

UW Researcher Projects
(drugs, ag-biotech, medical devices, services, etc.)

Private Entrepreneur Projects
(drugs, medical devices, mfg, services, etc.)

SPARK-WY

Proof of Concept Seed Funding

Educational Programs

HUB Partnership Programs

HUB BioConnect

Screen proposals, secure funding, monitor milestones, recruit advisors

Support for projects not in SPARK, RIDEfor8 or WHILL

HUB Partnership Programs

WY Healthcare Innovation Living Lab

Independent Programs

Proof of concept, Clinical trials & Practice-based research

HUB Partnership Programs

RIDEfor8 Ventures

Casper BIO-Innovation Center

Funding, Education & Conferences

HUB Partnership Programs

Local Economic Development Agencies

UW Science & Engineering Labs

SBDC & SBIR Grants

ASCEND Hub

Bioscience **jobs** in Wyoming

Internships in Wyoming joint ventures

Bioscience **companies** and affiliated network in Wyoming

Bioscience **Infrastructure** in Wyoming

College of Health Sciences, University of Wyoming
Rural Health Innovation Institute

References:

1.   Caldwell JT, Ford CL, Wallace SP, Wang MC, Takahashi LM. Intersection of living in a rural versus urban area and race/ethnicity in explaining access to health care in the United States. *American journal of public health.* 2016;106(8):1463-1469.
2.   Douthit N, Kiv S, Dwolatzky T, Biswas S. Exposing some important barriers to health care access in the rural USA. *Public Health.* 2015;129(6):611-620.
3.   Strasser R, Kam SM, Regalado SM. Rural health care access and policy in developing countries. *Annual Review of Public Health.* 2016;37:395-412.
4.   Schoo A, Lawn S, Carson D. Towards equity and sustainability of rural and remote health services access: supporting social capital and integrated organisational and professional development. *BMC Health Services Research.* 2016;16(1):111.
5.   Anderson TJ, Saman DM, Lipsky MS, Lutfiyya MN. A cross-sectional study on health differences between rural and non-rural US counties using the County Health Rankings. *BMC health services research.* 2015;15(1):441.
6.   Harris JK, Beatty K, Leider JP, Knudson A, Anderson BL, Meit M. The double disparity facing rural local health departments. *Annual review of public health.* 2016;37:167-184.
7.   Goins RT, Williams KA, Carter MW, Spencer SM, Solovieva T. Perceived Barriers to Health Care Access Among Rural Older Adults: A Qualitative Study. 2005;21(3):206-213.

BUDGET NARRATIVE
Rural Health Innovation Initiative (RHII)

Calculated using actual salary and fringe rate for faculty (41.9%) and staff (53%) employed by the University of Wyoming (UW) and includes annual salary increases at 3% per year.

Faculty/Staff Support

- **Director Faculty - 1 FTE - $127,710.00**
  (Salary - $90,000.00, Fringe (41.9%) - $37,710.00 = $127,710.00)
  This position will provide oversight for the core education, training and service components of the RHII. Core activities will include state, regional and national collaborations to support current and emerging rural health initiatives. This position will participate in state level taskforces and support collaborations between the college of health sciences and state agencies, health associations and health centers. Additionally, this position will support the development of grant proposals that support interdisciplinary education, training and capacity in the college and throughout the state. This will include co-applications with agencies and organizations committed to improving rural health outcomes and healthcare provider capacity.

- **Clinical Faculty – 1 FTE - $99,330.00**
  (Salary - $70,000.00, Fringe (41.9%) - $29,330.00 = $99,330.00)
  - This position will provide interdisciplinary clinical expertise and student engagement for the RHII. Core activities will include the development and delivery of interdisciplinary curriculum throughout the college to support best practices in rural health and direct service delivery. Additionally, the faculty member will assist with engagement with healthcare practices and providers to support community and practice-based research as part of the Equality State Research Network.

- **Research Professor – 1 FTE - $99,330.00**
  (Salary - $70,000.00, Fringe (41.9%) - $29,330.00 = $99,330.00)
  - This position will guide all research and evaluation activities association the RHII to include collaborations with the ESRN and SPARK-WY grants provided through the Bioscience Innovation Hub. This will include technical support around proposals, research design, implementation, data analysis, reporting and publication.

- **Program Managers – 2 FTE - $167,076.00**
  *(Salary - $54,600.00, Fringe (53%) - $28,938.00 = $83,538.00*2 = $167,076.00)*
  - **Bioscience Innovation Hub Coordinator:** This position will project coordinator for the bioscience innovation hub to include SPARK-WY, WY Healthcare Innovation Living Lab, RIDEfor8 Ventures, and the Hub BioConnect. Core activities will include facilitation of internships and educational opportunities for Wyoming students, engagement of entrepreneurs to resources, education, funding, advisors, facilities, and project management
  - **Interdisciplinary Training, Education and Service Delivery Coordinator:** This position will coordinate the interdisciplinary activities association with the RHII. This will include training and capacity building efforts that support interdisciplinary care through ongoing professional development and experiential clinical opportunities. This position will support the development and delivery of statewide conference and student engagement through local HOSA chapters.

- **Business Manager - 0.5 FTE - $35,190.00**
  *(Salary - $46,000.00, Fringe (53%) - $24,380.00 = $70,380.00*0.5 = $35,190.00)*
  - This position will oversee the fiscal management and office support for this initiative in conjunction with Director and CHS administration. This position will prepare financial reports, manage accounting of project expenditures, and ensure compliance with University, State and Federal regulations.

- **Grants Writer – 1 FTE - $76,500.00**
  (Salary - $50,000.00, Fringe (53%) - $26,500.00 = $76,500.00)
  - o This position will support the development of federal and state grants to support the initiatives for the RHII. This position will work with faculty to identify and develop grant applications that support innovative approaches to research, teaching and services.
- **Program Coordinators – 2 FTE - $119,340.00**
  *(Salary - $39,000.00, Fringe (53%) - $20,670.00 = $59,670.00*2 = $119,340.00)*
  - o **Bioscience Project Coordinator:** This position will support the core activities of the Hub to include participant engagement, marketing and outreach for core components.
  - o **RHII Project Coordinator:** This position will support the research, training and direct services delivery as part of the RHII. This includes conducting, marketing and recruitment for grant awards, conference presentations, and interdisciplinary training opportunities.

Total Faculty/Staff Support - $724,476.00

Travel
- **Travel - $12,000.00**
  - o Funds will be used to support travel for core faculty staff to present at region and national conferences on the work of the RHII.

Total Travel- $12,000

Materials and Supplies
- **Research/Survey Platform -Redcap - $5,000.00.**
  - o This will support data storage to support the research and evaluation activities associated with the RHII research and evaluation activities. This HIPAA secure platform will be made available to all faculty and staff engaged with the RHII and associated with Initiative objectives.
- **Technology - $7,500.00** ($1,500*5 computers = $7,500.00)
  Funds will support the purchase of new technology and computer for core RHII staff.
- **Meeting, Training and Marketing Materials - $3,500.00**
  - o Costs will include materials, room charges and other ancillary costs related to hosting annual and other meetings as needed.
- **Project Supplies - $1,200.00**
  - o Materials to support the successful completion of this project. Supplies include copy/printer paper, writing implements, printer toner, and staples.

Total Materials and Supplies - $17,200.00

Other Costs/Seed Grants
- **Community and Practice Based Research Grants - $300,000.00** (Six- $50,000 grants to support community and practice-based research)
  - o These seed awards will be designed to encourage faculty to engage in community-based participatory research that focuses on patient centered outcomes research (PCOR) and comparative effectiveness research (CER). Awardees will be expected to present to the ESRN membership, and the ESRN Conference, as well as leverage these funds to pursue larger grants. This seed money will accelerate the opportunities for our faculty to be successful researchers and develop novels solutions that will work with in the rural communities of Wyoming. If used as UW supplemental salary fringe will be deducted from the total award.
- **SPARK Seed Grants - $300,000.00** (Six-$50,000, up to 2-year grants)
  - o These awards will support early pre-clinical phase of product development through the Bioscience Innovation Hub. If used as UW supplemental salary fringe will be deducted from the total award. If used as UW supplemental salary fringe will be deducted from the total award.
- **Annual Statewide Interdisciplinary Health Conference - $50,000.00**

- o This conference will be held annually to disseminate the work conducted through the state related to rural health innovation. Tracks will be developed for research and teaching to include faculty, community member and student presentations and engagement. These costs will support a virtual conference platform and facilitation to support the conference and distance engagement/presentation.
- **HOSA – High School clubs - $10,000.00** (10 schools - $1k)
  - o These funds will support the development and implementation of HOSA activities in high schools throughout Wyoming. Faculty and staff from the College of Health Science to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. (Wyoming is the only state without a HOSA chapter which is an international student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE)
- **Area Health Education Center Support (AHEC) -$15,000.00**
  - o Funds will be used to develop and deliver and on campus and virtual experience for high school students to support early engagement with interdisciplinary healthcare professions. These funds will also be used to establish an Area Health Education Center (AHEC) program to recruit, train and retain a health professions workforce committed to underserved populations.
- **Innovative Digital Technology - $75,000**
  - o Funds will be used to support purchase or development of innovative learning and clinical services technology aligned with RHII initiatives. This will include peripherals to support remote patient monitoring and diagnostic equipment for remote collaborating clinical sites. Funds can also be purchased to support simulations for CHS discipline specific curriculum in telehealth and rural health service delivery.

