

# report card

UP3

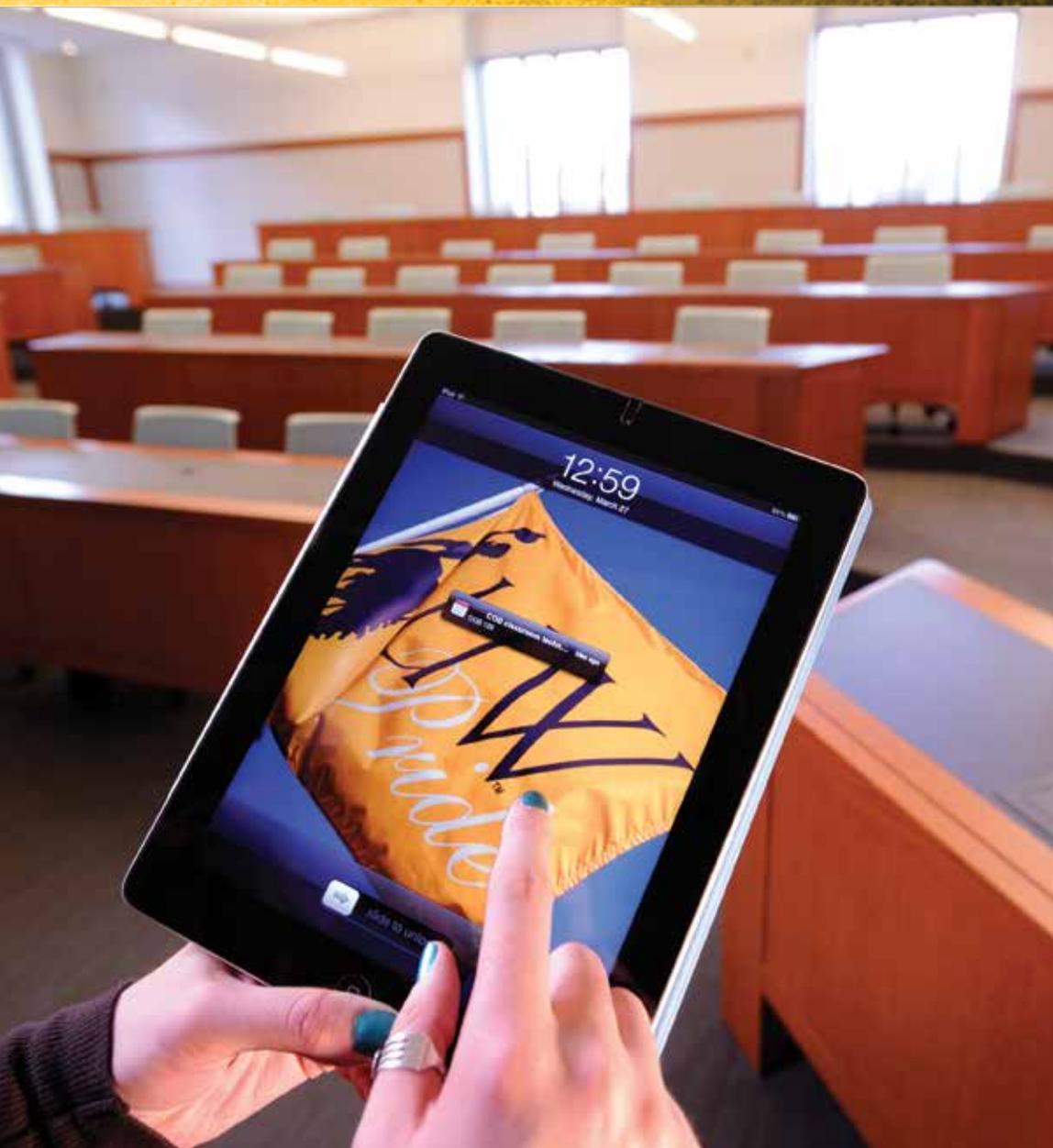
2012-13



UNIVERSITY OF WYOMING

OFFICE OF ACADEMIC AFFAIRS

# BACKGROUND



Adopted in May 2009 by the Board of Trustees after more than a year of effort, University Plan 3, or UP3, serves as UW's strategic plan for the period 2009-2014. Built with substantial public input, the plan guides every resource allocation, every decision about academic programs and infrastructure, every faculty position allocation, the institution's capital construction priorities, and its legislative budget requests. The plan guides the allocation of the university's resources in periods of both budget growth and budget reduction.

