



Academic Plan II Report Card 2006–07



Report Card 2006-07



The Second Cycle of Academic Planning

University of Wyoming Academic Plan II 2004-2009 guides the decisions needed for UW to advance its teaching, research, and service missions. This report card summarizes the university's accomplishments during the third year of AP II.

UW's Board of Trustees approved AP II in May 2004. Like its predecessor AP I (1999-2003), AP II sets priorities for the institution's support services and capital facilities plans. These plans support the academic mission of the institution and respond to the critical challenges established in AP II.

AP II is built around (1) a set of six areas of distinction, which define the long-term academic strengths that the

institution will continue to emphasize, and (2) a set of institutional issues, which are challenges the university must address to advance its mission.

The text of the university plan and all associated college- and department-level plans are available on UW's website at the following URL:

http://www.uwyo.edu/AcadAffairs/Acad_Plan_Implementation/Acad_Plan_Implementation.asp

The texts of the support services and capital facilities plans can be found at:

Support Service Plan 2005-10:

<http://oia.uwyo.edu/ssp/>

Capital Facilities Plan 2002-07:

http://uwadmnweb.uwyo.edu/president/outbox/1997_2005/planning/archive/capitalfacilitiesplan5.htm



At the close of the third year of AP II, UW had implemented approximately 80 percent of the 141 action items listed in the Plan and 84 percent of the 87 action items of the support services plan. AP II Report Cards for the years 2004-2005 and 2005-2006 summarize action items completed during the first and second years of AP II. These Report Cards now appear on the Academic Affairs website, noted above.



*Second cycle
Academic planning began in 2004*

Areas of Distinction



Approximately one-fourth of the action items in AP II are aimed at advancing UW's prominence in six areas of academic distinction. These areas, listed alphabetically, are (1) cultural endeavors, the arts, and humanities; (2) environment and natural resources; (3) history and culture of Wyoming and the Rocky Mountain region; (4) life sciences; (5) professions and issues critical to the region; and (6) science and technology. These areas of distinction help focus decisions about the allocation of institutional resources. During 2006-2007, UW completed 14 action items that directly advanced the areas of distinction.

Cultural Endeavors, the Arts and Humanities

UW cultivates distinction in the humanities and visual and performing arts through excellent undergraduate programs, strategic faculty hiring, and enhancements to the fine arts infrastructure. This year, for example, renowned writer Terry Tempest Williams joins the UW faculty as our first eminent writer-in-residence. The position—housed in the English Department's Masters of Fine Arts in creative writing program—is funded by the Wyoming Excellence in Higher Education endowment, created by the 2006 Wyoming Legislature. In addition, President Buchanan has encouraged the UW Foundation to make the fine arts, particularly innovative student learning and performing

opportunities, a focus of its fundraising campaign, and a faculty-administration planning team has developed plans for a new fine arts facility.

UW's Art Museum and the American Heritage Center (AHC) have pivotal roles in this area of distinction. During 2006-2007 both units expanded student internship opportunities (action item 2). The Art Museum has formalized its Museum Internship Program to better serve UW students interested in a variety of career opportunities, from collection management to graphic design. The AHC's William Carlson endowment now offers opportunities for students in archival record processing. Classroom teaching opportunities for museum and AHC professionals now exist through formal agreements with the

Distinction



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affected college deans (action item 3). Academic Affairs allocated a new joint curator-lecturer position to the Art Museum and Art Department, and the recent addition of a Master Teacher to the Art Museum's educational staff enables the museum to partner with the College of Education in preparing future teachers.

Environment and Natural Resources (ENR)

Many mainstream disciplines in several colleges are fundamental to UW's long-standing commitment to distinction in this area. The Office of Academic Affairs continued its support for this area of distinction by authorizing ENR-related faculty positions in restoration and reclamation ecology (College of Agriculture), ecological climatology (Colleges of Agriculture and Engineering and Applied Science), and collaborative resource management (college yet to be determined). In addition, significant steps were taken to enhance ENR interaction and



collaboration. Consistent with the Wyoming Legislature's intent for UW's new School of Energy Resources (SER), the director of the Ruckelshaus Institute and the Haub School of Environment and Natural Resources serves as an *ex-officio* member of the UW Energy Resources Council. President Buchanan has explicitly asked the Ruckelshaus Institute and SER to develop synergies between the two entities. For example, they are co-hosting "Finding the Balance: Energy and Climate," a fall 2007 summit held in Jackson, WY, to share competing perspectives and explore the proper balance between the world's energy needs and climate considerations. In addition, a newly funded

academic position allocated jointly to the Wyoming Geographic Information Sciences Center (WyGISC) and the Department of Geography will contribute to the development of GIS curriculum for ENR students (action item 6).