Total Other Costs/Seed Grants - $750,000.00

Professional and Consulting Services
- **Stipends for External Experts $45,000** (9 awards at $5,000**)**
  - o These stipends will be used to secure external expertise in the interdisciplinary practice support ongoing training and educational opportunities supported by this initiative.
- **Faculty fellowships - $80,000** (8 awards at $10,000)
  - o These stipends will support current College of Health Sciences faculty to engage in RHII core activities of interdisciplinary course development, research, community engagement and service delivery. Faculty will be required to develop and deliver training and education opportunities that respond to emerging rural issues and state need. If used as UW supplemental salary fringe will be deducted from the total award.

Conference Speaker(s)
- **Conference Speaker(s) - $25,000.00**
  - o These funds will be used to support the costs of internationally recognized speakers at the annual conference. Speakers will represent innovators in the field of rural health and will align with key areas of focus of the RHII.

Total Professional/Consulting and Speaker Costs - $150,000.00

Total Direct Costs Year 1 - $1,653,676.00
Total Direct Costs Year 2 - $1,653,676.00
Total Direct Costs Year 3 - $1,488,308.40 - (10% reduction - external funding anticipated)
Total Direct Costs Year 4 - $1,240,257.00- (25% reduction – external funding anticipated)
Total Direct Costs Year 5 – $826,838.00 - (50% reduction – external funding anticipated)

Proposal for Academic Program Discontinuance Under UW Regulation 2-13
College of Business Minors

The College of Business has proposed, and the Board of Trustees has approved, discontinuance of five minors currently being offered. The minors include **Accounting**, **Decision Science**, **Finance**, **Management of Human Resources**, and **Marketing**.

While the specifics for justifying discontinuance vary slightly across each of the minors, one overarching reason for discontinuance is worth mentioning. Each business minor involves 3 required courses, plus 2 business course electives. With the recent reorganization of College of Business degrees to a 5 + 2 major structure (e.g., 5 required major courses, plus 2 business course electives), it provides students with easier access to double-major rather than earning one major and one minor. We believe the 5 + 2 structure is a competitive advantage for our students and will allow them to demonstrate competency across two disciplines if choosing to double-major.

The number of students currently enrolled in each minor is a relatively small number when compared to other programs in the college and areas for which strategic growth is desired. The following table lists the number of declared minors as of fall semester 2020.

Minor	# of Enrolled Students
Accounting	11
Decision Science	7
Finance	35
Management of Human Resources	24
Marketing	7

Accounting
The present level of demand is insufficient to justify existing levels of support. One reason for low levels of demand is that an accounting minor is insufficient in preparing students for the technical demands of accounting and the CPA exam. The elimination of this minor will not substantially impair the viability of other College of Business or UW programs.

Decision Science
The present level of demand is insufficient to justify existing levels of support. Elimination of this minor will allow the college to eliminate the offering of one decision science course per academic year, which is significant due to the recent loss of a tenure-track decision science faculty member during summer 2020. The elimination of this minor will not substantially impair the viability of other College of Business or UW programs.

Finance
Elimination of the Finance minor will allow the college to eliminate the offering of 3 finance courses per academic year, which is significant due to recent losses of tenure-track faculty from the Accounting & Finance Department. The elimination of this minor will not substantially impair the viability of other College of Business or UW programs.

Management of Human Resources
The elimination of this minor will not substantially impair the viability of other College of Business or UW programs.

Marketing
The present level of demand is insufficient to justify existing levels of support. The elimination of this minor will not substantially impair the viability of other College of Business or UW programs.

Proposal for Academic Program Reorganization, Consolidation, Reduction and Discontinuance

Reference: UW Regulation 2-13, Academic Program Reorganization, Consolidation, Reduction and Discontinuance, revisions adopted 7/12/2018.

Overview: After reviewing programs in both the School of Counseling, Leadership, Advocacy, and Design (CLAD) and the School of Teacher Education (STE) in the College of Education (CoE), the CoE administrative team (made up of Associate Deans Burrows and Shim, School Directors Buss and Moran, and Interim Dean Rush) have determined that one program meets the outlined criteria for potential review. However, we have grave concerns about negative outcomes from the potential elimination of this program, having experienced significant doses of political backlash and its impacts in previous budget reductions and program elimination attempts. As a result, in this document, we provide information to support our recommendation as well as a clear description of the potential drawbacks of program elimination in this case. Although the CoE BA in Secondary French/German/Spanish Education seems poised for program review/elimination, the CoE strongly urges UW leadership to consider the ramifications of eliminating this program, which offers so much to the state and is a model of potential UW interdisciplinary collaborations.

President Seidel's Themes of Digital, Entrepreneurial, Interdisciplinary and Inclusive: The BA in Secondary French/German/Spanish Education is inherently interdisciplinary, as it requires students to complete degree coursework in the College of Education, as well to complete a concurrent major in French, German, or Spanish in the Department of Modern and Classical Language in the College of Arts and Sciences. Ongoing collaboration has presented challenges, as the College of Education has not had a faculty member in this area for several years. However, administrators in both the School of Teacher Education (CoE) and the Department of Modern and Classical Languages (A&S) have collaborated to hire a full-time adjunct to teach courses in both units, with salary coming from both units.

Furthermore, the commitment of the BA in Secondary French/German/Spanish Education aligns with President Seidel's inclusion pillar. While English continues to be the lingua franca for world diplomacy, there is an emerging consensus among leaders in business, politics, schools as well as among community members that proficiency in English is not sufficient to meet the nation's needs in a globalized world. Proficiency in foreign languages is vital to the country's and state's diplomacy and entrepreneurship, and the program that produces foreign language teachers is imperative.

Background: It will be helpful to begin this recommendation with some historical and contextual information about this program. In 2017, Dean Reutzel included the BA in Secondary French/German/Spanish Education as a potential program for elimination. At that time, Provost Miller requested that the CoE develop a more cost-effective recommendation for offering the program. The recommendation for offering the program in a more cost-effective manner included hiring an assistant

lecturer to provide instructional capacity for this program, and for the highly enrolled graduate certificate and endorsement program in English as a Second Language. However, the CoE was never able to secure a position to hire into for these programs and has been offering the BA in Secondary French/German/Spanish Education using limited instructional capacity. This capacity includes instruction for 1000-3000 level courses in the CoE, as well as hiring a full-time adjunct in collaboration with the Department of Modern and Classical Languages to teach the senior level courses in the program. For that collaborative hire, the CoE pays 1/3 of the salary and the Department of Modern and Classical Languages pays 2/3 of the salary.

Program-Specific Data and Structure. Based on our review of relevant data (see Tables 1 & 2), the BA in Secondary French/German/Spanish Education is a consistently underperforming program, particularly in terms of enrollment and therefore completer numbers. Table 1 provides completer data for the BA program; Table 2 provides completer data for the Teaching Secondary Content graduate certificate, specifically in the area of languages.

It should be noted that the structure of this program, as with all STE Secondary Education programs, depends on multiple faculty positions in STE to provide instruction for required courses at the 1000, 2000, and 3000 levels. At the 4000 level, the adjunct faculty member, whose hiring is described above, teaches 7 credit hours of required coursework in the fall semester. During the spring semester, the students who have completed the required 7 credit hours go on to complete their student teaching requirements, which requires ad hoc payment of approximately $1000 per student for mentor teacher honoraria, student teaching supervision, as well as performance assessment oversight.

If the BA in Secondary French/German/Spanish Education is reviewed and subsequently eliminated, the CoE will be required to eliminate the modern languages option from our Teaching Secondary Content Graduate Certificate (described in the next paragraph), as we will no longer have the capacity to offer the senior-level required coursework. Please note that we would not eliminate the entire certificate, which currently provides initial licensure for secondary school areas of Mathematics, Science, English, Social Studies, and Agriculture, as well as for Modern Languages, for students who already have a bachelor's degree in those respective content areas.

The Teaching Secondary Content UW Graduate Certificate is an alternative, post-baccalaureate licensure program designed for students who have already earned a bachelor's degree and are seeking initial teacher licensure. This licensure program requires students to take foundational courses (summer) and teaching methods courses (fall) and to successfully complete 16 weeks of student teaching (spring). Historically, a single content-specific faculty member in Modern Language Education staffs both methods and student teaching semesters, with courses offered jointly with undergraduate students. These two programs (the undergraduate and Graduate Certificate routes to licensure) are inherently connected and must be treated as a single program with respect to considerations of program elimination.

Table 1. BA Secondary French/German/Spanish Education degree completers for 14-15 through 18-19

Academic Year	French Education	German Education	Spanish Education	Total Completers
14-15	0	0	0	0
15-16	0	1	2	3
16-17	0	0	2	2
17-18	0	0	2	2
18-19	0	0	4	4
TOTAL	0	1	10	11

Table 2. Teaching Secondary Content graduate certificate completers in the areas of French, German, and Spanish for 14-15 through 18-19

Academic Year	French Education	German Education	Spanish Education	Total Completers
14-15	0	0	1	1
15-16	0	0	0	0
16-17	0	0	0	0
17-18	0	0	1	1
18-19	0	0	0	0
TOTAL	0	0	2	2

As a result of our review of the completer data related to the BA in Secondary French/German/Spanish Education, as well as the associated Teaching Secondary Content graduate certificate (in the area of modern languages), we recommend eliminating this program. However, we do have concerns related to the potential elimination of the program; these concerns are provided below.

