

 UNIVERSITY OF WYOMING



College of Agriculture
ACADEMIC PLAN III

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The mission of The College of Agriculture at the University of Wyoming is to be the proactive leader in education and scholarship to cultivate healthy, sustainable systems for Wyoming's agriculture, environment and natural resources, and rural communities. Our vision is to serve people through the application of the land grant principles of learning, engagement, and discovery.

This academic plan responds to the UW College of Agriculture "APIII issues" and the University of Wyoming Office of Academic Affairs in the document, *Creation of the Future 3* (http://uwadmnweb.uwyo.edu/acadaffairs/univ_plan/creation_of_the_future_3.pdf). It is linked to the University of Wyoming's Academic Plan 3, located at: http://uwadmnweb.uwyo.edu/acadaffairs/univ_plan/up3.pdf. Input was solicited from the public via listening sessions held around the state. Action items were identified also through discussions with the College of Agriculture's Leadership team and faculty. Each department and program has developed its academic plan which can be found on the College of Agriculture's website.

Significant issues identified in public visioning sessions for the previous academic plan still resonate. They include the importance of (a) environment, and improved public understanding of agriculture, private and public land issues; (b) forage-based livestock systems, and healthy livestock and wildlife; (c) the family farm/ranch (youth development and young people in agriculture); (d) vibrant small communities, community leadership and information basis for decision-making; (e) profitability of agriculture and economic diversity including niches and value-added products; (f) agriculture, multiple use, and the endangered species act; (g) water quality and availability; (h) reclamation of disturbed lands and waters; and (i) involvement of local citizens and agriculture in community and state decision making processes.

Fundamental needs for this college were also identified and include (i) developing a culture of lifelong learning and leadership in our students, (ii) providing sound fundamental and applied research as a foundation for our other endeavors, (iii) identification of unbiased, research-based solutions to problems, (iv) reaching out and engaging Wyoming's people, (v) providing for faculty success, and (vi) addressing significant issues facing the people of Wyoming in agriculture, renewable natural resources, and rural communities.

The college has made significant progress from Academic Plan II found at http://www.uwyo.edu/AgCollege/Strategic_Issues_files/AgAcademicPlanII.htm.

Our Academic Plan II focused on teaching and learning, engagement, research, and resource allocation. A short summary of this progress follows:

Teaching and Learning: Assessment was integral to the last plan. Departments and programs that support undergraduate and graduate education have developed and continue to refine assessment plans. Inquiry based learning, such as undergraduate research projects are supported. Interdisciplinary undergraduate programs in agroecology, biology, and microbiology are in place. Interdisciplinary graduate programs in Molecular and Cellular Life Sciences and Ecology were developed. The college is integrating and teaching courses with the Haub School and Ruckleshaus Institute of Environment and Natural Resources. The Department of Agricultural and Applied Economics is working with the College of Business to cross-list mutually beneficial service courses. The department of Family and Consumer Sciences has developed an excellent collaboration with the College of Education in the field of pre-school development and education. The newly developed Bachelor of Applied Science (BAS) Program has been established and attracted 22 majors within the first year. College faculty members are lead participants in teaching the WWAMI medical students, helping educate the next generation of physicians in the state. This college has taken an active role campus-wide in evaluating and rewarding teaching performance. To the extent possible, lifelong learning habits and leadership skills are being presented in University Studies Program (general education) courses offered through this college. The relevance of our college degree offerings is evidenced by a continued steady increase in undergraduate enrollments. A book on teaching and learning in this college was published in 2008, providing a voice for faculty across disciplines showcasing our teaching philosophies and experiences.