Life Sciences

Owing to previous years' efforts, a revised and more rigorous and current curriculum in general biology is now in place; thriving new interdisciplinary Ph.D. programs in ecology and molecular and cellular life sciences (MCLS) are well established, and the undergraduate microbiology program enjoys more consistent management and staffing. Based in part on these initiatives, UW is continuing to emphasize its distinctive presence in the life sciences. The neuroscience Ph.D. program was a focus of enhancements during the 2006-2007 academic years (action item 10). The second phase of a large institutional grant – the Center of Biomedical Research Excellence (COBRE) – was funded at \$10.4M by the National Institutes of Health for

the period 2006 – 2011. The deans of Agriculture, A&S, Engineering, and Health Science collaborated with the dean of the Graduate School, the neuroscience program director, and the vice president for research and economic development to develop a prioritized staffing plan for faculty positions in the neurosciences. As an outgrowth of that plan, Academic Affairs authorized the College of Agriculture to search during academic year 2007-2008 for a prion biologist, a senior level position to be funded by the Wyoming Excellence in Higher Education endowment.

The deans of Agriculture, A&S, and Engineering, in conjunction with the director of the interdisciplinary program in ecology, developed a staffing plan and hiring targets for ecology, as well (action item 13). As part of that plan, Academic Affairs allocated a new position in ecological climatology to the Engineering and Applied Science and Agriculture colleges. Additionally, the dean of the Graduate School and vice president for academic affairs



developed and circulated for review by the college deans and faculty a position paper aimed at refining UW's life-science doctoral offerings (action item 16) and the dean of Agriculture took the lead on developing a staffing plan to address the instructional needs of the microbiology teaching program (action item 17).

Professions and Issues Critical to the Region

UW has a natural leadership role in professional development and statewide articulation with all sectors of the educational system, both to address the growing shortage of secondary teachers in critical subjects and to build a more seamless P-16 (pre-school through baccalaureate) system. During the third year of AP II, the College of Education implemented incentives for areas of critical need in teacher education (action item 20). The Wyoming Legislature funded the Wyoming Teacher Shortage Loan Repayment Program (WTSLRP) to help recruit special education, mathematics, science,

and language teachers. Since becoming operational in July 2005, seventy-five education students have received these loans. There have been significant increases in the number of students on track to obtain certification in mathematics, science, and special education. The College of Education also filled the Wyoming Excellence Chair in Literacy Education by hiring Dr. James Baumann, a world-recognized scholar in literacy.

Preparing students for careers in professions that enhance child and youth development and family life is also a critical role for UW. The deans of Education and Agriculture convened key faculty members from the departments of Elementary and Early Childhood Education and Family and Consumer Science to examine the structure and delivery of UW programs preparing professionals to work with children, youth, and families (action item 22). The result is an intercollegiate, interdisciplinary collaboration that maximizes the strength and resources of both departments and

delivers an array of training programs addressing the needs of the state and region. As examples, the two colleges support the management of UW's recently constructed Early Care and Education Center, which provides both colleges with student internship opportunities.

UW continues to strengthen its role in statewide economic development. The Office of Research and Economic Development provides much of the leadership in this arena, through its many statewide programs and through the Wyoming Technology Business Center. The College of Business has a complementary role in economic development through its undergraduate emphasis on entrepreneurship and its graduate programs in accounting, business administration, economics, and finance. The 2006 Wyoming Legislature established three new university positions in sustainable business practice. During academic year 2006-2007, the college successfully recruited for and filled all three sustainable business positions.





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UW plays a pivotal role in medical education for the state of Wyoming. A central issue for enticing UW students to pursue the M.D. is expense. The WWAMI program—through which Wyoming pays the University of Washington for seats for Wyoming students in its medical school—provides for loan forgiveness for those graduates who practice medicine in Wyoming. The funding of the Western Interstate Commission for Higher Education (WICHE) medical students – by which UW students receive preferential access and tuition from WICHE-participating institutions—carries with it no requirement or incentives for graduating doctors to practice in Wyoming. During academic year 2006-2007, the dean of the college of Health Sciences took steps toward a plan to coordinate WWAMI and WICHE medical education (action item 27). In particular, the college adopted a system to enhance financial support for students applying to and enrolled in the WWAMI program, and for those pursuing residency training in Wyoming.

Science and Technology

This area of distinction encompasses: (1) earth and energy sciences, (2) materials science, and (3) computational sciences. Several major initiatives promise to position UW for ever-greater distinction in earth and energy and computational science and technology fields. These include: the development and launch of an earth-systems science curriculum, the successful initiation of the new School of Energy Resources funded by the 2006 Wyoming Legislature, and the cementing of an exceptional new partnership between the University of Wyoming and the National Center for Atmospheric Research (NCAR). Under this last arrangement, NCAR will locate its next supercomputing facilities — estimated to be completed in 2010 — near Cheyenne, Wyoming. The Office of Academic Affairs has continued to earmark faculty positions for the future development of GIS and earth and energy sciences and computational sciences (action items 31 and 34). Six faculty positions

in support of these fields were filled during the 2006-2007 academic year and 6 more positions were allocated in academic year 2007-2008. In addition, the permanent director for the new School of Energy Resources came on board this summer, and eight permanent positions in support of the SER have been allocated in disciplines that include mathematics, petroleum engineering, coal technologies, geology, chemistry, energy economics, and reclamation ecology.