Concerns about Potential Elimination: In this section, we provide a rationale for maintaining this program, based on concerns regarding its potential elimination. Concerns in eliminating this program include 1) limited financial savings as a result of the elimination, 2) potential for negative responses from stakeholders in the state, and 3) cutting a much-desired interdisciplinary program, as outlined by current President Seidel's pillars.

Limited Financial Savings. It is expected that programs reviewed for the purpose of elimination provide for savings in terms of budget reductions. However, the elimination of this program would produce limited financial savings. First, as described above, the current structure of the program would allow us to eliminate one full-time adjunct position, which is shared between the Department of Modern and Classical Languages and the College of Education. The portion of the salary paid by the CoE, including fringe, is $19,346. Additional cost savings would be found in support during the student teaching semester, approximately $1000 per completing student. Other faculty members who teach in this program (see structure of the program as described above) are critical for teaching capacity in other more highly enrolled programs supported by their courses and cannot be eliminated.

Negative Responses from Stakeholders. As the world we live in is rapidly changing and becoming ever more globalized and interconnected, there is a need to change the way we educate our students.

Employers want workers who can speak additional languages, but lack of support at the K-12 level has led to declining levels of second language proficiency among adults nationwide. Wyoming parents and stakeholders have increasingly demanded Dual Language Immersion (DLI) programs in the state in hopes that future generations become multilinguals and thus become more marketable and competitive in future job markets. In response to this reality, there are four school districts in Wyoming that have been offering DLI programs (CCSD, ACSD, TCSD, and CCSD), and each year, the enrollment in DLI programs in all four districts have been at or beyond capacity. It makes little sense to eliminate a program that would eventually take advantage of the language capabilities of students who are enrolled in the K12 DLI programs in Wyoming.

While the current enrollment in BA in Secondary French/German/Spanish Education is relatively low, it is the CoE's obligation and responsibility to continue offering this program that produces future teachers in DLI and foreign language programs within the state and beyond. In fact, in 2017, there was a strong push back and resistance from the teachers and stakeholders across the state of Wyoming when previous administrations attempted to eliminate this program mainly because as a need for foreign/second languages in K-12 schools grows, access to qualified teachers continues to shrink. The BA in Secondary French/German/Spanish Education is the only program in the state that leads to teacher certification in foreign languages.

Interdisciplinary Nature of the Program. The BA in Secondary French/German/Spanish Education is an interdisciplinary program in which the CoE and the Modern Language Department in the College of Arts and Science collaborate (aligning with President Seidel's interdisciplinary pillar). All undergraduate students in this program earn a bachelor's degree in Education from the CoE and a concurrent major in French, German, or Spanish from the College of Arts and Sciences. The concurrent major ensures that graduates are "highly qualified" teachers, which expands their career possibilities and positively impacts the learning of their students. The BA in Secondary French/German/Spanish Education includes courses in pedagogy, assessment, and special education with authentic classroom experiences embedded throughout the program. Students take courses in French, German, or Spanish and are required to pass the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) with a rating of advanced low or better. Additionally, students in the program are strongly encouraged to study abroad to immerse themselves in the language and culture that they teach. The adjunct instructor is hired as 70% A&S and 30% CoE, per an existing MOU. The instructor teaches SPAN 1010 (4), 1020 (4), 3140(3), 3060 (3) and an additional 3 credit hour course for A&S, while the CoE hires the person to teach 7 hours of Secondary Modern Languages Education coursework.

In accordance with University Regulation 2-13, this proposal is subject to review and comment by students currently enrolled in the academic program, the academic degree program's faculty and staff, the academic degree program's current college, and the Associate Vice Provost for Undergraduate Education. After reviewing submitted comments and making any necessary revisions, the Provost will submit the revised proposal, including a recommendation and supporting materials, to the Faculty Senate, ASUW Senate, Staff Senate, and the AA Deans and Directors for review and comment. The Provost will then review all submitted comments and provide a final proposal and recommendation to the President. As required by University Regulation 2-13, the President shall make a final recommendation to the Board of Trustees within a maximum period of 120 days from the date of release of this document.

Creative Writing MFA Program Review

Data Page

Table 1:

Number of inquiries for graduate program
(Most of any master's level UW Program)

Year	Number of Inquiries
AY16-17	245
AY17-18	231
AY18-19	206
AY19-20	184
AY20-21	143
Average	*202*

Table 2:

Number of declared majors

Year	Declared Majors
AY16-17	18
AY17-18	18
AY18-19	18
AY19-20	13
AY20-21	14
Average	*16.2*

Table 3:

Number of students completing degrees
(Significantly higher than UW claims)

Year	Completed
AY15-16	11
AY16-17	9
AY17-18	10
AY18-19	4
AY19-20	9
Average	8.6

Table 4:

FTE Faculty **(3.0 FTE, yet a total of 17 core and affiliate faculty members)**

Tenured Faculty	**Creative Writing Courses Per Year**	**FTE**
Andy Fitch	5	1
Alyson Hagy	2.5	0.5
Harvey Hix	1	0.25
Jeff Lockwood	0.5	0.125
Kate Northrop	5	1
Visiting Faculty		
Joy Williams	1	0.125
	TOTAL	3

Table 5:

Student Credit Hours

Year	Credit Hours
AY17-18	188
AY18-19	184
AY19-20	195

Table 6

Student Credit Hours per FTE

Year	Credit Hours
AY17-18	62.66
AY18-19	61.33
AY19-20	65

Report Overview: This report will show that the Creative Writing MFA is exactly the kind of forward-looking program that advances UW's priorities. The MFA program is already playing an important role leading UW to a more secure future. The MFA exemplifies UW's four pillars. It ranks as the most inclusive master's program in A&S (#2 in percentage of women students, and #3 in percentage of students of color). The program's faculty roster of 17 high performers from across the entire university, brought together on the funding of just 3.0 FTEs, makes us undoubtedly one of UW's most interdisciplinary and entrepreneurial programs. And Creative Writing's implementation of an all-online undergrad curriculum, combined with its five-year plan to launch a low-residency MFA (for which Gray's analysis forecasts strong demand), will bring in a projected annual revenue increase of $210 thousand, while making us one of the university's most digital programs.

Creative Writing's MFA program also exemplifies UW's pursuit of Grand Challenges, as our attached documentation of faculty's and students' internationally renowned "Writing for public audiences" research profiles suggest (including podcasting, filming, hosting public forums, and leading K-12 programming). And Creative Writing's foundational role in the ($25+ million) Neltje bequest will allow the MFA program to showcase the Neltje Center for Visual and Literary Arts as a key state focal point for pursuing such challenges, and as a hub for fostering dynamic public/private partnerships.

I. Number of inquiries for graduate program:

Table 1 (Data Page) documents our average of 202 inquiries per year, and tally of 143 inquiries for 2020. 143 inquiries places us as the master's-level program with the highest number of inquiries in the entire university (with the Geology MS, ranked second, receiving 94 inquiries). Of all UW grad programs, only the PhD in Psychology receives more inquiries. We clearly have a healthy number of inquiries. But two key factors have contributed to a decline in inquiry numbers, and both speak to long-term sustainability measures that our program has undertaken.

In 2016, with the suspension of our state Excellence funds, we lost the ability to retain Rattawut Lapcharoensap as a writer in residence. Lapcharoensap was then our only faculty member of color. For foundational reasons of equity and of effective pedagogy, we would have hoped to avoid becoming an all-white faculty at any time. But we became an all-white faculty precisely when questions of institutional diversity began to dominate the national discussion in our field. As of 2020, we have significantly revamped and diversified (in a variety of strategic ways, rather than by tokenizing) our faculty roster, bringing in a broad range of new talented transdisciplinary professors.

In 2018, we voluntarily eliminated one of our program's three genre tracks (poetry), to become a program with two genre tracks (fiction, nonfiction).With the enthusiastic endorsement of Dean Paula Lutz, this strategic change further honed our "Writing for public audiences" program mission, and our national entrepreneurial niche. We became one of the nation's only prose-focused MFA programs, which helped us to further highlight other nationally distinct program aspects: opportunities for Wyoming Public Media internships (9 students since 2016), joint ENR degrees (6 students since 2016, the second-highest tally in A&S), and affiliate faculty from across the university. We lost our poetry applicants, but we made ourselves even stronger along the way, as recent student achievements (detailed later in this report) will attest.

II. Number of declared majors:

Table 2 (Data Page) documents our average of 16.2 declared MFA majors per year, and tally of 14 MFA majors in 2020.

According to OIA numbers, our rate of 71% women students gives us the second-highest percentage for master's programs (with a minimum of five students) in A&S. Our 21% rate of students of color ranks third.

We are a two-year program, thus have an average class size of 8.1. Our enrollment numbers historically have been determined by available GA funding, since we have been a fully funded program. High-quality graduate students seek full funding. But as of this report, the MFA Program has decided to begin admitting high-quality non-funded students as well. Our selectivity rate of 4% in the past five years leaves room to admit additional well-qualified candidates, while serving a broader range of state and regional applicants. We envision admitting roughly 3 non-funded students each year, giving us an average of 11 students in a given class.

As of this report, we also have begun preparation for establishing a low-residency MFA program, primarily operating online, with compressed in-person sessions coordinated through key UW assets and associations, such as the AMK Ranch and the Neltje Center for Visual and Literary Arts—as the strategic plans for both of these sites are finalized. This low-res MFA program will offer new forms of inclusivity, serving students unable to live in Laramie throughout the year. It will also provide significant new revenue streams to UW. UW's Office of Distance Education projects that moving both

Creative Writing's undergrad and grad programs online will generate $209,244 if all students are Wyoming residents, and additional funds for each student who is not a Wyoming resident. Currently, 14.3% of MFA students are Wyoming residents.

