

Reorganize College	Purpose and Direction	Proposed Title
College of Engineering and Applied Science (CEAS)	<p>This reorganization will result in a budget increase to the College Engineering and Physical Sciences (CEPS) which will aid in advancing the goal of the Tier 1 Engineering Initiative to elevate the college to national prominence in undergraduate education and selected areas of research, and to enhance economic development of Wyoming. The reorganization will make the College the University's hub for engineering and physical sciences, bolstering UW's core strengths in both areas by linking exploration of the natural world, from the deepest core of Earth to the farthest reaches of space, with the fundamentals of engineering in sciences, technology, manufacturing, and other industries. It will involve discontinuing some academic units and degree programs, developing new academic units and preserving/enhancing degree programs, and reorganizing and/or consolidating academic units within the College and from the College of Arts &amp; Sciences. Faculty from existing departments that are discontinued, reorganized, consolidated, or reduced and who are qualified and have discipline specific expertise will be considered for open and funded positions. As an outcome of the reorganization, students will be provided with cutting-edge curriculum and world-class research experiences that prepares them for the 21<sup>st</sup> century workforce.</p>	College of Engineering and Physical Sciences (CEPS)
College of Agriculture and Natural Resources (AGNR)	<p>This reorganization will result in a budget increase and more resources to the College of Agriculture and Life Sciences (CALS) to make it the hub for agriculture and life sciences at the University. This will better integrate and coordinate the college to other disciplines impactful to the people of Wyoming. This reorganization is designed to enhance outreach and extension to the state of Wyoming and strengthen the University's ability to carry out the land-grant mission. The reorganization will include discontinuing some degree programs, reorganizing and/or consolidating academic units within the College and from the College of Arts &amp; Sciences. Affected degree programs related to professions critical to the state of Wyoming will be preserved through reorganizations of other programs or colleges. Faculty from existing departments that are discontinued, reorganized, consolidated, or reduced and who are qualified and have discipline specific expertise will be considered for open and funded positions. As an outcome of the reorganization, students will be on the forefront of exploring innovative life science and agricultural research and technologies to tackle the agricultural challenges of tomorrow, from food security to invasive species. The citizens of Wyoming will benefit from their reorganization by connecting research and experiment stations with other research infrastructure, and more coordinated investment in extension and outreach.</p>	College of Agriculture and Life Sciences (CALS)
College of Arts and Sciences (A&S)	<p>The liberal arts are the core of a comprehensive university education that cultivates critical thinking and strong communication skills. This reorganization will make the College the University's hub for social sciences, humanities, and visual and performing arts, and is consistent with national trends in higher education. The reorganization will include reorganizing and consolidating academic units within the College. If academic units or degrees are discontinued, the University will continue to offer classes required by the Wyoming Constitution or state statute. Faculty from existing departments that are discontinued, reorganized, consolidated, or reduced and who are qualified and have discipline specific expertise will be considered for open and funded positions. As an outcome of the reorganization, the strong</p>	College of Social Sciences, Humanities and Arts (CSSHA)

	scholarly activity of the faculty of humanities, social sciences, and arts will be focused in a hub of excellence, and students will have access to a focused, excellent liberal arts education that is fundamental to a university experience.	
College of Education (EDUC)	This reorganization will strengthen the mission of the College and the Trustees Education Initiative to ensure that the state of Wyoming has vibrant, innovative teachers for early childhood programs and its K-12 system, and compassionate, creative, and skilled school counselors. This reorganization may include a relocation of the Science and Mathematics Teaching Center to the College of Education. Faculty from existing programs that are discontinued, reorganized, consolidated, or reduced and who are qualified and have discipline-specific expertise will be considered for open and funded positions.	N/A
College of Business	The Department of Agricultural & Applied Economics will be consolidated with the Department of Economics in the College of Business. The B.S. in Agricultural Business and the MS in Agricultural & Applied Economics will be retained. Combining these two quality programs will provide synergism in teaching, research, and engagement with the community and stake stakeholders.	College of Business and Economics

Working Document

Affected College	Reorganize or Consolidate Academic Units	Discontinue Academic Departments	Discontinue Degree Program	Create New Academic Units, Preserve Degrees	Relocate and/or Reduction in Academic Unit (with budget reduction)	Rationale
CEPS		Computer Sciences (CS)		New academic unit in CEPS + preserve CS degrees with revised curriculum to address computing and technology innovations; open positions for faculty from any department with qualifications and discipline-specific expertise to deliver new curriculum.		Low scholarly productivity and external funding per faculty member
CEPS		Electrical & Computer Engineering (ECE)		New academic unit in CEPS + preserve ECE degrees with revised curriculum to address computing and technology innovations; open positions for faculty from any department with qualifications and discipline-specific expertise to deliver new curriculum.		Low scholarly productivity and external funding per faculty member
CEPS	Chemistry – move to CEPS; reorganize to preserve ChemE and Chemistry degrees; revise curriculum to incorporate innovations in chemical engineering.	Chemical Engineering (ChemE)		New academic unit in CEPS + preserve Chemistry and ChemE degrees with revised curriculum to incorporate innovations in chemical engineering; open positions for faculty with qualifications and		Low scholarly productivity and external funding per faculty member  High cost per SCH instruction

				discipline-specific expertise to deliver new curriculum.		
CEPS	Reduction in Geology-Geophysics and reorganization of Petroleum Engineering to include geological sciences and preserve Geology/Geophysics/Geography degrees; revise curriculum to incorporate innovations in geological sciences.			New academic unit in CEPS + preserve Petroleum Engineering, Geology, Geophysics, and Geography degrees with revised curriculum to incorporate innovations in geological sciences.		Better alignment across two strong departments. Faculty reductions to reflect appropriate student: faculty ratio.
CEPS	Consolidate Physics, Astronomy and Atmospheric Sciences					Better alignment across two strong departments. Graduate-only program (Atmospheric Sciences) consolidated with comprehensive department.
CEPS					Relocate Math/Statistics to CEPS	Better alignment with proposed new college structure