The Learning Environment

Much of the groundwork for UW's educational mission occurs before students arrive at the university. To solidify this preparation requires a well-established academic dialogue, at several levels, that makes the transition from public high schools to UW more seamless. Wyoming made great strides toward this dialogue during the third year of AP II, with the passage of the Hathaway Scholarship Success Curriculum and successful acquisition of a State Scholars Initiative grant. In combination, these two measures facilitated formation of the Wyoming P-16 Education Council, designed to promote regular interactions among P-16 teachers, administrators, and others (action item 35). The university, Wyoming Workforce Development Council, and Wyoming Department of Education all contributed to forming the council. One of the P-16 Council's early

tasks will be to develop a shared data system that links information on academic preparation and performance at various levels of the Wyoming public education systems. During the third year of AP II, the Wyoming Transcript Center data system, funded by the state, was piloted by UW, Central Wyoming CC, and Fremont 25. This data system will track educational performance from kindergarten through graduate school (action item 38).

Summer institutes have historically helped many high school students prepare for college. UW's premiere program of this type is the Summer High School Institute, established in 1984 and operated by UW's Honors Program. The initiation of the SER offered a new opportunity to support summer residential programs for high-school students (action item 40). During the summer of 2007 the SER

brought 17 high school sophomores and 5 teachers/counselors to UW for our first annual SER Energy Summer Institute (ESI). One of the courses centered on energy-conversion technologies related to modern power plants and the second course was devoted to wind energy. A highlight of the wind energy course was that each student constructed model wind turbines along with an axial flux permanent magnet alternator, and tested the system for electrical generation capacity in one of UW's wind tunnels.

When students arrive at UW, they may access an array of services dedicated to student success. Previous Report Cards describe several new efforts of this type—such as the Learning Resource Network (LeaRN) and the Math Lab. Understanding the effectiveness of such programs requires



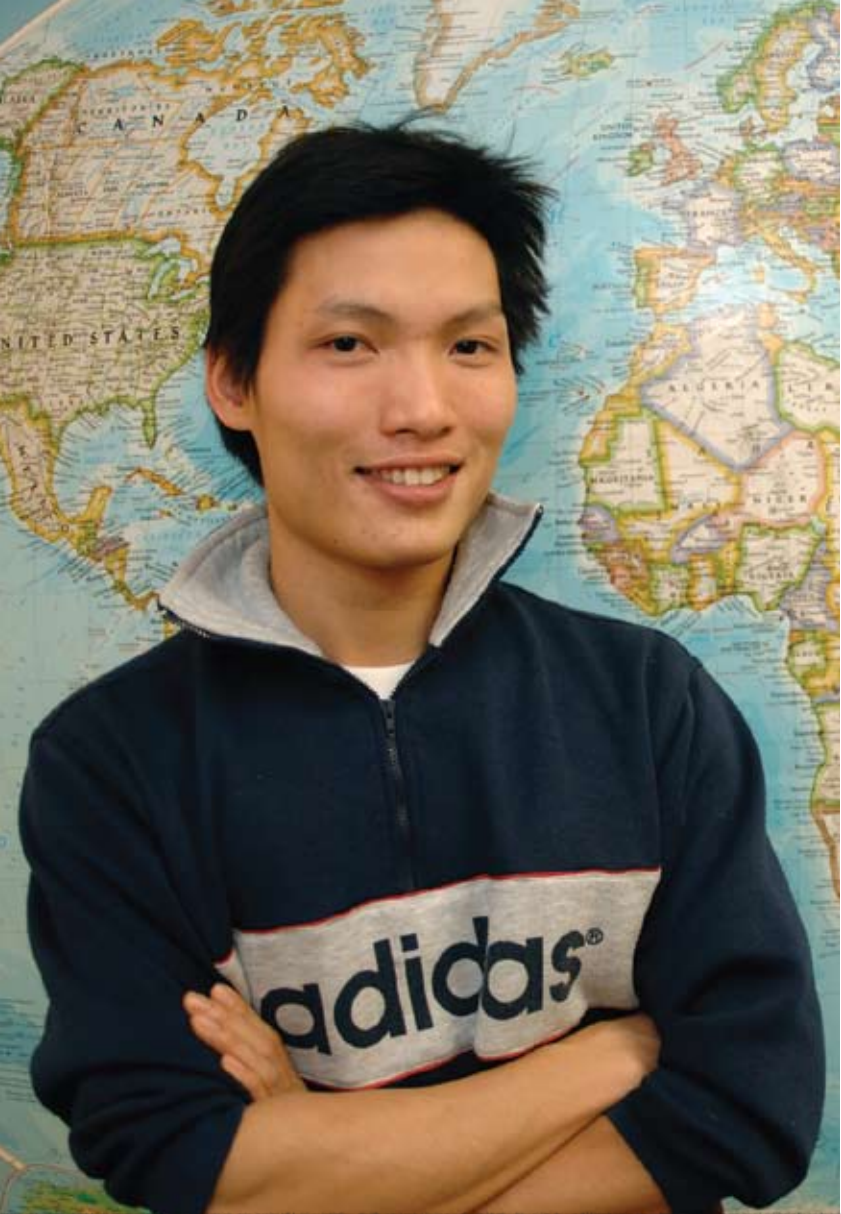
that UW have in place a sound system for assessment of student learning. Among the goals of AP II was that every degree-granting academic program would have completed at least one assessment cycle by academic year 2007 (action item 52). Every program has now established and posted on their website learning goals, and a number have completed one cycle of assessment.