III. Number of students who complete majors or degrees in unit:

Table 3 (Data Page) documents our 43 MFA degree recipients since 2016 (for an average of 8.6 recipients per year), and our tally of 9 recipients in 2020. Appendix 1 documents our #4 ranking in A&S for granting master's-level degrees since 2016. It also lists many, many A&S master's degrees with fewer recipients than ours, currently not subject to program review due to "low enrollment."

There's no getting around the fact that faulty university data seems to have played a significant role in getting the MFA program placed on the list for potential elimination. Provost Alexander has been quoted in the press explaining that the MFA program is subject to program review due to having only graduated 26 students in the past 5 years. This tally of 26 comes from an administrative accounting error of a significant magnitude. Acknowledging this error directly undercuts the most prominent justification for potential elimination.

During the years under review, 98% of admitted students completed their degree on a preestablished timeline of 2 years (or 2.5 years for joint ENR-degree recipients).

IV. Student credit hours generated in graduate level courses in program, per FTE faculty:

Table 4 (Data Page) documents our MFA-level FTE Faculty (MFA faculty who have percentages of their job description in Creative Writing) of 3.0. Table 5 (Data Page) documents our average of 189 MFA student credit hours over the past 3 years, for an average of 63 student credit hours per FTE.

In addition to these 3.0 FTE teaching MFA-level courses, the program currently has 11 MFA students on GTAs, each with a 0.475 FTE assignment (for a total of 5.7 FTEs). Thus our program's total teaching capacity at present is 8.7 FTEs.

MFA students teach roughly 20 sections of English 1010 each year, to roughly 450 freshman. They teach additional COM, English, and ENR courses, and have often taught for SER. They routinely win UW teaching awards (seven Ellbogen Outstanding Graduate Assistant Teaching Awards, for example, since 2005). MFA program alums now have full-time positions at UW in Creative Writing, English, the Haub School, Honors, Philosophy & Religious Studies, the Writing Center, and WySCI.

Historically, MFA students, in their final semester, have fulfilled their GTAs by taking on a teaching-apprenticeship role in an undergrad Creative Writing course. We've considered this a valuable professionalizing opportunity. As of this report, however, the MFA program has decided to end these apprenticeship GTA assignments, starting in 2022. Innovations in Creative Writing's undergrad curriculum (designing new COM courses, moving all courses online, offering expanded course opportunities for community-college students) all will increase demand for undergrad CW instructors. Our MFA students can take on many of these new teaching assignments, providing UW with, on average, 8 additional teaching assignments each year, furthering our program's "low cost/high value" profile.

Creative Writing's partnership with the AMK Ranch will open additional instructional opportunities for MFA students. Our working proposal for AMK collaboration prioritizes developing a transdisciplinary partnership with EPSCoR-funded graduate students—building on our past support of the Science Posse, and on the Science Initiative's current work via the Science Roadshow. Our faculty and STEM partners will lead workshops at AMK and in Laramie that prime graduate students to facilitate writing activities in communities and schools across the state (including K-12 programs). This will bolster the science communication and teaching profiles of STEM students and MFA students who graduate from UW, and connect Wyomingites in all communities to the art-science practices of UW's top faculty. This cutting-edge transdisciplinary effort is exactly what UW will need to effectively pursue its Grand Challenges. MFA faculty and students are uniquely equipped to deliver it.

V. Market demand for graduates of unit's programs (using Gray's data or other relevant data)

Appendix 2 provides two Gray's data scorecards, one detailing strong demand for a low-residency MFA program, and one detailing strong demand for a niche program focus on nonprofit advocacy/writing.

As with many interdisciplinary programs (as well as many programs in the arts and humanities), Gray's data tend to under-represent the breadth of market demand for MFA graduates. Appendix 3 lists 17 distinct occupational categories in which our alums currently thrive. Given that, at present, at least 3 MFA alums work as professional novelists, as journalists, as editors, as university professors, as secondary-education instructors, as nonprofit advocates, as public-radio broadcasters, and as government consultants, the most useful Gray's data metric for MFA-grad employment demand is the "generalist" category, in which we score well, suggesting a wide variety of employment opportunities for graduates. Though even these measurements don't fully capture the diversity of our students' employment successes.

Gray's data does help us to refine our plans for directing our "Writing for public audiences" program mission, and our interdisciplinary methodologies, to the development of a low-residency MFA program geared towards nonprofit writing (perhaps in partnership with UW's MPA program). Again, however, Gray's employment-demand data do not capture the full breadth of such post-grad placement possibilities. Current alums, for instance, have nonprofit careers in resource conservation/biodiversity, community development, and social-justice advocacy.

VI. Number of tenured faculty, tenure-track faculty, and fixed-term track faculty:

The MFA program currently has 7 core MFA faculty (those who teach courses and serve as thesis-committee members). Our core faculty are Fitch, Hagy, Hix, Lockwood and Northrop, as well as Frieda Knobloch and Nina McConigley (both of whom have no job-description percentage in Creative Writing). Core MFA faculty teach roughly 75% of their courses outside the MFA program. These core faculty, valued across campus, also teach courses in African American and Diaspora Studies, American Studies, Art, English, ENR, Honors, and Philosophy—as well as in our undergrad Creative Writing minor.

Over the past year, we also have welcomed into our program 9 affiliate MFA faculty (those who serve as thesis-committee members, and play an advisory role for our highly interdisciplinary students), from African American and Diaspora Studies, American Studies, Communications and Journalism, English, Latina/o Studies, Native American and Indigenous Studies, Gender and Women's Studies, History, Law, International Studies, and Political Science. We also currently have one writer in residence. Thus, with a program FTE of 3.0, and with no Creative Writing hires since 2009, we nonetheless have managed to become a multigenerational, diverse, extremely interdisciplinary group of 17 faculty. We are a sustainable program because we get enthusiastic buy-in from faculty across campus, who appreciate the opportunity to work with our high-performing students. We have provided an entrepreneurial template for the entire university on how to assemble a dynamic, inclusive, wide-ranging faculty roster—with only a few core faculty required to ensure broader program functioning. We consider this fused core/affiliate template crucial to our planned development of a complementary low-residency digital MFA program.

VII. Level of demand for courses provided

Appendix 4 details our 85% fill rates in CW 4000-5000 courses from 2018-2021. Gray's data suggests strong demand, both in Laramie 360 and in national markets, as we develop an online MFA component.

VIII. In case of research-focused programs, quality and quantity of research produced

Core MFA faculty have published 55 books since our founding in 2005, and 20 since 2016. Faculty have a remarkably transdisciplinary output in various creative-writing fields, as well as in opera, philosophy, religious studies, science writing for public audiences, public dialogues with national officeholders. One individual faculty member has over 200 national publications since 2016. Another has given 97 presentations (55 invited) and 69 media interviews over the past five years. Appendix 5 summarizes how our prolific faculty directly take on UW's Grand Challenges (multiple MFA faculty have played pioneering roles addressing every single Grand Challenge, in dynamic collaboration with global leaders). **We ask you to please consult this appendix. You will like what you see.**

Recognition of faculty research for quality stands out just as prominently. Each of our core faculty has had work translated into other languages (including Dutch, Estonian, French, Lithuanian, Portuguese, Russian, Spanish, and Urdu). UW Creative Writing faculty have received an American Academy of Arts and Letters appointment, a Fulbright Distinguished Lectureship, a Guggenheim fellowship, the High Plains Award in Fiction, NEA Fellowships, a National Magazine Award, the PEN/Malamud Award, the PEN/O. Henry Prize in Fiction, the PEN/Open Book Award, the Strauss Living Award, and the Sue Kaufmann Prize. They have been finalists for the National Book Award, the National Book Critics Circle Award, and the Pulitzer Prize. They have published in *The Best American Short Stories*, *The Best American Science and Nature*

Writing, and *The Best American Experimental Writing*. They possess the credentials that make our MFA one of the nation's top programs.

MFA students and alums likewise regularly publish in America's most prestigious literary venues, including the *Atlantic, Harpers*, the *New Yorker*, and *Orion*. They have published more than a dozen books, winning numerous state and national awards. A recent grad was among the five finalists for the National Book Award—one of the world's most prestigious literary awards. She was one of the first women of color ever to receive such recognition. She did her undergrad degree at Metro State in Denver, and has praised our program to global audiences for discovering her, and for guiding her in the personal transformation from work as a cosmetics-counter salesperson to a thriving career as a professional novelist.

IX. In case of research-focused programs, level of external funding relative to availability of funding in the field

Given our faculty's interdisciplinarity, it is hard to assess a relative level of available external funding. Jeff Lockwood, our faculty member with the strongest science background, has received 20 external grants since 2016, totaling $146,805. Harvey Hix was co-PI on a $750,000 NSF grant.

At the program level, Creative Writing is one of three UW partners (along with Art and the UW Art Museum) designated as future recipients of the Neltje bequest. While it is hard to give definitive numbers on the size of this bequest, Deputy Vice President for Finance David Jewell considers a total value of over $25 million as a conservative estimate. Jewell describes this gift as one of the largest that UW ever has received. Most concretely, the Neltje gift will make us a one-of-a-kind MFA program, in terms of being able to provide students with a pedagogically integrated writer's residency at Neltje's world-class estate. We foresee much of our longer-term program development (both on-campus and low-residency components) as foundationally connected to the Neltje Center for Visual and Literary Arts—which will be positioned to become one of the most remarkable writing/arts hubs in the nation when it opens.