For the past 14 years, UW's pathway to excellence has centered on *areas of distinction*. The concept of focusing for distinction arose in UW's first UW academic plan (1999-2004). The second academic plan (2004-2009) more explicitly identified six areas of distinction, which UW reinforced, refined and advanced during the implementation period for UP3. The areas of distinction represent the university's major educational and scholarly directions. They connect UW to important issues facing Wyoming, the region, and the world:

- Critical areas of science and technology
  - » Earth and energy science and technology
  - » Computational science
  - » Water resources

- Cultural assets, the arts, and humanities
- History and culture of the Rocky Mountain region
- Life sciences, especially
  - » Ecology
  - » Neuroscience
  - » Molecular and Cellular Life Sciences
  - » Biomedical Sciences
- Professions critical to the state and region

These areas of distinction provide avenues for virtually every academic department to contribute to the university's pursuit of excellence as a land-grant institution.

As of July 2013, UW is entering the final year of UP3, and planning for University Plan 4 (UP4) is already well underway. Two position papers have been developed as building blocks for the new plan, the first released in October 2012 and the second in April 2013. Feedback from the Board of Trustees, the university's faculty, staff, and administrators, students, and external constituents has helped in revising and further developing the ideas in the position papers to the final plan stage. The position papers are posted on the Academic Affairs website at: <http://www.uwyo.edu/acadaffairs/plans/14-20/index.html>. Comments on UP4 may be sent to: [up4@uwyo.edu](mailto:up4@uwyo.edu).

# ACCOMPLISHING

UW

UW systematically reviews and reports progress annually on UP3. Each year's "report card" is distributed widely and posted on the Academic Affairs website at: <http://www.uwyo.edu/acadaffairs/plans/09-14/>

UP3 embodies five planning motifs, which provide structure and focus for the university's goals and specific action items:

1. Building depth
2. Reinforcing and refining areas of distinction
3. Access to higher education
4. Fostering excellence
5. Cultivating leadership

FY 2013 was the fourth year of UP3. As we enter FY 2014, the last year of UP3, 100 (or 92%) of the 109 action items have been addressed. The remaining action items are slated for completion in FY 2014.