Recognizing that not all learning occurs in the traditional classroom, there has been an increase in the interest of students in programs offering opportunities for civic engagement and leadership skill development. Programs such as the Wyoming Union's Center for Volunteers Services, with its Alternative Spring Break opportunity, and the Wyoming Conservation Corp, established by the legislature in 2007, have seen success in terms of number of participants and satisfaction with experiences. The burgeoning Center for Student Leadership and Civic Engagement will address the expansion of leadership skill development and the availability of volunteer and service learning opportunities to all University of Wyoming students.



Learning

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Enhancing Diversity, Internationalization, and Access

Still among UW's greatest challenges are the hiring and retention of a diverse faculty, the diversification of the student body, and the infusion of diverse perspectives into the curriculum. To facilitate the internationalization of its student body and its faculty, UW began during the second year of AP II to co-locate programs and services related to international affairs, including International Programs, International Students and Scholars Office, International Studies academic programs, English as a Second Language faculty, and the contractual program provided by ELS Language Services. The west half of the former Student Health and Nursing Building has been selected as the site for co-location. It will be renamed the Cheney Center for International Studies, with

renovation for the space provided by a major donation from Vice President Richard and Lynne Cheney. During the third year of AP II, UW further strengthened its commitment to develop institution-level strategies for recruiting international students (action item 69). In particular, the Office of Academic Affairs funded a new position, residing in International Programs, to manage visa and labor certification issues confronting international students and academic personnel. Complementing these on-campus efforts, several cross-institutional relationships between UW and universities in other countries are now in place. During academic year 2006-2007, UW and Shanghai Normal University (SHNU) negotiated an agreement wherein SHNU students may study two years at SHNU then two years at UW to earn a dual degree.

Curriculum

Structure of the Curriculum

UW's core undergraduate curriculum, revised during AP I and known as the University Studies Program or USP 2003, is up and running, but continued review is essential to ensure that the program meets its learning goals. One of AP II's goals is to support faculty interested in teaching oral communications courses (action item 77). To enhance the teaching of communications, the Office of Academic Affairs allocated a new position to the Communications and Journalism Department, funded with monies appropriated by the 2006 Legislature for new core teaching positions. A new position was also allocated to the English Department to support its writing programs.

AP II identifies technical and scientific literacy as another curriculum area needing attention. In this area, goals

accomplished in academic year 2006-2007 included developing cross-disciplinary physical and earth-sciences courses (action item 79). During spring 2007 the USP committee approved GEOL 1005 as an integrated science (S) course. Another curricular goal identified in AP II is the development of at least one course analyzing how

science and technology influence social traditions, political systems, and human values (action item 83). Two courses in Geology, developed jointly by a geologist and a sociologist, were designed to focus on the interaction between science/technology and societal values and tradition.



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Faculty Development and Program Planning

Great universities are built with great faculty. The overwhelming majority of UW's faculty members are highly accomplished teachers and scholars with clear dedication to their disciplines and the mission of the university. Still, occasional fluctuations in individuals' career commitments and

performance are bound to occur in a workforce of UW's size. UW's post-tenure review regulation – UniReg 808 – which was adopted in 1998, provides for a regular system of performance evaluation. It also defines remedies in cases involving performance below expectations, starting with opportunities to redefine job descriptions and to develop and implement performance enhancement plans. AP II called for a re-examination of UniReg 808 (action item 95), to ensure the regulation is an effective tool for managing faculty performance evaluations. During academic year 2006-2007 the Faculty Rights and Responsibilities subcommittee of the faculty senate reviewed UniReg 808 and drafted a revised, streamlined regulation, for consideration by the full senate in fall 2007.





Infrastructure

Education Infrastructure

UW's buildings and grounds, its offices, labs, libraries, and studios, as well as its equipment and software systems compose the educational infrastructure. Prominent in any discussions about the infrastructure are concerns about the UW libraries, Information Technology, and allocation of space for academic programs. With the Alliance of Research Libraries, UW participated in two seminars on scholarly publishing trends (action item 97). As an outgrowth, UW Libraries have undertaken alternative publishing initiatives for student work--such as theses and dissertations--that is dispersed and not systemically collected. The Libraries have begun creating a digital repository that will be operational at the end of 2007, have purchased additional storage space, and have implemented new software to manage the repository. A pilot of undergraduate research presentations

was conducted in the spring of 2007, and, with the Graduate School, the Libraries have moved to a system of electronic dissertation archiving. In addition, the Libraries are in the process of digitizing all past UW dissertations and theses, to improve access and preservation.