X. In case of research-focused programs, total grants and grants/FTE faculty members

Grant-funded research is not a driving force in many of our fields (which is part of what makes us, dollar-for-dollar, by far one of UW's most cost-effective programs). No labs. No research assistants. Nonetheless, our FTE faculty have received 22 grants (for $901,805) since 2016, or 7.3 grants ($300,602) per FTE.

XI. UW Investment in Program:

We were founded in 2004, as UW's only terminal degree in the arts or humanities, and with a distinctly interdisciplinary mission. After a thorough institutional analysis of where UW possessed a competitive advantage in recruiting excellent faculty and students, UW singled out the MFA program for investment in Academic Plans II and III. We were awarded an Excellence chair in 2007. Through Excellence funds, UW has invested almost $3 million in our program to date. Our Excellence funds were suspended amid UW budgetary shortfalls in 2016. Our annual operating budget shrank from roughly $320 thousand to roughly $60 thousand, and is scheduled to drop to roughly $10 thousand (a 97% total reduction) with the end of Joy Williams' long-term writer-in-residence appointment, in spring 2021. Yet we have continued to thrive, and we can do so in the future.

XII. Elimination Results in Loss of Revenue:

The Neltje Center for Visual and Literary Arts defines its mission as "to provide time, space and quietude for visual arts and creative writing students and professors of the University of Wyoming to be creative in their field and to advance the cultural life of Wyoming's citizens and visitors to northeast Wyoming." Neltje, heir to the Doubleday publishing fortune, and published author herself, has singled out both UW's undergrad-level Creative Writing program (in terms of serving Wyoming state populations) and UW's grad-level Creative Writing program (in terms of projecting excellence into national and international spheres) as foundational to her $25+ million bequest.

Revenue from roughly 1,920 annual student-credit hours, in courses taught by MFA students, would be lost.

Projected annual revenues of $210 thousand from launching online degree programs would be lost.

XIII. Campus Impact (essential to UW)

MFA faculty teach the majority of courses in UW's undergrad CW curriculum, offering 14 distinct courses, and providing an average of 546 student credit hours over the last three years. The minor, with an average of 45 students, is the fourth largest on campus, attracting students from many disciplines and colleges. It cannot function without MFA faculty.

UW's efforts to develop and sustain transdisciplinary teams to tackle the Grand Challenges will be hindered by the elimination of the MFA. The MFA Program attracts accomplished scientists, journalists, filmmakers, and community-development experts from around the country. The Haub School's publication *Western Confluences* depends on MFA fellows for its production. WPM's award-winning podcasts rely on MFA interns for writing and editing. The joint MFA/MA with the Haub School, one of the first of its kind, is a compelling, financially efficient degree that can provide a model for other joint-degree programs. These are thriving partnerships that can be invested in, rather than eliminated.

The program's visiting writers have been co-funded through partnerships with the Libraries and many other units, most particularly the School of Gender, Culture & Social Justice. Those visitors have exposed students and faculty alike to writers of color and queer/nonconforming writers whose voices are not always foremost in American culture. These visitors have traveled the state. The MFA program is also a consistent participant in the Native American Summer Institute, and other inclusive initiatives.

Eliminating the MFA would mean eliminating one of the most demographically inclusive student bodies on campus.

XIV. Wyoming Community Colleges Engagement

MFA faculty began teaching online undergrad courses in 2019, and have been pleased to welcome students from across the state. Our success in filling online courses has factored into our decision to move our entire undergrad curriculum online by 2022. With a limited range of creative-writing courses offered by Wyoming community colleges, we look forward to partnering with the colleges, to figure out how best to serve their students, and to complement (rather than interfering with) their own course offerings. These renewed partnerships will build upon long-standing connections with the literary festival at Casper College, and our developing work with AMK Ranch and faculty from Central Wyoming College.

XV. State and Regional Impact:

We proudly collaborate with the Jackson Hole Writers Conference, the Jentel Foundation, public libraries (Casper, Cheyenne, Jackson, Laramie, Sheridan), the state and national forest system, the Ucross Foundation, the Wyoming Arts Council, the Wyoming Humanities Council, the Wyoming Community Colleges, Wyoming Writers, Inc., the Wyoming Department of Corrections Women's Center, the Wyoming Girls School, WIHR, WPM, and many Laramie businesses and civic organizations.

The Neltje Center for Visual & Literary Arts will be positioned to become one of the nation's most innovative arts hubs. It will inevitably foster partnerships with Sheridan College, Gillette College, Ucross, the Brinton Museum, the K-12 school districts, and the more than 80 nonprofit foundations registered in northern Wyoming. It will also inspire the kind of public-private partnerships President Seidel and UW aim to nurture. The MFA Program possesses the skilled faculty, and mature professional students, to support these partnerships. And Neltje Center programming need not be limited to one part of the state. Programs and events nurtured by Neltje's vision could be hosted in communities across Wyoming, providing an economic/cultural multiplier effect appropriate to the state's growing reputation as an arts haven.

By recently joining the 5x5 Writing Series (which arranges campus exchanges for our students and the CSU, CU-Boulder, DU, and Naropa Creative Writing programs), we also have significantly expanded our own students' writing communities—and have taken an important step to introduce undergrads on these Colorado campuses to our MFA program. And by helping to launch the annual CrossBorders literary exchange bringing writers from Mexico to the Front Range (again bringing our students down to Denver for multilingual engagements with a very diverse writing community), we have continued to build new diverse intellectual and cultural networks.

XV. Conclusion:

We have continued to thrive since 2016, and we can do so in the future. However, Appendix 6 makes the case that our program should receive $125 thousand of annual reinvestment funding for the next four years, as we build out an extraordinarily diverse and interdisciplinary "digital faculty," and continue to provide an exemplary entrepreneurial model for the entire university. **We ask you to please consult this appendix. You will like what you see.**

Appendix 1

Ranking of UW Master's Degrees Granted (2016-2020)

College Desc	Major Desc	Avg Degrees	'*Rankings'[Avg Degrees Rank]
College of Education	Education	63.4	1
College of Business	Master of Bus Admin- Exe	28.9	2
College of Health Sciences	Health Services Administ	28.3	3
College of Education	Counseling	21.4	4
College of Health Sciences	Social Work - MSW	21.4	4
College of Health Sciences	Speech-Language Pathol	19.6	6
College of Arts and Sciences	Public Administration	17.3	7
College of Health Sciences	Nursing	16.8	8
College of Engineering	Civil Engineering	14.0	9
College of Engineering	Electrical Engineering	14.0	9
College of Business	Accounting	13.2	11
College of Education	Natural Science	13.2	11
Engineering and Applied Sci	Civil Engineering	12.6	13
College of Health Sciences	Kinesiology and Health	10.9	14
College of Business	Business Administration	10.8	15
College of Arts and Sciences	Communication	9.9	16
Engineering and Applied Sci	Electrical Engineering	9.5	17
College of Arts and Sciences	English	9.4	18
Engineering and Applied Sci	Mechanical Engineering	9.3	19
College of Arts and Sciences	<mark>Creative Writing</mark>	9.3	20
College of Arts and Sciences	Zoology and Physiology	8.1	21
College of Arts and Sciences	Environment & Natural F	7.1	22
College of Arts and Sciences	Geology	7.0	23
College of Arts and Sciences	International Studies	6.6	24
College of Arts and Sciences	Music	6.6	24
Agriculture and Nat. Resources	Agricultural and Applied	6.1	26
College of Arts and Sciences	American Studies	6.1	26
College of Engineering	Computer Science	6.0	28
Agriculture and Nat. Resources	Rangeland Ecol & Water	5.9	29
College of Arts and Sciences	History	5.8	30
College of Arts and Sciences	Physics	5.8	31
Engineering and Applied Sci	Chemical Engineering	5.6	32
Agriculture and Nat. Resources	Animal & Veterinary Scie	5.5	33
College of Arts and Sciences	Spanish	5.4	34
College of Arts and Sciences	Anthropology	5.3	35
Engineering and Applied Sci	Atmospheric Science	4.9	36
College of Arts and Sciences	Music Education	4.8	37
College of Arts and Sciences	Psychology	4.8	38
Engineering and Applied Sci	Computer Science	4.6	39
College of Business	Energy Management	4.3	40
College of Arts and Sciences	Botany	4.2	41
Engineering and Applied Sci	Petroleum Engineering	4.2	42
College of Arts and Sciences	Geography	4.1	43
College of Education	Environment & Natural F	4.1	43
College of Business	Finance	4.0	45