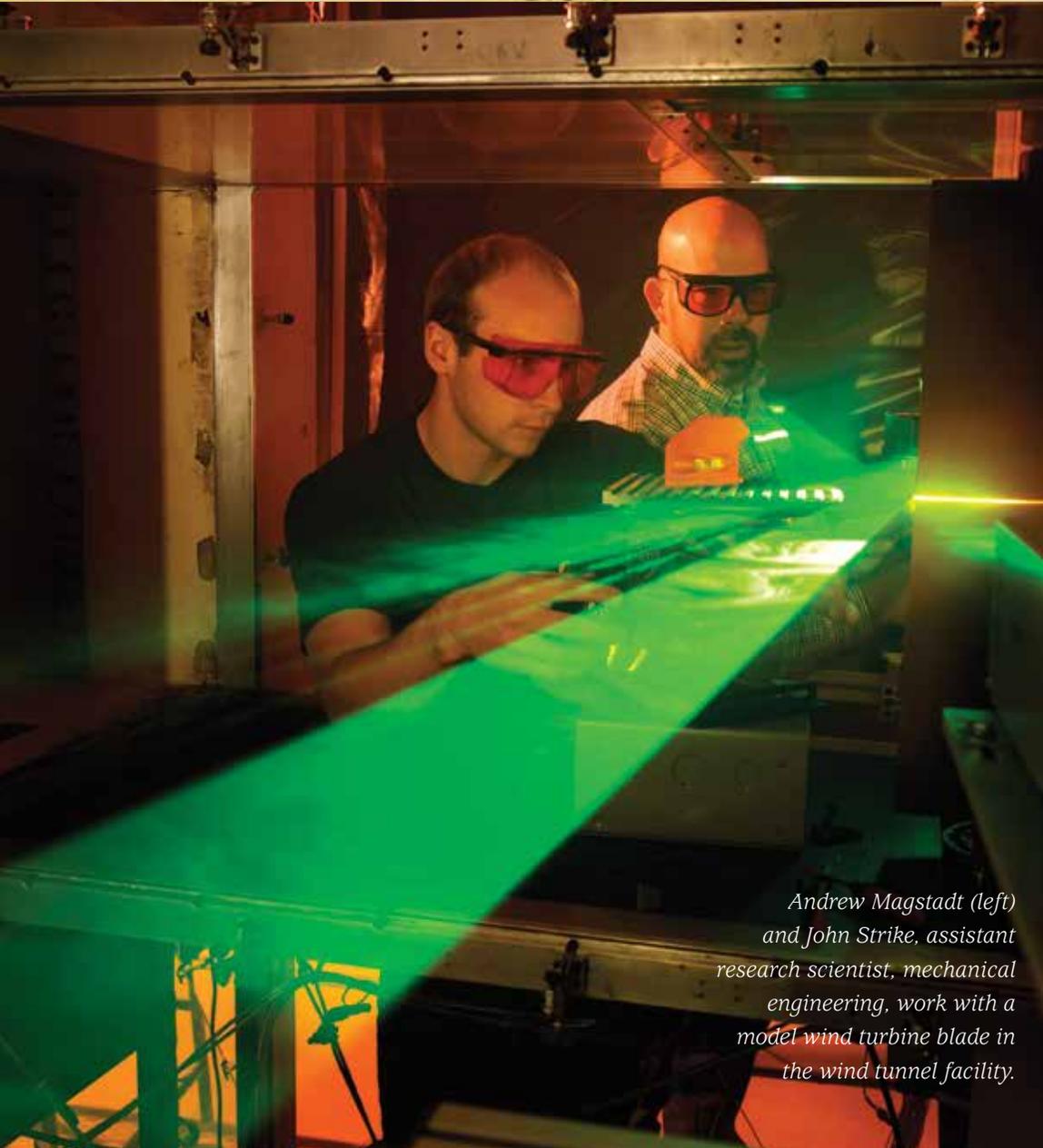


# 3 UNIVERSITY PLAN



*Reopening of the Geology Museum*

# HIGHLIGHTS OF FY 2013



*Andrew Magstadt (left) and John Strike, assistant research scientist, mechanical engineering, work with a model wind turbine blade in the wind tunnel facility.*

# ACCOMPLISHMENTS

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The pages that follow review action items completed during FY 2013, as well as some items reported on previously that received additional attention during the year. The action items completed during FY 2010 through FY 2012 are detailed in the report cards for those years, which can be found on the Academic Affairs website at: <http://www.uwyo.edu/acadaffairs/plans/background.html>

## Reinforcing and refining areas of distinction

### *Critical areas of science and technology.*

Energy-related teaching and research at UW continue to grow. The School of Energy Resources (SER), in collaboration with the UW colleges and the energy industry, identified priorities for a number of new faculty positions to be supported with new funding appropriated by the 2012 Wyoming Legislature. Priority areas include petrophysics, geomechanics, petroleum systems, energy finance, business or accounting, and law. During FY 2013, the SER petrophysics position was filled and the College of Law received an SER position in oil and gas law. Searches to fill other priority positions will proceed in FY 2014. Also in FY 2013 the College of Business announced its new Energy Management MBA (action item 42).

The new SER positions are an important means of advancing the energy-related focus of the College of Engineering and Applied Science, which was an emphasis of UP3 (action item 43). In April 2013 Associate Provost Andy Hansen released a report, “Engineering Initiative: Toward Tier I for Wyoming,” which received endorsement by the 2012 Wyoming Governor’s Energy, Engineering, STEM Integration Task Force. The Governor and Legislature set aside \$95 million in state funds, to be matched with another \$15 million in private contributions, to renovate and expand the engineering building to support the goal of achieving tier 1 status in the engineering program.

### *Cultural assets, the arts and humanities.*

The arts and humanities belong to the core educational mission of the University of Wyoming: they offer perspectives, ways of knowing, and

# ACCESS

*Students performing  
in Variegations Dance.*



insights that are not discoverable through other disciplines. The Art Department has recently established a home in the new visual arts building, and the Buchanan Center for the Performing Arts will provide improved facilities for the departments of

music and theater and dance. In the past year, attention has turned to the humanities, an area fundamental to the development of critical analytical skills, ethical and democratic ideals, and the cultural and interpersonal fabric of society.

# Promoting Access to Higher Education

Access is a multidimensional goal. Among the dimensions of access to a UW education are cost of attendance, education throughout Wyoming, enhancing student preparation and success, internationalization and diversity.