Information technology is critical to allowing broader access to higher education and adapting to ever-changing teaching methods. One of the goals of AP II was to establish more effective budgeting for institutional technology, including eliminating redundancy in software systems, for example, for delivery of on-line courses. During academic year 2006-07, a subcommittee of the newly formed University Technology Planning Council evaluated and made recommendations regarding the future of UW's online course





management system (action item 101). The formation of the University Technology Planning Council, under the direction of the vice president for information technology, was a critical step toward an institution-wide coordinated information technology infrastructure (action item 102).

The Division of Information Technology also took the lead in developing a two gigabit per second private network between UW and the State of Wyoming. The new network and backup system will support the growing demands for high speed data exchange and data backups between the sites. The system will reduce recurring costs for leased circuits and provide much greater capacity for the university's needs, including providing a robust infrastructure for the technology demands of the Wyoming Technology Business Center and the NCAR supercomputer.

Space constraints have plagued several departments across the university, most notably in Arts and Sciences. Among the remaining AP

II educational infrastructure goals are a new building for the fine arts departments (action item 114) and a Science Teaching Laboratory Facility (action item 115). UW has decided, with trustee approval, to include Level II planning funds for both of these facilities in its 2009-2010 State Budget Request. In addition, to promote better planning for space allocation within academic units, the Office of Academic Affairs now requires an accounting of the space needs associated with any request for authorization to fill a faculty position (action item 116).

With the support of the state legislature and alumni and friends, the University of Wyoming continued its efforts to modify and update facilities throughout the state. In fall 2007, the initial construction of the James C. Hageman Sustainable Agriculture Research and Extension Center (SAREC) in Lingle was completed. Funds for the construction of an advanced wet-lab for the facility were approved by the 2007 legislature and

grant-funding secured through the United States Department of Housing and Urban Development will provide residential dorms for resident and visiting researchers.

On the Laramie campus, the Wyoming Technology Business Center located on 22nd and Harney celebrated its grand opening in fall 2006, as did the Madrid Sport Complex and Memorial 8 Track and the Simpson Plaza enhancement to Prexy's Pasture. Academic year 2006-07 saw the substantial completion of the construction of Athletics' indoor practice facility and the Archaeological and Anthropological Research Facility (action item 109), as well as the remodel of the Classroom Building on the core of campus. Level III planning was also completed for the new information technology facility and expansion of Coe Library; both of these projects are scheduled to begin in fall 2007. And with the receipt of \$10 million from Bob and Carol Berry, which is the largest private gift in the

history of the university, planning is now underway for the Berry Center for Natural History and Conservation.

Safety and security issues were a particular focus of the educational infrastructure this past year. Information Technology led the campus-wide initiative to replace the use of Social Security numbers in administrative computing systems with a unique University of Wyoming ("W" number) assigned to every student and member of the faculty, and staff. 2006-07 saw the completion of the technical work required to make this change and the conversion of all administrative systems. In spring 2007, President Buchanan called for the comprehensive review of safety and security practices and protocols at the University of Wyoming. Led by the vice president for student affairs, this review resulted in the development of a number of recommendations which will be pursued in the coming academic year. This includes the implementation of a multi-modal

notification system that will emphasize the use of text-messaging of students, faculty, and staff in the case of emergencies. President Buchanan has also appointed a standing advisory council to provide an ongoing assessment of safety and security efforts and policies on campus.



Outreach

Outreach, Extension, and Community Service

UW's land-grant mission carries with it a responsibility to serve the larger community. Academic programs delivered through the Outreach School are increasingly popular with site-bound and non-traditional students, as well as those students enrolled on the Laramie campus. In fact, 24.4% of UW's 13,000+ students enroll through the Outreach School. Increasingly, multi-institution and multi-state collaborations for delivery of on-line courses are critically important for broadening and deepening on-line course and degree options. UW is a founding member of a new collaborative, the Western Interstate Commission for Higher Education Internet Course Exchange (WICHE ICE), which will facilitate the exchange of courses among institutions. 2006-2007 marked the beginning of the implementation of the WICHE ICE

program, with an enhanced availability of distance-delivered courses and reconsideration of a funding model (action item 117) for this exchange program.

A new remote student lab system was piloted in academic year 2006-07. This program will allow students to access and utilize the UW student computing lab system, with its more than 200 software packages, from any location in the world that has Internet access. The remote computing lab system not only provides substantially more services and class curriculum capability to off-campus students in remote locations, it also offers additional convenience and capability to students in Laramie, both on and off-campus.