Engagement: The College has engaged a variety of partners and collaborators in accomplishing a number of outreach tasks. Communications from the college have been enhanced. We send out a general college newsletter quarterly. In addition we publish our research and extension progress in *Reflections* and *Extension Connections* magazines. The College has columns in the *Cow Country* magazine and is present as a guest at the *Wyoming Livestock Roundup*. Less formally, we meet regularly with constituents at various gatherings, including the annual meeting of the Wyoming County Commissioners. The Cooperative Extension Service Strategic Plan has been implemented. Five state-wide initiatives are progressing, providing education across county lines. Educators are developing specialty expertise that can be shared with others statewide. The community development group has developed leadership training for communities. A board training handbook has been developed to help educate and guide local decision-making boards. The small acreage program has been developed to help educate the public about land stewardship, especially those with small parcels of land. The extension service has also moved to assist communities impacted by energy development by collaborating with local government and business entities to place community development specialists in Sublette and Sweetwater Counties. The college has led the formation of a campus specialists list available internally to educators, to help clients get in touch with expertise university-wide, not just in the college. The Wyoming State Veterinary Laboratory has completed a rigorous accreditation cycle and provides exemplary service for animal health interests. The Centsible Nutrition, AgriAbility, and WIN Wyoming programs have connections throughout the state. The college has also done research and outreach to assess the local fiscal costs of growth in the rural areas of the state.

Research: The College of Agriculture developed and dedicated the James C. Hageman Sustainable Agriculture Research and Extension Center (SAREC). This state-of-the-art facility will be completed within the next 18 months. This will complete a 4-phase build out for this new center. College assets in Laramie were combined into the Laramie Research and Extension Center which is now part of the Agricultural Experiment Station. The internal experiment station grants program focuses on encouraging our newest faculty into collaborative relationships to investigate issues important in Wyoming. The College of Agriculture continues to lead the University of Wyoming, on a per-faculty-member basis, in attracting resources to fund our research. The college's substantial expertise in arid land restoration and reclamation was consolidated into the new, Wyoming Restoration, Reclamation Ecology Center, housed in the College of Agriculture's Renewable Resources Department.

Resource Allocation: The college completed a comprehensive review of space allocation. Many smaller classrooms have been renovated. Larger classrooms are now near the top of the University of Wyoming's list of classrooms needing attention. Two of the largest lecture rooms in the agriculture building have been renovated. The allocation of graduate assistants to departments and programs is based on a performance rubric designed to maximize leverage for those who bring graduate students to the program via outside funding. Resources were attracted to help bolster service positions in the Wyoming State Veterinary Laboratory, agronomy extension in the Big Horn Basin, and the build-out at our new SAREC. New faculty lines resulting from this effort include a new animal disease specialist at the Wyoming State Veterinary Laboratory, and an economist and second livestock extension specialist to be housed at SAREC. Involvement of additional faculty expertise from Renewable Resources and Agricultural and Applied Economics now promotes scientific and economic analysis as part of projects targeting energy, land, water, wildlife, and agricultural issues.

Topics addressed in this Academic Plan III pay attention to the 5 motifs suggested in *Creation of the Future 3*. Thus, the plan will address i) building depth versus adding breadth, ii) reinforcing areas of distinction, iii) promoting access to higher education, iv) fostering excellence, and v) cultivating leadership. Resource allocation and a list of specific new initiatives follow.

Depth vs. Breadth

The College of Agriculture has a broad number of programs. However, as one constituent put it, "the College of Agriculture is, and should be, the 'green college' on campus". We are challenged to bring our many parts together to address issues facing the people of Wyoming related to the renewable natural resources.

***Action Item 1 (College of Agriculture and Natural Resources):** The Dean will submit a name change for the college to include, "College of Agriculture and Natural Resources" to the faculty. If approved by the faculty, that name change will be submitted to the University of Wyoming administration for approval. The purpose of this name change is threefold: (1) to recognize and solidify the long-standing contributions that the College of Agriculture has made to teaching and research related to natural resources, (2) to emphasize the historic links between the agriculture industry and natural resource issues in the Rocky Mountain west, and (3) to promote greater cross-college collaboration involving College of Agriculture faculty members and faculty members in other colleges with significant scholarly contributions to natural resources.*

Action Item 2 (Continuous improvement of college correspondence): *The college public relations and development office, with the Director of Agricultural Communications will lead a review of all of the college's major publications, including, "AgNews", "Reflections", "Barnyards & Backyards", WEB sites and other electronic communications at all levels within the college, and others for optimal style, content, and targeted audiences. Further, advertising and other recruiting materials will be updated, including written and electronic media.*

Areas of Distinction

This college has, and will continue to focus on the environment and natural resources, applied life sciences, and professions critical to meet the needs of the people in the state. A partial list of areas to maintain or develop include water quantity and quality, air quality, restoration and reclamation of disturbed arid lands, invasive weeds and other pests, small acreages, diseases common to wildlife and domestic animals, sustainable agricultural practices, community and regional planning and development, rural community leadership, economic based decision making for small businesses and small rural communities, nutrition and health of families and animals, youth development, biological materials such as spider-silk, and developing the life-sciences needed to address these issues.