*Cost of attendance.* During FY 2013 the Division of Student Affairs made substantial headway in developing and promoting programs for need-based aid and aid for nontraditional students. The Wyoming Challenge Grant provides approximately 500 need-based scholarships annually.

Wyoming high school seniors who are Pell-eligible and enrolling full-time in college may receive up to \$1,000. Two competitive grants (from the Daniels Fund and the Osher Foundation) totaling \$75,000 annually provide scholarship aid and academic services to nontraditional students with evidence of financial need. In addition, the Osher Foundation contributed a \$1 million award for expanded support to nontraditional students. Through a review of packaging policies and donors' gift agreements, Student Financial Aid has identified \$395,000 in funding for summer persistence awards.



In addition to these programs, the Division of Student Affairs is partnering with the UW Foundation to attract more funding for students with need (action item 5). The UW Foundation will place renewed emphasis on philanthropic support for student scholarships to compensate, at least in part, for the \$2 million reduction to UW's scholarship fund as a result of the budget reductions mandated by the state in FY 2013. Emphasis is on student scholarships in the following

five strategic areas: 1) women in engineering fields; 2) multicultural students; 3) needy, non-resident students; 4) non-traditional students; and 5) transfer students.

The next step is for Foundation gift officers, coordinating with Student Affairs, to identify donors who are likely to fund these scholarships (action item 25).

*Education throughout Wyoming.* During FY 2013 the Division of Academic Affairs made significant progress toward a community college curricular outreach plan. The dean of the Outreach School, in conjunction with the deans of the colleges, developed a document entitled "A Proposal for a Statewide Strategic Partnerships Program: Stage I," outlining possibilities for offering additional programs beyond the Laramie campus in collaboration with Wyoming's community colleges.

The draft document will be an important focus for discussion within UW and among Wyoming community college leaders during FY 2014 (action item 9).

The perceptions of UW throughout the state are important to UW's success and are importantly influenced by its curricular offerings, extension programs, and other outreach efforts. One method UW uses to monitor statewide perceptions of the university is a periodically administered statewide survey. Results from the November 2012 survey can be viewed on the UW website at: [http://www.uwyo.edu/uw/news/\\_files/documents/2012/12/wystatesurvey.pdf](http://www.uwyo.edu/uw/news/_files/documents/2012/12/wystatesurvey.pdf)

*Enhancing student preparation and success.* The Division of Student Affairs has developed the Wyoming Youth Opportunities for Education website (<http://www.wyo4ed.org/>), to advance a statewide student referral and services pipeline. The website is now available statewide to pre-college students, their parents, and secondary school personnel. The site provides many college preparatory tools and much information targeted by grade level. Tools include the Hathaway Calculator, major field of study and career decision trees, and a pre-college programs search that highlights statewide options for limited-income families. The Wyoming College Advising Corps (WyCAC) places recent UW graduates in Wyoming high schools to provide a



variety of college preparatory advising and programming intended to increase college aspirations and to promote a college-going culture in host schools. In addition, the new Wyoming Transfer Advance program provides automatic UW admission to Wyoming community college students. The program provides



*University of Wyoming Casper College  
Video Conference Students attending video  
conference class.*

academic advising, financial aid counseling, and helps answer questions for students who are currently at a Wyoming community college and plan to transfer to UW (action item 11).

UW, the community colleges, and the K-12 school systems must work

together to smooth students' transition from one level of school to the next. Wyoming's P-20 Statewide Longitudinal Data System (SLDS) now falls under the aegis of the Wyoming Department of Enterprise Technology Services. Its purpose is to provide accurate, longitudinal information on how

# EXCELLENCE



individual students or sets of students perform over time, from pre-school through post-secondary education. Members of the P-16 Council, renamed the Wyoming Education Coordinating Council and supported by UW and the Wyoming Department of Education, meet regularly with the WDET's Statewide Longitudinal Data System (SLDS) Task Force. WECC's role includes helping with the development of MOUs among various sectors of Wyoming's educational systems and identifying predictive indicators of student success (action item 16).

Also in the area of enhancing student success, during FY 2013 two faculty-led task forces developed proposed learning outcomes and structural elements of a revised general education program to replace the existing University Studies Program. The Faculty Senate has recommended implementation of this structure, and a faculty-led implementation task force has been working on the details of the new program since spring 2013. The new general education curriculum, which is designed to simplify and streamline general education requirements, to promote better degree completion rates, and to integrate key learning objectives such as writing more broadly across the curriculum, is slated to take effect in fall 2015 (action item 22).