In the long run, the quality of off-campus learning depends on sustained commitments of permanent

UW faculty and appropriate reinvestments in the instructional workforce. Those commitments, in turn, depend on appropriate credit and incentives for outreach effort. Consequently, AP II calls for a review of Outreach compensation policies (action item 121). During academic year 2006-2007, in addition to the annual revision of the Outreach salary matrix, the Outreach School increased the transparency of information on revenues and costs of the courses and programs that it delivers and initiated discussions with academic colleges on alternative compensation systems. The Dean of the Outreach School also reviewed and revised budgeting within the school to put in place distinct budgets with a common budget tracking system for all Outreach divisions and centers (action item 123). Finally, a new Academic Affairs policy,



approved by the Academic Deans' Council, embeds contributions to UW's Outreach School into the portfolio of faculty activities evaluated in reappointment, tenure, and promotion cases.

The expansion of the Outreach School has brought with it new needs for student support services. AP II calls for an evaluation of the delivery of registration and advising services to off-campus students (action item 127). Many other UW student support services are now available in a convenient, on-line format. Outreach students are also served in Outreach Centers around the state by Outreach Academic Coordinators and staff, and they can receive information, support and services by telephone as well. Discussions are continuing with regard to ways in which tutoring and counseling, among other services, can be delivered effectively to Outreach students.



Enrollment Management

Enhancing enrollments in and accessibility to post-secondary education is a fundamental responsibility of the University of Wyoming. The state's Hathaway Scholarship Program, established by the 2005 and 2006 Wyoming Legislatures, provides extraordinary support for Wyoming high school graduates to attend college in Wyoming. During academic year 2006-07, the Office of Student Financial Aid revamped its scholarship awards to incorporate the Hathaway Program (see box). Scholarship awards are now automated (action item 134), and admissions policies have been reviewed and coordinated with the Hathaway Success Curriculum, put in place by the 2007 Wyoming Legislature (action item 141).

Student recruitment is meaningful only if we retain students and they complete the baccalaureate. One AP II goal is to assess UW's retention-related services (action item 140). The LeaRN program—addressed in previous report cards—connects an array of retention-related services across the University. The *Synergy* program (see www.uwyo.edu/synergy) was funded for a three year pilot in 2005-06, and is required for all conditionally admitted first-year students. *Synergy* is a clustered-course learning community that has both improved student academic performance and provided faculty development. In 2007, *Synergy* received extraordinary national recognition by winning the prestigious Hesburgh award, presented once each year by TIAA-CREF for faculty development in enhancing undergraduate teaching and learning.



Foundation

- New annual record of \$39.2 million in private gifts received in 2006-07.
- Secured largest single private gift in the history of UW (\$10 million from Bob and Carol Berry for the Berry Center for Natural History and Conservation)

Highlights

College Highlights

All seven colleges, as well as the Libraries, are actively involved in implementing the institution-level action items detailed in APII. The colleges have their own plans, as well, and highlights from their academic year 2006-07 accomplishments are listed below:

The College of Agriculture

- Founded the Wyoming Center for Restoration/Reclamation Ecology, and worked with the SER to define and successfully secure a new faculty position in reclamation ecology
- Developed a concurrent degree program with the College of Education whereby students can pursue concurrent degrees in education and in one of four areas in the College of Agriculture

- Secured funding to reconstitute the Wyoming State Veterinary Laboratory, including the addition of three staff technicians and a faculty member in pathology to provide additional diagnostic services for the state
- Established the James C. Hageman Sustainable Agricultural Research and Extension Center, which is now operational and research activities using the facilities are growing rapidly

The College of Arts and Sciences

- Graduated the first class of 10 to be awarded the MFA in Creative Writing
- Fully implemented the new Biology program

- Established a more substantial operating budget for the winning debate team, secured an endowment, and increased the budget by \$30,000.
- Successfully completed steps to provide web-accessible





ATHLETICS HIGHLIGHTS

- Dedication of the Louis S. Madrid Sports Complex and Memorial 8 Track (new outdoor track and soccer fields)
- Substantial completion of the indoor practice facility
- UW NCAA 350 student athletes averaged a 3.0 GPA in spring 2007

National titles for:

- UW NCAA Division I Women's Basketball Team (2007 Women's National Invitational Tournament championship)
- UW Women's Rodeo Team (2007 Women's College National Finals Rodeo championship)
- UW Club Sports Women's Nordic Ski Team (2007 United States Collegiate Ski Association championship)



information on all classes to be taught during the next two years

- Worked with the colleges of Engineering and Applied Science and Health Sciences to move the Microscopy Lab to permanent funding
- Collaborated with the College of Education to establish concurrent majors for most A&S degrees
- Expanded the budget of Fine Arts Outreach
- Co-located the African American, Chicano Studies, American Indian Studies and Women's Studies programs and established long-term teaching commitments between these programs and A&S departments
- Doubled the number of students studying abroad
- Recruited 12 new faculty and succeeded in hiring 10
- Completed Level 3 architectural study for the CoB renovation and expansion
- Was successful in increasing the amount of UW Foundation and state money invested by CoB students in Walt Werner's investment management class
- Hosted nine executives-in-residence guest speakers, including Dave Emery-Chairman & CEO, Black Hills Power Corporation, Martha Wyrsh-CEO of Duke Energy Transmission, and Lyle Knight-CEO of First Interstate Bank
- Received the Johnson endowment for the CoB Business Career Center (\$2MM)
- Received the Scarlett endowment of the first endowed chair in Management and Marketing (\$1.5MM)