College	Reorganize or Consolidate Academic Units	Discontinue Academic Departments	Discontinue Degree Program	Create New Academic Units, Preserve Degrees	Relocation of Academic Unit (with budget reduction)	Rationale
CALS				All combined life sciences departments reorganize into three academic units	Relocate Botany to AGNS	Better alignment with proposed new college structure
CALS				All combined life sciences departments reorganize into three academic units	Relocate Zoology/Physiology to AGNS	Better alignment with proposed new college structure
CALS				All combined life sciences departments reorganize into three academic units	Relocate Life Sciences Program to AGNS	Better alignment with proposed new college structure
HS	Reorganize Division of Kinesiology and Health to revise BS/MS programs/degrees to include Nutrition; open positions for faculty with qualifications and discipline specific expertise to deliver new curriculum				Reduction in Family and Consumer Sciences (FCSC)	Better alignment with proposed new college structure
BUS	Move AGECE to College of Business; Consolidate ECON/AGECE, consider alternative name for college in light of change. B.S. in Agricultural Business, M.S. in Agricultural Economics preserved					Better alignment across two strong departments
CSSHA	Move AG Communications degree to COJO					Better alignment with new proposed college structure
EDUC	Reorganize College of Education to expand Early					Better alignment with new college structure

	Childhood Education and to administer the Early Care and Education Center					
EDUC	Reorganize the College of Education	School of Counseling, Leadership, Advocacy and Design				Declining and chronically low enrollment in several degree programs.  Tighter focus on teacher education

Working Document

	Reorganize or Consolidate Academic Units	Discontinue Academic Departments	Discontinue Degree Program	Create New Academic Units, Preserve Degrees	Reduction in Academic Unit (with budget reduction)	Rationale
CSSHA					Reduce Philosophy & Religious Studies budget.	Low enrollments in undergraduate and graduate majors.
CSSHA	Rename and reorganize Visual and Literary Arts to Visual and Performing Arts Consolidate Art/Art History, Theater & Dance, and Music into Visual and Performing Arts					Better alignment with new proposed college structure. Alignment of Arts and efficiency of consolidated programs.
CSSHA	Reorganize English to include Creative Writing					Better alignment with new proposed college structure. Alignment of English and Creative Writing as is typical of research universities.
CSSHA	Reorganize SCGSJ to include American Studies  Consolidate majors to one major with concentrations					Better alignment with new proposed college structure. American Studies addresses issues/disciplines that are fundamental to scholarly programs related to culture, gender, and social justice.
CSSHA			BA German			Low enrollments
CSSHA			BA French			Low enrollments
CSSHA			MA Sociology			Has been on suspended admissions since 2017
CSSHA			MA Philosophy			Low Enrollments
CSSHA			MA Political Science			Low enrollments
CSSHA			MA International Studies			Low enrollments
CEPS			MS Architectural Engineering			Low enrollments

EDUC			BA in Secondary Education, Spanish/French/German Language Education			Low enrollments
CALS	MS in Food Science & Human Nutrition. Restructure as Life Sciences move together					Better align with new structures
CALS	PhD Animal and Vet Science Restructure as Life Sciences move together					Better align with new structures
CALS			M.S. and PhD Entomology			Low enrollments
CALS			MS Family & Consumer Sciences			Low enrollments
BUS			MBA Finance			Low enrollments
BUS			MBA Energy			Low enrollments
CEPS			PhD Statistics			Has been on suspended admissions since 2017. Restructure program into modern Statistics & Data Science degree
Cross-college	PhD Neurosciences - Restructure as reorganizations occur					Better align with new structures to enhance enrollment and competitiveness
Cross-college	PhD Biomedical Sciences- Restructure as Life Sciences move together					Better align with new structures to enhance enrollment and competitiveness
Cross-college	PhD Hydrologic Science Restructure as Life Sciences move together					Better align with new structures to enhance enrollment and competitiveness

Note: Academic units not listed here may receive a 3.0% budget reduction.

Recommendations informed by the following data sources and analyses:



1. Strategic Program Review committee's rankings
2. Faculty research productivity, informed by research expenditures, annual faculty research activity, and Academic Analytics Scholarship Rating Index (SRI).
3. Gray Associates Program Evaluation System platform (PEP): This platform takes data from Burning Glass, Google Analytics, NSDC, and BLS jobs, wages, and employment projections to construct a custom scoring based on user-defined geographic area (Casper 60-mile radius, Laramie 360 mile radius, national, etc.). The PES generates scores showing competitive thickness/thinness of market, student demand, and employer demand. This analysis used national market and focused on Bachelor's degrees and above demand.
4. Gray Associates Program Economics Platform system (PES): Undergraduate instructional economics, graduate instructional economics, and departmental instructional economics.
5. Enrollment Rx: 4-yr UG program confirmed enrollment trends.
6. Student Credit Hours and instructional cost per credit hour
7. Number of majors, masters students, and Ph.D. students enrolled over 5 years, graduation rates; and time to degree
8. Annualized department annual giving and donor density

Working Document