It is too early to know with certainty if these initiatives, and others, will lead to greater student success, and clearly there is much more work to be done. UW tracks some indicators that can aid in assessing whether efforts are bearing fruit. Several such indicators, including trends in the fall-to-fall retention rate, the six-year graduation rate, the numbers of degrees awarded, and student employment outcomes are publicly available on the UW "Dashboard," along with many other data related to the university's mission, at: [http://www.uwyo.edu/oia/\\_files/dashboard/uw\\_dashboard\\_november\\_2012.pdf#page=8](http://www.uwyo.edu/oia/_files/dashboard/uw_dashboard_november_2012.pdf#page=8)

## Fostering Excellence

Many of UW's most fertile opportunities to foster excellence reside in the six areas of distinction identified above, which focus UW's research and scholarship on areas of inquiry relevant to the state and region. Such a focus not only connects UW to its most important constituents, it also highlights Wyoming's role as a natural laboratory in which to explore many of the pressing issues confronting the nation and world.

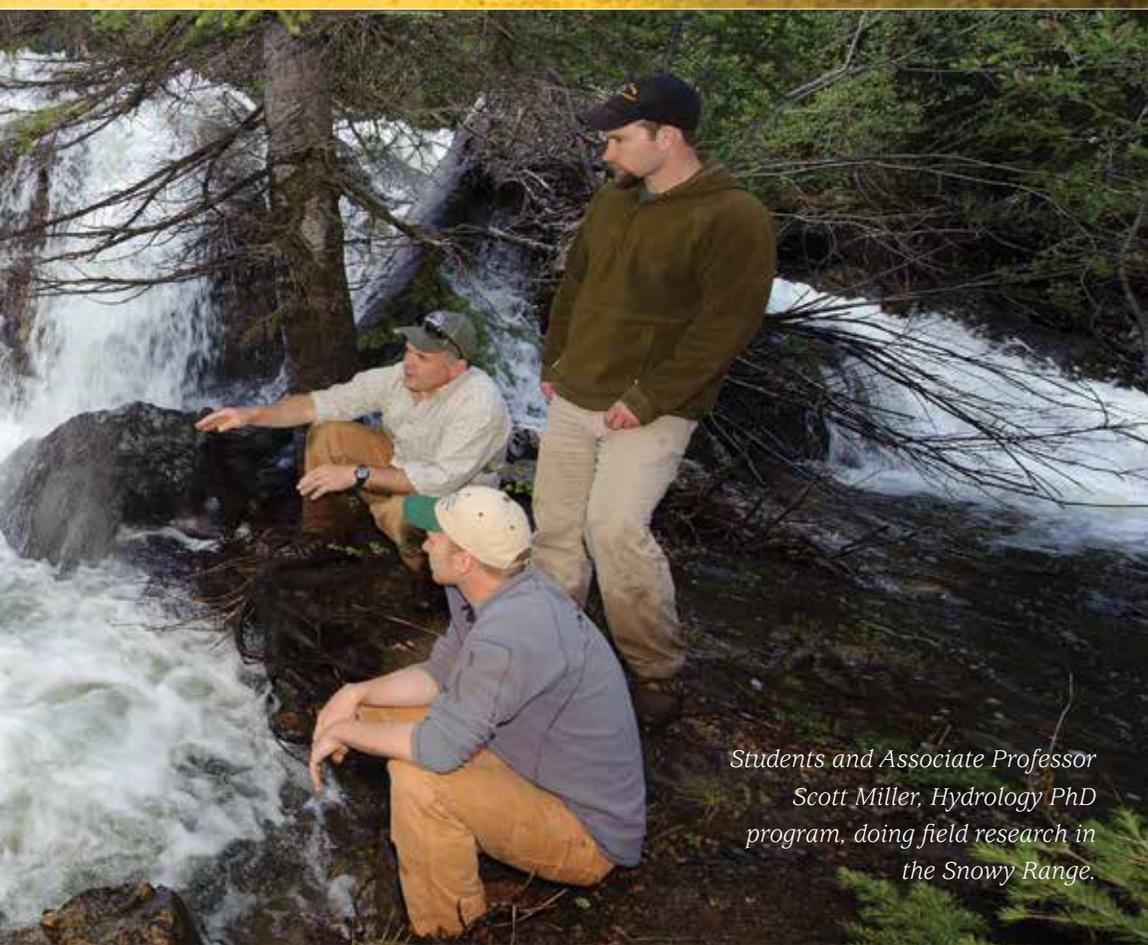
UW's leadership in cultural assets, arts, and the humanities requires it to establish and strengthen links with Wyoming's other major cultural