The College of Business

- Developed a code of professional ethics for all students, faculty, staff, and alumni

- Co-sponsored national Macro-marketing conference in DC
- Piloted electronic teaching evaluations

The College of Education

- Finalized seventeen concurrent majors for secondary education majors -- in collaboration with the Colleges of A & S and Agriculture -- insuring graduates meet highly qualified criteria and are competitive across state lines
- Established and implemented seven concentrated teacher education field placement sites supporting increased collaboration among K-12 teachers and UW faculty
- Developed a state-wide distance elementary education degree—to be piloted beginning fall 2008--in collaboration with the seven Wyoming Community Colleges and the UW Outreach School

- Revised the core curricular requirements, benchmarks and learner outcomes in masters and doctoral degree programs, and strengthened the graduate specializations at the doctoral level by clarifying distinctions between the Ed.D. and Ph.D.
- Successfully recruited a nationally recognized scholar to fill the Wyoming Excellence Chair of Literacy Education enhancing visibility and impact on a national level

The College of Engineering and Applied Science

- Earned accreditation of the Computer Science program from the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology.
- Expanded student participation in the International Engineering Program and established a chapter of Engineers Without Borders within the International Engineering Club.
- Increased research funding to \$11.2 million by 2007, 18% above the 2009 goal.
- Filled the Cline Chair in Environment and Natural Resources in Spring 2006.
- Played a central role in bringing energy-related instructional and research funding to the University.
- Reestablished the undergraduate degree program in Petroleum Engineering within

the Department of Chemical and Petroleum Engineering.

- Participated with the Colleges of Agriculture and Arts and Sciences to establish an undergraduate interdisciplinary degree in Earth Systems Science, including a concentration in Atmospheric Science.

The College of Health Sciences

- Met accreditation requirements in all professional programs requiring accreditation by external professional agencies, including for the School of Pharmacy which was granted its first full-term accreditation by the Accreditation Council on Pharmacy Education (ACPE)
- Developed clinical research and education programs appropriate to the expertise of faculty and clinical facilities available to the college, including a Geriatric Education Center (GEC) funded



- by the Health Resources and Services Administration
- Developed strategies for the effective use of licensing examinations (where appropriate) and professional accreditation reviews as instruments for summative and formative programmatic assessment
- Working with colleges of Arts and Sciences and Agriculture, established administrative oversight for the state's commitment to medical education through the WWAMI program affiliated with the University of Washington School of Medicine
- Competed successfully for continued funding for the NIH INBRE program, maintaining the UW College of Health Sciences' ranking at fifth in the nation for NIH funding among allied health colleges
- Established the psychiatric nurse practitioner track as a result of legislative funding this past year and enrolled 24 students in the program
- Graduated the first class of students to complete the accelerated program leading to the BS degree in Nursing, which brings students with degrees in non-nursing backgrounds into a comprehensive, accelerated clinical program leading to licensure
- Initiated a new practice plan for the Family Medicine Residency Program in Cheyenne to address market issues for clinical faculty compensation and to provide for increased costs of patient care
- Established linkages between the undergraduate WWAMI program and the UW Family Medicine Residency program that provide incentives (e.g. loan forgiveness) for students completing their medical education
- Developed a new tuition structure in the School of Pharmacy, which will provide for the sustainable funding needed for faculty in the experiential components of the PharmD curriculum

RESEARCH AND ECONOMIC DEVELOPMENT

- External awards totaled \$72,005,342 for FY07, representing the 21st consecutive year that a new record has been set despite a difficult federal funding environment.
- The Wyoming Technology Business Center opened in fall 2006, and is fully occupied with nine businesses located in the center and another six outside the center receiving support as they develop new businesses.
- The Wyoming SBIR/STTR, a joint venture between the Wyoming Business Council and the Office of Research and Economic Development, awarded over \$4.7 million in federal funding in FY07 to Wyoming innovators. In the past 11 years, the total dollars awarded has been over \$32 million.
- For FY07, the initiatives of the Small Business Development Center, Manufacturing Works[®], and the Wyoming SBIR/STTR have helped:
 - ~ create or retain 635 jobs in Wyoming; and
 - ~ inject \$26,234,000 in capital into Wyoming businesses.

Since their inception in 1994, these organizations have helped:

- ~ create or retain 8,100 jobs in Wyoming; and
- ~ inject \$206,291,000 in capital into Wyoming businesses.