College of Education	Adult Education	4.0	45
College of Engineering	Atmospheric Science	4.0	45
College of Business	Master of Bus Admin-Fin	3.7	48
College of Arts and Sciences	Mathematics	3.6	49
Agriculture and Nat. Resources	Agronomy	3.6	50
College of Business	Economics	3.6	51
College of Health Sciences	Social Work	3.5	52
College of Arts and Sciences	Statistics	3.4	53
Agriculture and Nat. Resources	Interdisc Water Resourc	3.3	54
College of Arts and Sciences	Sociology	3.2	55
UW College	Environment & Natural	3.1	56
Agriculture and Nat. Resources	Plant Sciences	3.0	57
College of Engineering	Environmental Engineer	3.0	57
Agriculture and Nat. Resources	Environment & Natural	2.9	59
College of Arts and Sciences	Chemistry	2.9	60
Engineering and Applied Sci	Environmental Engineer	2.8	61
Agriculture and Nat. Resources	Reproductive Biology	2.7	62
Agriculture and Nat. Resources	Soil Science	2.5	63
College of Arts and Sciences	Political Science	2.4	64
Agriculture and Nat. Resources	Molecular Biology	2.3	65
College of Arts and Sciences	Geophysics	2.3	66
Agriculture and Nat. Resources	Food Science & Human	2.0	67
College of Arts and Sciences	Philosophy	2.0	67
College of Business	Economics and Finance	2.0	67
College of Engineering	Mechanical Engineering	2.0	67
College of Engineering	Petroleum Engineering	2.0	67
College of Arts and Sciences	Interdisc Water Resourc	1.9	72
Agriculture and Nat. Resources	Entomology	1.8	73
Engineering and Applied Sci	Architectural Engineerin	1.8	74
College of Arts and Sciences	German	1.6	75
College of Business	Environment & Natural	1.5	76
College of Arts and Sciences	French	1.4	77
College of Arts and Sciences	Neurosciences	1.4	77
Agriculture and Nat. Resources	Family and Consumer Sc	1.3	79
College of Arts and Sciences	Planning	1.1	80
College of Arts and Sciences	Natural Science	1.0	81
College of Education	Counselor Education	1.0	81
College of Engineering	Chemical Engineering	1.0	81
College of Health Sciences	Environment & Natural	1.0	81
Engineering and Applied Sci	Environment & Natural	1.0	81
Engineering and Applied Sci	Interdisc Water Resourc	1.0	81
UW College	Biomedical Sci/Reprodu	1.0	81
UW College	Interdisciplinary Studies	1.0	81

Appendix 2

Gray's Data Scorecards for MFA Graduate Employment Demand, and Low-Residency MFA Program Demand

CIP Code	Title	Market	Delivery	Award Level	Student Demand	Employ Demand	Degree Fit	Compet Intensity	Overall Score
23.1302	Creative Writing	Laramie 360	All	Master	14	-9	4	-7	2
			F2F	Master	8	-9	4	-9	-6
			Online	Master	4	-9	4	1	0
		National	All	Master	13	-11	4	-6	0
			F2F	Master	16	-11	4	-9	0
			Online	Master	11	-11	4	-5	-1
Quick Analysis									

Student demand for this program is strong in both the Laramie 360 and national markets. There is a competitive preference for online delivery and there are less online programs in the Laramie 360 market region when compared to the national market, placing UW's new 'semi online/low residential' creative writing program proposal in a strong to moderate market position reflected in the competitive intensity and student demand scoring. The employment demand improves slightly in the Laramie 360 region when compared to the national market, although overall very low. Importantly, the generalist employment demand scores are in the 70th percentile throughout the various program reviewed suggesting a wide variety of employment opportunities for graduates of this program. The degree fit is appropriate.

CIP Code	Title	Market	Delivery	Award Level	Student Demand	Employ Demand	Degree Fit	Compet Intensity	Overall Score
52.0206	Nonprofit, public, & org mgt	Laramie 360	All	Master	12	0	2	6	20
			F2F	Master	-4	0	2	1	-1
			Online	Master	13	0	2	-6	9
		National	All	Master	10	1	2	5	18
			F2F	Master	5	1	2	0	8
			Online	Master	12	1	2	-5	10
Quick Analysis									

Strong student demand, especially for an online program. Moderate employment demand, in the 70+ percentile throughout. Degree fit is appropriate. Competitive intensity is strong for F2F programs and is suggesting that there are a significant number of online programs. Future consideration would be an assessment of surrounding nonprofit, public and organizational management programs and searching for a niche market that combines a unique set of interdisciplinary programs, instruction, and student recruitment opportunities.

Appendix 3

Breadth of Post-MFA Employment

UW MFA graduates—Employment Information as of 2020

This information was gathered quickly. We were able to track down 111 MFA graduates since 2005. We were able to identify current employment for 80 of those 111. The work status of the others is not public on social media or the Internet, although there is evidence that many of them are employed in service-sector jobs (human relations, retail, management), working as freelance writers/editors, or are raising families.

*27 in higher education
*12 in print or digital journalism/editing
*10 in secondary education
*6 working for non-profit agencies
*5 working in public radio
*4 working in government/consulting positions (as scientists)
*3 making a living as fiction writers
*2 are arts administrators
*2 making a living as musicians
*2 are lawyers
*1 is a doctor, 1 a bookseller, 1 a librarian, 1 a baker, 1 a first responder, 1 a founder of a $1B wealth-management fund, 1 in outdoor recreation

Appendix 4

MFA Program Fill Rates

Course Enrollments

Row Labels	Count of Courses	Sum of Enrollments	Average of Enrollments	StdDevp of Enrollments
2018	**18**	**209**	**11.61**	**5.45**
Fall	8	96	12.00	5.10
Spring	10	113	11.30	5.69
2019	**21**	**239**	**11.38**	**4.69**
Fall	9	109	12.11	4.68
Spring	11	123	11.18	4.67
Summer	1	7	7.00	0.00
2020	**20**	**232**	**11.60**	**5.18**
Fall	8	102	12.75	6.08
Spring	11	124	11.27	4.24
Summer	1	6	6.00	0.00
2021	**10**	**103**	**10.30**	**4.03**
Fall	10	103	10.30	4.03
Grand Total	**69**	**783**	**11.35**	**4.97**

Class Fill Rates

Row Labels	Count of Classes	Sum of Enrollments	Sum of Capacity	Average of Fill Rates
2018	**18**	**220**	**258**	**83.3%**
Fall	8	96	114	80.6%
Spring	10	124	144	85.4%
2019	**21**	**239**	**303**	**76.6%**
Fall	9	109	131	80.3%
Spring	11	123	155	76.7%
Summer	1	7	17	41.2%
2020	**20**	**243**	**276**	**91.5%**
Fall	8	102	118	82.9%
Spring	11	135	143	102.4%
Summer	1	6	15	40.0%
2021	**10**	**108**	**132**	**82.3%**
Fall	10	108	132	82.3%
Grand Total	**69**	**810**	**969**	**83.5%**

Course Type

- IND
- INT
- **LEC**

StdDevp of Fill Rates	Fill Rate of All Classes
29.2%	**85.3%**
18.3%	84.2%
35.5%	86.1%
20.3%	**78.9%**
17.9%	83.2%
20.0%	79.4%
0.0%	41.2%
44.0%	**88.0%**
18.0%	86.4%
53.5%	94.4%
0.0%	40.0%
27.6%	**81.8%**
27.6%	81.8%
32.4%	**83.6%**

Appendix 5

Core Faculty "Grand Challenges" Research Pursuits

Andy Fitch:

As a creative-nonfiction author, and in pursuit of an increased digital, entrepreneurial, interdisciplinary, and inclusive research profile, I've developed a weekly column of digital dialogues with a broad range of globally prominent thinkers and leaders, for the well-regarded national publication the *Los Angeles Review of Books*. Since AY 2017, I have averaged publishing over 50 substantial pieces each year for this column.

In 2020, for example, I've published (or prepared for publication) long-form dialogues, addressing long-term policy concerns, with:

>--7 sitting US Senators: Michael Bennet, Sherrod Brown, Kirsten Gillibrand, Angus King, Chris Murphy, Jon Tester, and Sheldon Whitehouse

>--3 high-profile US House Representatives: David Cicilline, Pramila Jayapal, and Ilhan Omar

>--5 Nobel Prize-winning economists: Abhijit Banerjee and Esther Duflo, Angus Deaton, Paul Krugman, and Joseph Stiglitz

I have pursued grand-challenges investigations:

>--on Biodiversity and Earth Systems Change (with UN Sustainable Development Solutions Network director Jeffrey Sachs, and Oxford Future of Humanity Institute fellow Toby Ord)

>--on Energy Transition and Economic Diversification (with Vox founder Matt Yglesias and MIT/Saïd Business School fellow David Shrier)

>--on Health and Rural Issues (with former Surgeon General Vivek Murthy, and Verily Life Sciences president Vivian Lee)

>--on Public Trust in Research and Information (with prominent tech-platform critics Zephyr Teachout and Tim Wu)

>--on Quality of Democracy and Equality (with renowned legal theorists Cass Sunstein and Ganesh Sitaraman)

Alyson Hagy:

As the author of eight works of fiction (four novels, four story collections), my writing has long been focused on landscape, community, and the fragilities of rural economies. I established my career as a chronicler of culture, class, and stress in Virginia and North Carolina in books like *Hardware River* and *Graveyard of the Atlantic*. More recent work (*Snow, Ashes*; *Ghosts of Wyoming; Boleto*) has sought to give voice to the distinct, marginalized experiences of ranchers, veterans, oil field workers, healthcare workers, indigenous peoples, and young entrepreneurs who feel forced to leave the intermountain West because of limited opportunities. This work has been recognized by prizes from the High Plains Literary Awards, Mountains & Plains Booksellers Association, and *Best American Short Stories*.