resources. UW now participates in several collaborative initiatives involving the Buffalo Bill Historical Center (BBHC) in Cody. Among them are: (1) a state-funded project involving UW's American Heritage Center to digitize all known BBHC correspondence; (2) a grant involving the Botany Department to establish the

Greater Yellowstone Raptor Experience, a live raptor education program at the Draper Museum (see <http://www.bbhc.org/explore/greater-yellowstone-natural-history/raptor-experience/>); and (3) the establishment, in 2013, of the Camp Monaco Prize in Greater Yellowstone Biodiversity Research. This last initiative represents collaboration between UW's Biodiversity Institute and Prince Albert II of Monaco (see <http://www.bbhc.org/camp-monaco-prize/>) (action item 50).

One of the best opportunities to advance UW's distinction in



*Students and Associate Professor Scott Miller, Hydrology PhD program, doing field research in the Snowy Range.*

*environment and natural resources* is the continued strengthening of curricular connections among the Haub School of Environment and Natural Resources (ENR), the School of Energy Resources (SER), and the many academic units across the university that have depth in ENR-related disciplines. During FY 2013 the Haub School negotiated with college deans and department heads to establish concrete memoranda of understanding for teaching commitments to the ENR degree program, to enhance the cross-

disciplinary community required to solve complex ENR problems. MOUs for all but a few courses are in place. In addition, the Haub School recently received a private gift sufficient, when coupled with earnings on the Wyoming Excellence Endowment, to establish the Knobloch Chair in Conservation Economics and Finance. A search is currently under way in the Department of Economics and Finance (action item 51).

A two-college effort aimed at determining if it would make sense to

formally combine the Departments of Botany and Plant Sciences, in order to strengthen UW's distinction in *life sciences*, concluded during FY 2013. Working with the affected faculties, the deans of Arts and Sciences and Agriculture and Natural Resources determined that the degree programs in Botany and Plant Sciences are sufficiently different in emphasis that it makes little sense to combine them (action item 58).

*The foundation of an excellent university is excellent people.* To recruit, retain, and reward the best, UW is committed to sustaining the emphasis on faculty and staff salaries in legislative budget requests and other funding arenas. Faculty salaries have become a critical concern, having slipped from 11 percent below the average salary at 50 competing public research universities to 14 percent below average between 2010-2011 and 2012-2013.

UW has excellent faculty, extension personnel, and staff located on the Casper campus and at numerous other locations in the state as well as in Laramie. To enhance the professional development of academic personnel assigned outside the UW-Laramie campus, the Outreach School has developed a policy document articulating principles for effective support of those personnel, and including examples of good practice for such support (action item 66). To enable vacant staff positions to be allocated



to support institutional priorities, a staff central position management system was initiated in July 2012. This system, modeled on UW's faculty central position management process, involves quarterly meetings of the vice presidents at which they allocate vacant positions to meet the university's evolving staffing needs.