The College of Law

- Revamped the first-year writing program by hiring Professor Michael Smith, an internationally recognized expert in legal writing, to serve as the College's first full-time Director of the Legal Writing Program
- Established a new Academic Support Program to provide law students with a variety of tools for academic success, including

the development of a new Introduction to Law course for first-year students

- Expanded public service opportunities for students, including the Berry Conservation Fellowships and pro bono community service projects conducted during first-year orientation in conjunction with the UW Center for Volunteer Service
- Expanded and strengthened the academic rigor of the externship program, including new placement opportunities for students in governmental agencies and nonprofit organizations
- Increased internationalization of the curriculum, including courses in Immigration Law and International Business Transactions, and two courses in international human rights, including a fact-finding course that will take students to Africa in 2007-08 for human rights investigations

The University Libraries

- Put to work the \$750,000 permanent increase to the collections budget, appropriated by the 2006 Legislature, and one time biennium funding of \$4.3 million to double the materials purchased and to enrich online resources in support of research and teaching
- Worked closely with University Facilities and architects to plan the addition to Coe Library and the renovation of the old Coe facility
- Renovated the Science Library and moved the bound journals from Coe Library to the Library Annex in order to free space for the Coe renovation
- Developed two approved courses for teaching research methods, which will be offered starting in 2008 and will be taught by faculty librarians



Next Year

The Next Year of Academic Planning

Issues to be emphasized in academic year 2007-2008 include the following:

Cultural Endeavors, the Arts, and the Humanities: Form a cultural assets working group; emphasize writing and oral communications in existing curricula.

Professions and Issues Critical to the Region: Explore cross-college 4+1 baccalaureate - M.B.A. programs.

Learning Environment: Provide greater support for successful learning communities; make LeaRN accessible to off-campus students.

Diversity, Internationalization, and Access: Highlight diversity related courses; involve the Faculty Senate in promoting and retaining a diverse faculty.

Structure of the Curriculum: Design and implement a writing placement system; pilot courses to enhance civic engagement.

Education Infrastructure: Investigate the digital archiving of scholarly work.

Outreach, Extension and Community Service: Explore effective pedagogies and process for distance learning; coordinate non-credit outreach, extension, and service programs; explore the establishment of permanent UW facilities in Cheyenne; coordinate the Outreach School and the Cooperative Extension Service.

UW's ongoing academic planning process will continue to help guide university administrators, deans, department heads, and faculty groups



in their decisions about resource needs and allocations. In addition, academic planning — supplemented by support services planning and capital facilities planning — will help ensure that the University of Wyoming will remain forward-looking, positioning the institution to serve our students' learning, our state's economic development, the nation's intellectual capital, and the worldwide quest for new knowledge.



Summary of Academic Plan II Action Items Addressed in 2006-2007

Action Item	Brief Description
2	Expand student internship opportunities
3	Enhance classroom teaching roles for librarians, archivists, and Art Museum professionals
6	Enhance ENR interaction and collaboration
10	Support the neuroscience Ph.D.
13	Establish staffing targets in ecology
16	Refine the life sciences doctoral offerings
17	Develop a microbiology staffing plan
20	Establish incentives for areas of critical need in teacher education
22	Coordinate programs in childhood and youth development and family life
27	Coordinate WWAMI and WICHE medical education programs
28	Develop a clinical practice plan for graduate medical education
31	Earmark faculty positions for the future development of geographic information science and earth and energy sciences
34	Earmark faculty positions for the future development of computational science
35	Schedule a yearly meeting for K-16 administrators
38	Promote K-16 data systems to track educational performance
40	Support summer residential programs for high school students
52	Complete the assessment cycle by AY2007

Action Item	Brief Description
69	Develop institution-level strategies for recruiting international students
77	Support faculty in teaching oral communication courses
79	Develop cross-disciplinary physical and earth-science courses
83	Promote bridges between the sciences and humanities
95	Evaluate UniReg 808 on post-tenure review
97	Develop a series on the Libraries' role in scholarly publishing
101	Establish eCollege as UW's on-line course platform
102	Convene an institution-wide information technology summit
114	Consider a new building for the Art Department
115	Design the Science Teaching Laboratory facility
116	Document the office and laboratory space needed to accommodate new faculty positions
117	Share distance degree programs with other institutions
121	Review Outreach compensation policies
123	Review and revise Outreach budgeting
127	Evaluate the delivery of registration and advisory services to off-campus students
134	Automate scholarship awarding processes
140	Benchmark retention-related services
141	Review admissions policies

Summary of Support Services Plan Action Items Addressed in 2006-2007

Action Item	Brief Description
2	Refine recruiting and retention initiatives via WyoWeb
3	Eliminate the use of Social Security numbers for general identification
27	Develop a success curriculum
33	Coordinate an equity study to determine if salary and benefits and work environment are equitable
36	Develop a plan for annual use of expendable income generated by endowed accounts related to diversity
49	Coordinate student support services with those available through the LeaRN Center
53	Process review for enrollment caps or filters
56	Develop a revised Capital Facilities Plan in FY2006 and develop a long range master plan
57	Develop plans for an IT building
63	Begin program planning for an addition to, and renovation of, the College of Business building
68	Complete the design for the A2RF facility and supervise construction of the new facility
69	Use of vacated Science Library space
72	Identify security needs for the Centennial complex
75	Establish a Campus Lighting and Emergency Telephone Team





UNIVERSITY OF WYOMING