With the listed areas as the basis for college programs, one new area to address is the role of this college as a leader in scholarship related to renewable natural resources in the energy programs of the state and university. This college already has considerable interest in energy-related areas such as water, rural community and environmental-human-animal impacts of energy development, risk management, and how to restore disturbed arid lands. These are all areas that relate to our federal mandate and are on the minds of the people of the state. While it is understood that the college cannot be everything to everybody, we can address many of these areas within our mission of learning, discovery, and engagement.

Action Item 3 (Energy programming): *College units, led by the Dean, will work with partners in the Haub School and Ruckleshaus Institute of Environment and Natural Resources and the School of Energy Resources, to develop teaching, research, and extension programs in restoration and reclamation ecology, microbiologic techniques related to energy development; and extension with applied research/demonstration projects related to wind and solar energy, green design, energy efficiency, communities impacted by energy development, and the economic aspects of advanced fossil fuel topics such as coal to liquids and clean coal technology.*

Action Item 4 (Wyoming Restoration Reclamation Center; WRRC funding): *The Dean and the Director of the WRRC will work with partners in the state and private industry to develop an endowment to support the activities of the WRRC.*

Action Item 5 (Community development and planning): *The Extension service, lead by the Director and the Dean, will work with private industry, state, and community partners to identify funding and support for additional community planning and development personnel to place in impacted communities. The college will work with UW administration to recruit and hire a Wyoming Excellence Chair in Community development and planning.*

Action Item 6 (Support "Wyoming Tomorrow: Building the Wyoming we Want"): *The Dean will work with partners in the state and private sector to identify funding*

for an Excellence Endowment to bring expertise to the campus and state to stimulate discussion and educate about subjects related to community development, land use and management, wildlife and livestock interactions, and other topics related to the governor's initiative to "Wyoming Tomorrow: Building the Wyoming we Want".

Access

The College of Agriculture, being an externally focused and engaged part of the land grant university, has a mandate to ensure that those who desire higher learning have access to UW programs.

Part of access is being attentive to diversity issues such as improving international opportunities for faculty and students, within and outside the college.

Action Item 7 (Support internationalization): *The college dean will identify and confirm a lead advisor(s) in the college to advocate for international experiences through student and faculty advising processes. The Dean will work with faculty members and campus collaborators to identify international partners. The Dean will support fundraising efforts in collaboration with the International Studies Program Director and Head of the Department of Agricultural and Applied Economics to seek funding to endow a chair in international natural resources.*

At the undergraduate level, high school graduation numbers are falling in the region.

Action Item 8 (Develop a comprehensive marketing plan): *The Associate Deans of Research, Extension, and Academic and Student Programs, in consultation and coordination with the College Advisory Board's marketing committee, will develop a comprehensive marketing plan for the college. Special programs to improve our technological presence (WEB at all levels, iPod, Facebook), state contacts (guidance counselors, Extension Educators, teachers (CEU's) and 'Ag in the Classroom), and use of FIGS should all be investigated.*

Action Item 9 (Position the Extension Service): *The Director of the Extension Service will position the Extension service to better brand the programs and help the public identify the niche's served. The Extension Service will explore changing its name from the Cooperative Extension Service to the Extension Service.*

Access to higher education is a critical piece to the state's sustainability. One way the college can contribute to that is through sponsorship of the Bachelor's of Applied Sciences degree (BAS). The BAS allows students with an AAS Degree from a Wyoming community college and a minimum of two years of work experience to return to the university, by distance, to obtain a bachelor's degree that carries with it a variety of life-learning, leadership, and management skills. The BAS degree must be rigorous in order to maintain the credibility of all of our other programs.