My most recent project, which has been reshaped and delayed by the coronavirus pandemic, is a collaborative effort with colleagues from the American Heritage Center and the American Studies program to record the oral histories of citizens in Wyoming's oldest mining towns as the coal industry declines. My great uncles were coal miners in southwest Virginia. The opportunity to record the voices of Wyomingites as they narrate the past/present/future strikes me as both urgent and necessary. Our communities are shaped, and maintained, by collaborative storytelling. With support from the American Heritage Center and the School of Energy Resources, our plan was to host a summer field school in Kemmerer and Diamondville, Wyoming that could become the model for oral history projects across the state. Interviews would be transcribed, archived, then edited for public presentation and discussion. These communities will need to agree on the narrative of their futures or they will not thrive. In the meantime, my focus on "the power of narrative" has led to recent presentations for Chadron State University, Northwest (WY) College, and the Wyoming Trial Lawyers Association. How and why humans shape narrative remains a burning civic question as the 21st century becomes more global and more digitized. As travel and face-to-face encounters become possible again, I look forward to listening to and amplifying the voices of Wyomingites as they articulate their plans to live together and work together in their own powerful voices.

Harvey Hix:

I was a Co-PI on a $750K NSF grant in which Naomi Ward was the PI, and was an EOD Participant in the $20 million EPSCoR grant. My latest book is in the field of religious studies, I'm under contract for a book of literary criticism, I have curated an exhibition at the UW Art Museum, and my previous books have been in the fields of poetry and philosophy.

Jeff Lockwood:

Since AY 2016, I have given 97 presentations (55 invited) and 69 media interviews; consulted on 6 films and documentaries; and published 5 books, 6 book chapters, 20 essays, 8 short stories, 24 columns (*Psychology Today* and *UU World*), 29 popular articles (editorials, film reviews, etc.), 6 academic articles, and 1 opera libretto.

With regard to UW's Grand Challenges, in the field of BIODIVERSITY AND EARTH SYSTEMS CHANGE, I have published research concerning national park visitors' perceptions of bark beetle outbreaks, the extinction of the Rocky Mountain locust (including the libretto and production of an opera), why people dismiss the hazards of climate change, and the prevalence of entomophobia in the American public. With regard to ENERGY TRANSITION AND ECONOMIC DIVERSIFICATION, I have published works concerning corporate and political censorship of those speaking out regarding the environmental hazards of fossil fuels, and a critique of what is meant by "sustainability". In terms of PUBLIC TRUST IN RESEARCH AND INFORMATION, I am co-authoring a textbook (under contract with Wiley-Blackwell) on the philosophy of science, and I have published a paper concerning external influences on ecological theory. And with regard to QUALITY OF DEMOCRACY AND EQUALITY, I have published and spoken widely on how corporations collude with government to suppress free speech when dissent threatens the power and profits of business.

Kate Northrop:

As an environmental poet and educator, my work aligns with Grand Challenge, Biodiversity and Earth Systems Change. One example: my 2018 summer CW 2125 course (devoted to "looking, walking, listening" e.g. direct observation of and creative response to our communities here in Laramie) resulted in an invitation to participate, as the keynote speaker, at the annual eco-poetry conference at Southern Utah University. Fall 2019, I gave the keynote address/ poetry reading at "Ecopoetry and The Essay" conference at SUU and also facilitated a number of eco-poetry pedagogy workshops with secondary school teachers. As with my colleagues in Creative Writing, I am committed to offering interdisciplinary courses: this spring I will again teach an Honors Course rooted in Animal Studies, Philosophy and Creative Writing. As well, my published work (most recently, a poetry collection from C & R Press in 2017) draws from study of eco-feminism and "the west."

Appendix 6

The Case for Reinvestment

MFA Program Reinvestment: Building Out Digital Faculty While Expanding Student Diversity

Digital Writers In Residence:

Imagine the Creative Writing MFA taking its exemplary entrepreneurial program structure to the next level. Imagine us not just maintaining our current arrangement of 17 high-performing faculty funded through the salaries of 3.0 FTEs, but expanding to a structure of 30+ faculty (unrivaled, on a national basis, for their diversity, their transdiciplinarity, and their fusion of creative and professionalizing pedagogies), funded through salaries equivalent to just 4.0 total FTEs. With our current core/affiliate faculty structure, it's actually not hard to imagine an additional layer of strategic depth, and a core/affiliate/digital faculty structure. There's never been a better opening for such an efficient MFA-program structure than today, due to the COVID-compelled integration of digital communications into creative-writing pedagogies and public performances. And UW could make this trailblazing institutional leap by simply providing a modest, targeted, term-limited reinvestment.

Given the MFA program's proven successes (even while operating on 20% of our pre-2016 budget), given our initiative to build out a low-residency MFA, our expanding revenue-generating potential, and our low-cost/high-impact program structure, we merit a temporary $125 thousand reinvestment in our annual operating budget. This reinvestment need only occur between 2021 and 2025, and will serve as the bridge taking our program to its digital future. As of 2025, we ourselves should be able to generate much more than this amount in additional annual revenue. At that point, UW could cease providing these reinvestment funds. We would simply ask to keep an adequate percentage of program revenue to fund ongoing program operations on a self-sufficient basis. And we would continue to showcase precisely the types of thriving program innovation so vital to the long-term missions of A&S and UW.

In this interim (2021-2025) period, part of our effective transition to offering an all-online grad degree will involve building out digital elements of our current program. And here we see a cost-effective way to reinvent the traditional MFA-program feature of "writers in residence," as a new catalyst for enhanced entrepreneurial, inclusive, interdisciplinary, and digital program growth.

Temporary "Writers in residence" long have been staple components of strong MFA programs across the country. UW's MFA Program has consistently provided some of our university's most prestigious and most inclusive cultural programing, by hosting on campus world leaders in literature—many of them writers of color, including, Nobel laureate Wole Soyinka, and award-winners (for Pulitzer Prizes, National Book Awards, American Book Awards) such as Sherman Alexie, Sherwin Bitsui, Camille Dungy, Steven Dunn, Edward P. Jones, Bhanu Kapil, Rattawut Lapcharoensap, Dinaw Mengestu, Claudia Rankine, Salman Rushdie, and Luis Alberto Urrea.

But bringing renowned visiting writers to Laramie for extended stays inevitably brings disproportionate costs, given our comparatively remote campus location. Aside from the expenses and hassles of weather-interrupted travel (which we all know so well!), the duration of a writer-in-residence's stay in Laramie includes a significant amount of down time. High-quality visiting writers (who might live in a large city, with much more accessible campus opportunities) won't accept a residency on our relatively distant campus if that residency includes a busy, teaching-intensive assignment. In fact, part of what such writers in residence bring to an MFA program (and to the greater campus community) is a refreshingly non-academic sensibility, not wrapped up in day-to-day institutional affairs. Accordingly, much of what UW pays for with writers/artists in residence is simply for such individuals to get to Laramie, and then to stick around from one week's class to the next.

By contrast, assembling a highly diverse and transdisciplinary roster of 15-20 "digital faculty" (renowned writers, as well as a professionalizing cadre of agents, editors, and cultural organizers, all of whom are even less likely to come to campus) would offer a dramatically improved return on investment. Operating on non-benefited $5000 annual retainer fees, each digital-faculty member would play a distinct role in helping transition our program to a long-term digital future, and would present further one-of-a-kind opportunities for students—by allowing us to offer the best of Wyoming's location-specific advantages, alongside an even more demographically/professionally diverse creative and pedagogical experience. Each digital-faculty member would work closely with a select group of students, while also contributing (again, via digital technologies) classroom input for the whole program, and creative performances (and/or scholarly talks, and/or practical professional workshops) for the greater campus and state communities.

Along the way, building out program infrastructure to absorb these digital faculty would prove invaluable for designing, implementing, trouble-shooting, and fund-raising for our future low-residency MFA incorporating the world-class Neltje Center for Visual and Literary Arts as its philosophical (and at times physical) hub.

Expanding Student Diversity

Between 2021-2025, reinvestment funds not directed towards digital faculty will go to tapping our program's existing student diversity, to become even more inclusive. Gray's university assessments clarify how crucial current program/campus diversity is for encouraging ever-increasing inclusivity. We have a solid track record recruiting and training extremely talented (and extremely successful) URDM students. Particularly now, with a recent alum writer of color attaining global prominence, and often praising our program in her public engagements, reinvestment funds allowing us to provide GAs for two additional URDM students per year can further institutionalize this proven record of promoting inclusion, to the benefit of the entire campus community (each URDM GA, for instance, teaches 46 freshman per year in English 1010).

Long-Term Outcomes

If UW can invest in both our digital future and our present diversity, for just four years, we promise then to start picking up the tab, and no longer relying on reinvestment funds—while still letting the university (and A&S) take all the credit for our program's striking fulfillment of UW's four pillars.

UNIVERSITY OF WYOMING

College of Engineering and Applied Science

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December 4, 2020

TO: Anne Alexander, Interim Provost
SUBJ: Proposed COSC-ECE Merger

This report describes an investigation into the potential advantages and disadvantages of a proposed merger between the Computer Science Department and the Electrical and Computer Engineering Department in the College of Engineering and Applied Science. A summary follows below, with additional detail in the subsequent pages listing specific feedback from faculty members of the two departments.

After reviewing feedback from the faculty members and department heads of the two departments, reviewing models used at various other universities, and conferring with the college Director of Business Operations to identify any potential monetary savings, my conclusion is that ***a merger between the two departments in not recommended at this time***.