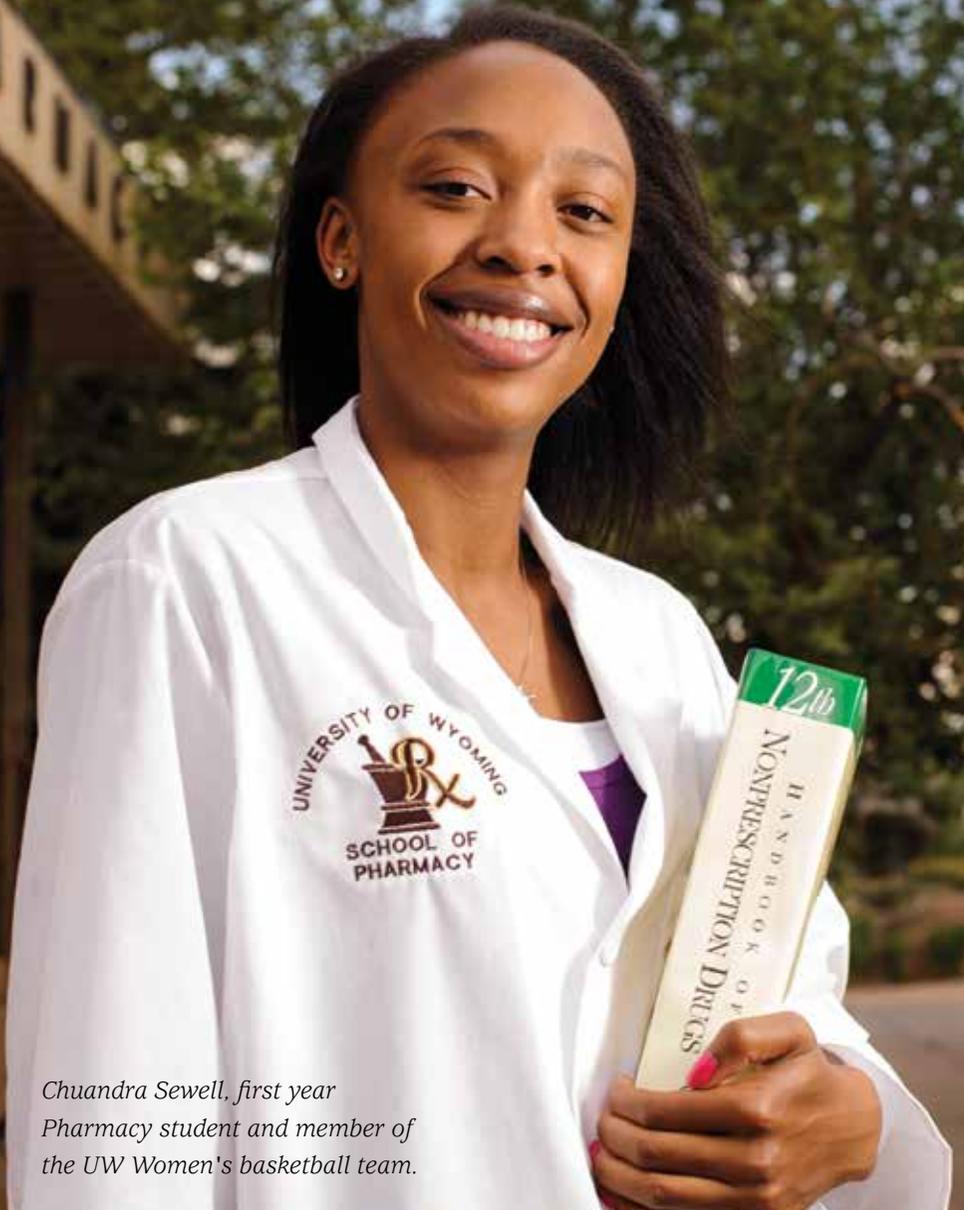


*UW vs South Dakota State wrestling dual*

Another category of opportunities for excellence revolves around UW's capital facilities. Excellent students, faculty, and staff require excellence in physical infrastructure to the extent that realistic funding strategies permit. The facilities identified for strategic excellence in Intercollegiate Athletics are clearly important and, to this

end, during FY 2013, the Division of Intercollegiate Athletics developed an extensive Athletics Facilities Master Plan. The plan is retrievable online at: [http://grfx.cstv.com/photos/schools/wyo/genrel/auto\\_pdf/2012-13/misc\\_non\\_event/2012\\_facilities\\_masterplan.pdf](http://grfx.cstv.com/photos/schools/wyo/genrel/auto_pdf/2012-13/misc_non_event/2012_facilities_masterplan.pdf) (action item 86).

# LEADERSHIP

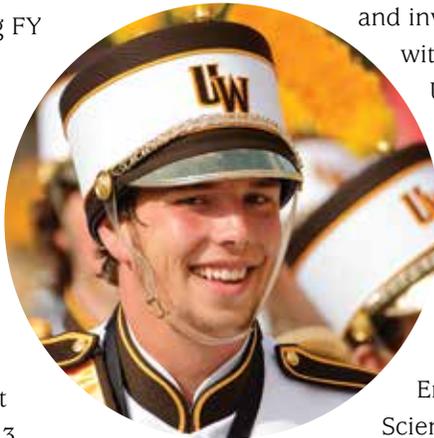


*Chuandra Sewell, first year  
Pharmacy student and member of  
the UW Women's basketball team.*