Action Item 10 (Support the Bachelor's of Applied Science Program): *Further growth is anticipated for the BAS program. The BAS program director and the Associate Dean for Academic and Student Programs, in consultation with the Vice President for Outreach, will develop a proposal to financially support the BAS program.*

Our graduate programs need attention (see "Excellence" below). Attracting quality graduate students is currently very competitive. We need to be certain that the number of GA

stipends available, the amount of the stipends, interdisciplinary training, and program depth support our efforts to attract quality graduate students.

***Action Item 11 (Increase numbers and quality of graduate students):** The college administration will support campus initiatives to increase the numbers of GA's on campus from all sources of funding. As part of that initiative, the administration will work with faculty to increase support for graduate assistants in grant-writing efforts. Departments will be asked to identify specific graduate student enrollment targets. The Dean will develop private funding for graduate student fellowships. An emphasis will be placed on PhD student production and recruiting techniques.*

Access to college research, extension, and programs involves everyone in the college. The college has begun to develop the concept of learning centers in communities, housing multiple UW units to help people find and access our programs. Research and Extension Centers are a wonderful asset for the college and university, and an added point of access.

***Action Item 12 (Learning centers):** Led by the Director of the Extension Service, the college will lead, or participate in, discussions leading to the establishment of learning centers and other centralized UW facilities in the state. The initial focus will be on partnerships developing in the Gillette and Cheyenne areas.*

Excellence

A recent National Academy of Science meeting on agricultural education addressed society's need for an educated workforce. Attributes for college graduates identified in that symposium include development of an open mind for lifelong learning and adaptability, outstanding interpersonal awareness and communication (including language), conflict resolution skills, and leadership skills. Leadership development is mentioned below. Progress has already been made in several areas in our curriculum. For example, the agroecology major has a small core of classes, and then a large body of coursework from which students can design their own program. Many students work closely with partners in the Haub School of Environment and Natural Resources.

***Action Item 13 (Curriculum):** The Associate Dean for Academic and Student programs will chair a review of the entire college curriculum to ensure that leadership and lifelong learning are a part of that curriculum. The curriculum will also be assessed at both the departmental and college level to determine whether conservation, energy, and locally sustainable food production have a place. More in-depth links with partners such as the Haub School of Environment and Natural Resources will be explored.*

***Action Item 14 (Capstones):** The Associate Dean for Academic and Student programs will foster the development of innovative and integrative capstone experiences for students across the curriculum. The opportunity to share programs across disciplines and in the college's role with large UW cross-college programs will be encouraged.*

***Action Item 15 (Internships, externships, and other off campus experiences):** The Associate Dean for Academic and Student Programs, with assistance from the College of Agriculture Advisory Board, will develop a coordinated plan to provide relevant intern and extern experiences for students. This program will need to focus on increasing participation among students and providing a wide variety of opportunities for programs.*

Action Item 16 (Sharing and delivery of courses/curricula across the land grant system): The Associate Dean for Academic and Student Programs will explore opportunities to participate and lead the college in joining the AG*IDEA network. This will provide a wider variety of course opportunities for our students and curricula.

Action Item 17 (Expanding opportunities in Agroecology): The Heads of the Departments of Plant Sciences and Renewable Resources, in coordination with the Associate Dean for Academic and Student Programs will invite others on campus interested in plant biology to participate in this interdisciplinary major. Opportunities exist for the Agroecology rubric to extend to some faculty members in programs such as the Botany Department. The horticulture option within Agroecology will be expanded to include teaching a third year of upper division courses at the Sheridan R&E Center in collaboration with the Outreach School and Sheridan College when staffing is implemented.

The focus of graduate education should be on creating new opportunities for students to meet modern needs and opportunities. In creating something new, graduate education not only needs to be encouraged in the college, but also should be made more interdisciplinary. The last academic plan suggested that graduate programs should be reviewed and either strengthened, merged with others, or sunsetted. That did not happen, but needs to take place. Outstanding new faculty members have been hired into programs that have not traditionally had access to a PhD program. Given the college's need to focus on the natural resources, perhaps this should be an internal process.