Both departments suffer from too few faculty members to reach "critical mass" in a variety of research and teaching areas. However, merging the two departments would not appear to alleviate this problem. The two departments have maintained regular communication over years and have done well at finding efficiencies with course offerings and administrative support. Research collaborations have occurred as mutual opportunities arose, and a merger likely would not increase such collaborations. Monetary savings appear to be essentially nonexistent, as the departments already share the single staff support person. Indeed, if the model used at a few universities, such as the University of Michigan, where an EECS Department has two divisions (a division of Electrical and Computer Engineering and a division of Computer Science) with two division chairs *and* a department head, a merger would end up costing more money than is currently expended for the two departments.

Therefore, I recommend that the proposed merger not be pursued at this time.

Respectfully submitted,

Cameron H. G. Wright, Ph.D., P.E.
Interim Dean and Professor

xc: Steven Barrett, AVP for Undergraduate Education
        James Ahern, AVP for Graduate Education
        Ruben Gamboa, COSC Dept Head
        John McInroy, ECE Dept Head

Perspectives of the Computer Science Department (COSC)

The COSC faculty discussed a possible merger at the faculty meeting on October 26, 2020, and subsequently via email among the faculty. The faculty was overwhelmingly opposed to the idea, though with varying degrees of opposition.

A senior faculty member reminisced about the time when he was interviewing for a job. He was offered a position at another institution that had recently undergone a similar merger, and he found the atmosphere to be so depressing that he turned the job down.

Other faculty members spoke of personal experience with similar issues at prior institutions, and all tales were cautionary ones. A recurring theme was problems with hiring and promotion decisions. This was especially delicate, since many faculty members perceive that Computer Science would be easy to overlook next to an Electrical and Computer Engineering department. The fear is that having "Engineering" in their program names would give EE and ECE the majority culture in a merged department.

More directly, the faculty was skeptical of any proposed savings. The two departments are already sharing the only staff member, so the savings are probably minimal.

From an emotional, as opposed to a rational perspective, a few faculty members expressed sadness that this coincides with the department's 50th anniversary. Some raised the issue as to whether this would affect fundraising.

Many made the point that the disciplines are sufficiently distinct that a merged department would feel artificial. Worse, it could sow the seeds for protracted infighting between different factions. In fact, some recounted memories of working on a divided departments and contrasted that with the more collegial atmosphere our department has today.

The merger was also discussed at the Advisory Board Meeting on November 30, 2020. The Board was unanimous in its opposition to the idea, mainly because it did not see any major positives from the merger, and only a small cost savings. The board did encourage the departments to pursue closer cooperation, in order to foster cross-disciplinary projects.

On a more positive note, some faculty did point out that research collaborations may be easier to establish if the faculty in the two departments were to spend more time together, so that is a plus for a merger. More generally, cooperation between the departments was seen as a definite plus. One area where that cooperation should begin is in the degree programs. It should be easier for students to switch between Computer Science and Computer Engineering, for example. Also, students in one discipline should be able to take technical electives from the other discipline for their degree. We plan to pursue such a collaboration in the future, regardless of the merger status.

Perspectives of the Electrical and Computer Engineering Department (ECE)

The ECE faculty and staff met the same week that the merger was first proposed. At that time, many points were made, and some items were identified which needed further study. Some further study has been done since then. A summary of the findings is given below.

Cost Savings:

- ECE and COSC already share the one and only office associate, so no savings there.
- There may be a slight savings because only one department head could handle both departments. But that head's research will plummet, so the savings are limited. Furthermore, the extremely broad range of fields across the two departments means that an Associate Department Head from the opposite department is needed, reducing the savings to nil.
- There are no courses that are redundantly taught by both departments. The two departments have a good relationship and have split the courses carefully, so no savings are expected in course offerings.
- ECE has lost several faculty over the past few years and the faculty are now spread extremely thin. Faculty cannot be reduced further without major impact.
- No cost savings are anticipated in the facilities, equipment, or laboratory space.

Potential Disadvantages of Merging:

- Most other universities have separate departments for ECE and COSC. Remaining separate departments allows us to more easily fit other University models and work more easily with those other Universities. A brief study of surrounding University models is in the Appendix.
- It makes our university seem very small to outside entities, as if we don't have enough students to justify separate ECE and COSC departments. For MIT and Berkeley this isn't a problem, but does pose a perception and public relations issue for UW.
- Degrees originating from just one department across this broad area are not the standard, and may put our graduates at a disadvantage when seeking employment or graduate school admittance.
- The hearts of the programs are completely different. The trainings between ECE Engineers and Computer Science degrees are very different.
- Mergers can have unintended consequences and be problematic.
    - At UW, plant science, animal science, and entomology were merged into one dept. They had infighting, tough situations with RTP, and tough situations with hiring.
    - At UW, Petroleum Engineering was combined with Chemical Engineering only to again split a few years later at great cost.
    - Montana State University merged COSC and ECE: it was the largest department at MSU, and then later split after finding the merger was a bad idea.
- Both departments have Computer in the name, but the disciplines are incredibly diverse. In fact, electrical engineering alone is incredibly broad. There are 36 sub-societies in the IEEE, of which only two have "Computer" in the title.

- Research collaboration w/ COSC has happened in the past, and has yield successful outcomes. However, if we start having issues within the merged department this could have a negative impact on these relationships we have built.   One example is provided by Dr. Diksha Shukla. She interviewed for a position in ECE but ended up in COSC thanks to the existing good relationship between the departments.
- Much of UW's COSC research is closer to the Math department than ECE
- RTP voting would be difficult. Is there a way to have the separate department personnel vote on only their half of the cases within the UW system?
- Significant time would be spent reinventing every department policy, etc.
- Combination of the department financial accounts would be problematic. For instance, thanks to a strong donor base and careful spending, ECE has substantial discretionary funds donated privately. These funds would need to be very carefully managed to make sure they were used to maximize the benefit to UW, Wyoming and as specified by the donors.

Potential Advantages of Merging:

After considerable discussion, none of the ECE faculty and staff had mentioned any advantages of merging, so John McInroy (ECE Head) encouraged them to name advantages. None were offered, so he offered the following potential advantages of merging:
- The department names are so similar that it is confusing for many people, so sometimes opportunities that should be jointly explored or even belong in the other department are missed.
- Sometimes we see new first year students who have an interest in computers so they sign up with ECE or sign up for COSC, and then halfway through their studies they realize they should be in the other department. Merging may help improve communication and ease degree changes for these students. ECE students have an easier time switching to a COSC degree, but COSC students have an issue going into ECE because the prerequisites don't match unless carefully chosen.
- Just having the personnel from both departments in both rooms, having joint seminars, and rubbing elbows may keep us more aware of our COSC colleagues. This may lead to improved research and curricula.

John McInroy then again encouraged the faculty and staff to think of advantages. None were offered.

Alternatives to Merging:
- Could we benefit from having more adjunct faculty b/w the departments? Perhaps have Dr. Diksha Shukla become an adjunct faculty member in ECE in addition to her COSC appointment?
- Host joint seminars and one joint meeting each semester across both departments aimed at increasing collaboration.
- Create some other administrative structure to facilitate collaboration. For example, create a "computing group" consisting of the faculty and staff working at the interface between ECE and COSC. Alternatively, both departments could be housed under the school of computing or another similar organization.

Recommendation from the ECE Head:

Several years ago I toured both Berkley and MIT's combined Electrical Engineering and Computer Science (EECS) departments. The departments are gigantic (at MIT, EECS comprises 40% of the total undergraduate enrollment!). These departments are stunning, and since that time I have been very intrigued with the possibilities of forming an EECS department at UW. I still think this is something that merits more serious consideration. However, I don't think it is something that should be rushed into, as there don't appear to be huge advantages that can't be gained other ways, and there are certainly disadvantages.

APPENDIX
A Brief Study of Surrounding University Models

As a supplement to the feedback on the proposed merger of the Electrical & Computer Engineering Department and the Computer Science Department. A survey was completed of Mountain West Conference Schools, and engineering schools in neighboring states.

- The survey of schools in the Mountain West Conference shows the following.
    - Not a single school in the conference has a combined Electrical Engineering and Computer Science Department.
    - 8 schools (Wyoming, Colorado State, Boise State, University of New Mexico, Fresno State, UNLV, San Diego State and Utah State) all have two departments: an Electrical & Computer Engineering Department and a separate Computer Science Department.
    - The Air Force Academy has two separate departments: Electrical & Computer Engineering Department and a separate Computer and Cyber Science Department.
    - University of Hawaii has two separate departments: Electrical Engineering Department and a separate Computer Science Department.
    - San Jose State has 3 separate departments: Electrical Engineering Department, Computer Engineering Department, and Computer Science Department.
    - University of Nevada Reno has 2 separate departments: Electrical & Bioengineering Department and a separate Computer Science Department.
- A survey of engineering universities in neighboring states shows the following:
    - Only one university (South Dakota State University) has a combined Department of Electrical Engineering and Computer Science.
    - University of Nebraska and the University of Idaho both have 2 separate departments: Department of Electrical & Computer Engineering and a separate Computer Science Department.
    - Montana State University and the University of Utah both have 2 separate departments: Department of Electrical & Computer Engineering and a separate School of Computing.
    - The University of Colorado has two separate Departments: Department of Electrical, Computer, and Energy Engineering and a separate Computer Science Department.

In total, of 18 universities surveyed, only one did not have separate departments. It was probably the smallest and least distinguished.

The Military Justice/Judge Advocate General program was a singular course taught at the Law School in the spring of 2019. The course & program have not been offered since the departure of the faculty member with the necessary expertise.   As part of the College of Law's budget reduction for FY21 onward, the college eliminated this faculty position.