Action Item 18 (Graduate programs): The Associate Dean and Director of the Agriculture Experiment Station and Academic and Student Programs will, in coordination with the graduate school, review all graduate programs in the college. Overall MS and PhD enrollments, student demand, PhD production, funding history, curriculum, outcomes, and potential for merger or other interdisciplinary focus will be assessment criteria. Faculty access to PhD programs will be considered. The Associate Dean and Directors will recommend sunseting or merger of programs that are deemed to be underperforming.

Action Item 19 (Interdisciplinary graduate degree in Agroecology): The Department of Plant Sciences will move its graduate MS and PhD programs to an Agroecology focus and name. The Department of Botany will be invited to explore offering this degree related to plant biology jointly with the Department of Plant Sciences.

Action Item 20 (PhD program access): The Dean, and college departments, will identify, and follow up on where appropriate, opportunities to obtain access to PhD programs for interested members of the faculty. This potentially could include sharing programs with partners in business, pharmacology, ENR, botany, molecular biology, law, or zoology.

Development of an organism-level, integrated PhD program in the life sciences will be supported as an avenue for PhD education. Support for that biomedical sciences program will focus on the concept of "one health" **on a campus-wide basis as well as in seeking partners externally.** The "one health" initiative is a growing notion that the health of the environment, animals, and humans are inextricably related, a concept that can foster important collaboration in extension, service, research and teaching.

The dean will collaborate with others on campus to assess the viability of developing an interdisciplinary cross-college PhD program in water resources.

The Agricultural and Applied Economics faculty is asked to assess options for developing joint PhD degrees with other appropriate units in order to allow the faculty who so desire an opportunity to mentor PhD students. Units on campus that should be consulted include the College of Business, and the Haub School of Environment and Natural Resources.

The Agricultural and Applied Economics faculty will assess the viability of a possible agricultural and natural resource track to an MBA.

The extension service has developed its new area team model. Many areas of depth named above involve extension. Extension will review its initiatives to be sure programs are on target. Programs such as the small acreage program are strong and can grow. The program in community planning and development has a long, positive history. New topics are appearing in terms of energy impacted communities and the need for general rural planning. Renewable energy programming is being encouraged by federal partners as well as state needs. Links with others on campus with service connections have been identified via an internal internet site developed by CES.

***Action Item 21 (Extension Service partnerships and flexibility):** The University of Wyoming Extension Service Director will identify and link with partners on and off campus to address emerging needs related to renewable energy development, reclamation of disturbed lands, and community planning and development. The extension initiative teams will be organized to allow more flexibility in meeting needs identified within the state and their mission areas.*

Likewise our research programs closely follow areas of excellence. We need to identify gaps in our faculty research programs and expertise. Specifically we will ensure we are bringing all we can to water issues, energy (especially renewable wind and solar, efficiency, and restoration ecology), community planning, animal diseases, and other emerging areas. The college is challenged to continue building on its excellent record of attracting outside funding and collaboration to address issues important to natural resources and the life sciences. The Agricultural Experiment Station has identified niches for its 4 centers and other assets used for applied research.

***Action Item 22 (Address research issues relevant to the state):** The Dean and the Director of the Agricultural Experiment Station will identify and implement programs that will attract more faculty from across the college and university to use the Colleges Research and Extension Centers.*

***Action Item 23 (Funds for applied research):** The Dean, college leadership team, and faculty will work to attract funds from a variety of state, private and federal sources to support applied research about problems important to the State of Wyoming. Endowment funding for the "Wyoming is our Laboratory" fund will be emphasized.*

***Action Item 24 (Research infrastructure):** The Associate Dean and Director of the Agricultural Experiment Station and Department Heads will work with the Research Office to identify and manage issues related employees paid off of grants and other Section II funds, and to work on funding the maintenance of support equipment and infrastructure that is shared among multiple researchers in the college and across campus.*

***Action Item 25 (Wildlife-Livestock Disease research):** The Dean will work with the microbiology program and departments of Molecular Biology and Veterinary Sciences to develop a proposal to fund additional faculty members to help lead research about animal diseases that affect wildlife and livestock and that contribute to the “one health” initiative. Examples of diseases that are of current concern include brucellosis, chronic wasting disease, sheep pneumonia, plague, and rabbit fever. These programs will be encouraged to develop a dialogue about the best ways to organize the programs to address the “one health” approach to teaching, basic and applied research, clinical service, and extension related to these diseases important to wildlife, livestock, and/or humans.*

Excellence in the college starts and ends with an outstanding faculty and staff. We must be sure our departments are adequately led and organized to support faculty.

The college will review if it is structured to adequately address the natural resource issues raised. The alignment of our programs in plant biology and ecology campus wide should be discussed. Is there a better way to align faculty than currently done? It has been suggested that two departments, one focused on intensive management of plants and insects and the other on extensive, ecological issues may make more sense.

***Action Item 26 (Plant biology and ecology reorientation):** The Departments of Renewable Resources and Plant Sciences will engage in a strategic planning process to determine whether the programs can be reoriented more toward one interested in extensive land management and the other in more intensive land and plant processes. Others on campus, including faculty members in programs related to ecology, botany, and wildlife biology should be engaged in the process and invited to participate or join. If programs are interested in realignment and inclusion of others, items that might introduce and interest faculty in the concept should be suggested and implemented where possible. The faculty of existing programs would be encouraged to explore in which programs they might best fit (e.g. entomology).*

Leadership

Leadership development is important at all levels. This would include leadership development for students, the people of the state, faculty, and staff. The extension service has developed leadership development programs in many communities of the state. Board leadership training is also being made available to citizens serving on county and municipal government boards.

***Action Item 27 (Leadership development programs):** The Director of the Extension Service will determine if resources exist to expand community leadership programs more widely within Wyoming. These programs will continue to be designed to articulate properly with statewide leadership programs such as Leadership Wyoming.*

Development of leadership in our students is an important task. The College of Agriculture will need to identify new approaches to the curriculum as mentioned above that will help with leadership development. The student farm on campus is an excellent example of how students can take leadership roles and develop something of value for the entire community as well as their own benefit. It is hoped this program might grow and involve more people in sustainable agricultural practice. Service learning opportunities might be found in topics like community planning, nutrition, and perhaps in other areas. Undergraduate research experiences help develop students. The Wyoming State Veterinary Laboratory provides paid

learning work activities that involve a lot of responsibility. Other service units might also be able to do more with students. A great way to expand student experience in leadership is the internship.

***Action Item 28 (Leadership development for students):** The Dean, Associate Dean for Academic and Student Programs, Department Heads, and faculty will nurture and expand leadership and related personal growth and expansion opportunities for students. These may be related to service learning, mandatory internships, special courses, projects on and off campus such as the student “ACRES” farm, undergraduate research projects, work-learning programs, and other opportunities to help students grow leadership and interpersonal skills.*

Faculty and staff development cannot be ignored. Programs are available to faculty and department heads such as the USDA administrative development program for promising young faculty, opportunities to fund department head development, and professional experiences such as international programs.

***Action Item 29 (Faculty development):** The Dean and Associate Deans will expand current efforts (such increasing participation in the national “LEAD21” program), and where possible, identify new opportunities for the development of leadership among the faculty.*

***Action Item 30 (Faculty communication):** The Dean will meet regularly with faculty departments at least once during each semester. The Dean will also send a periodic newsletter on recent administrative activities to all college employees. Other methods of increasing communication with the faculty will also be explored.*

***Action Item 31 (Staff input and development):** The Agricultural Business Office Director, with support from the Dean, will reinstate annual staff development programs. The Dean will explore, and implement, a more formal method of getting input from staff members.*

Resource and Administrative

The college will need outside help as it seeks to expand opportunities for students, faculty, and acquisition of resources. To that end, the college’s board of advisors is being revamped. Three subcommittees have been created to deal with college fund raising and development, marketing and public relations (includes recruitment), and student placement including internships. This model will need to be rolled out, refined, and activated. Active membership and leadership on this board must be fostered.

***Action Item 32 (Agricultural Advisory Board):** The Dean will revise the membership and leadership on the College of Agriculture Advisory board to emphasize active participation and leadership. The Board’s new committee structure will be further developed and encouraged to become more active.*

The college has reviewed the allocation of space and support budgets. GA allocations are now made by rubric that favors grant-funded GA generation. However, that program remains cumbersome and not well understood. The GA allocation rubric needs to be reviewed. Further, consolidation of Laramie research assets will need to be completed. Allocation of staff needs to be reviewed. This is a sensitive issue and will need a considered

approach. The college will need to explore how the dean reallocates open positions during the next planning cycle. Can this be done in such a manner that extra dollars can be captured from open positions being hired at an entry level to create new staff positions?

Action Item 33 (Resource allocation): *The Dean will continuously review and revise the methods and rubrics used to allocate resources within the college. During this planning period, the allocation of staff positions will be specifically targeted for review and possible revision. Support budgets will also continue to demand attention.*

The college has inadequate facilities for some programs. The state is demanding more diagnostics and research regarding diseases common to humans and animals. These diseases include brucellosis, plague, anthrax, and rabbit fever among others. Unfortunately, the federal government regulations have made it very difficult to address these issues without adequate, approved space. Building or adding adequate Biosafety Level III space to the veterinary facility is a high priority.

Action Item 34 (Biosafety Level 3 facility): *The Dean, and the Director of the Wyoming State Veterinary Laboratory will work with university and state officials to secure funding for, and build, an addition to the current State Veterinary Laboratory that will add Biosafety Level 3 necropsy, bench, and small animal housing space; and remodel the current laboratory spaces to assure containment of potential pathogens and safety for staff and students.*

The animal science and molecular biology building was never completed as originally planned. Those very productive and important programs are jammed in an inadequately sized building. Is molecular biology located in the right place? Should the existing facility be enlarged?

Action Item 35 (Space in Animal Science/Molecular Biology): *The Dean will convene a planning team to identify needs and provide preliminary ideas about how to expand the Animal Science/Molecular Biology building. Proposals will be developed and presented to fund the needed space through private and public avenues. The Chair of the Molecular Biology Program is encouraged to develop and implement a plan for most efficiently using the current space available.*

Building done in the College of Agriculture should consider the green aspects of construction and housing to be consistent with our natural resources focus. One step in this direction means we must start at home and consider renovation of the old agriculture building, not just because of its 60 year old age, but to incorporate a green philosophy. Visitors, prospective students, and families frequently comment on the age and deteriorated condition of the building. The currently deteriorated Agriculture building needs to rise to the contemporary standards set by the renovated Health Sciences, Business, and Library Buildings.

Action Item 36 (Old Ag C Building): *The Dean will press for the continued modernization and improvement of efficiency of the Old Ag C Building that houses several of the college's programs and departments. These efforts will emphasize projecting the state of the art in science and professionalism.*

The college is considering making a big investment in energy. Perhaps it is time to approach funding agencies about developing a new Research and Extension Center, perhaps located in the Powder River Basin. This center would focus on energy impacts including community

planning and development, restoration/reclamation ecology, water quality and quantity, air quality, small acreages, open space, and renewable energy and efficiency in the home and at the enterprise level. Research and extension units are encouraged to suggest ideas about how this might happen. Partners within and off campus might also be engaged in this discussion. Ideas include the business council, governor's office, College of Engineering, College of Business, College of Health Sciences, and the College of Arts and Sciences. Though a suggestion of location is made, it is expected that the program would have state-wide impacts and could involve staffing, a new center, and enhanced field capacity.

***Action Item 37 (Renewable Energy and Community Development oriented Research and Extension Center):** The Dean will gather input from a wide variety of stakeholders and partners, and develop a proposal to present to the UW Administration to develop a new Research and Extension Center dedicated to address (1) impacts of energy development in the state on the land (through reclamation ecology) and rural communities (planning as well as development and sprawl issues); and (2) to address renewable (wind, solar, and small water) energy and energy efficiency issues. The School of Energy Resources will be invited to participate in the event that technical aspects of fossil fuels may possibly warrant inclusion in an experiment station.*