# Cultivating Leadership

As a planning motif, leadership spans both the institutional and personal levels. UW itself has a leadership role to play, most prominently in educating people for professions critical to the future of the state and region. Among Wyoming's most critical and pressing areas of professional education need are the health care professions. During FY 2013 the dean of Health Sciences developed a draft strategic plan for the Family Medicine Residency Centers in Cheyenne and Casper. At the heart of the plan is a 2013 report to Governor Matt Mead, retrievable online at [http://www.uwyo.edu/acadaffairs/plans/rep\\_uw\\_famresidprog.pdf](http://www.uwyo.edu/acadaffairs/plans/rep_uw_famresidprog.pdf) (action item 90).

Another pressing area of professional education need is in science, technology, engineering, and mathematics (STEM) education. UW's new partnership with the National Center for Atmospheric Research (NCAR) created an extraordinary opportunity for innovative initiatives to import computational science into



the K-12 curriculum. In addition to initiatives reported in prior years, UW advanced several new initiatives during FY 2013, including: (1) a short-course developed and offered jointly by the UW Statistics Department and NCAR on geostatistics for community college faculty; (2) an NSF-funded project, Visualization Basics: Using Gaming to Improve Computational Thinking (UGame-ICompute), led by UW's Science Math Teaching Center

and involving a partnership with NCAR to help enhance

UW STEM education students' knowledge and understanding of mathematics, computing and computational thinking; and (3) development of a 27-credit hour

Endorsement in Computer Science that will serve as a computer science minor. The

Department of Computer Science in the College of Engineering and Applied Science and the College of Education have agreed to the minor and are pursuing official recognition and endorsement through the Wyoming Professional Teaching Standards Board (action item 93).

UW's leadership role also involves serving as a reservoir of expertise to help solve the state's most pressing problems. Among the UP3 action items that pertained to this role was

the idea of establishing a formal policy analysis clearing house to facilitate the contributions of experts from many disciplines to local, state, and federal decision-making. After many discussions within the university and conversations with Wyoming's Legislative Services Office, the Office of Academic Affairs determined that the time is not ripe for implementation of this action item. However, UW remains committed to making its policy-related disciplinary expertise available to decision makers, and will continue to explore effective mechanisms (action item 105).

Last, but certainly not least, both the learning environment for students and the work environment for faculty and staff must support human capital development and promote leadership skills. One indicator of success in this arena is the satisfaction of students and employees with their UW experience. A student satisfaction survey conducted every other year since 1994 suggests that while there is plenty of room for improvement, students are increasingly satisfied overall with their UW experience, in many dimensions to a degree that exceeds that at public peer universities: [http://www.uwyo.edu/studentaff/\\_files/docs/student-satisfaction-survey.pdf](http://www.uwyo.edu/studentaff/_files/docs/student-satisfaction-survey.pdf).

Faculty members at UW have also been surveyed to assess their perceptions of factors that contribute to the growth of successful academic careers. Twice, in





*School of Energy Resources 3-D Bootcamp*

# FOCUSING ON

*Assistant  
Professor  
Noriaka Ohara,  
civil and  
architectural  
engineering,  
conducting  
snow research.*



# THE FUTURE

2008 and 2011, UW has participated in the Collaborative on Academic Careers in Higher Education, a project run out of Harvard University that asks a series of questions of tenure-stream faculty about the university work environment. Those survey results can be found along with other information pertaining to the advancement of faculty careers on the Academic Affairs website at: <http://www.uwyo.edu/acadaffairs/faculty-resources/index.html>.



## Focusing on the Future

Three cycles of academic planning have positioned UW for genuine academic distinction. Much progress has been made in building depth in focused areas of research and scholarship; in enhancing access for students on the Laramie and Casper campuses, and across the state; and in striving for excellence through enhancing the curriculum, building human capital, and developing facilities and educational infrastructure. But the work to make UW better will never be done. As described at the beginning of this document, the development of the fourth strategic plan (UP4) will be front and center during the coming academic year. That process will reflect not only

the momentum established to date but also the philosophies, perspectives, and priorities of Dr. Robert Sternberg, UW's new president whose tenure began July 1, 2013.

Even as we look ahead to UP4, there is still work to be done to wrap up UP3. And this work must be undertaken in a more restrictive fiscal environment: the \$11.7 million reduction to UW's state funding in FY 2013 will continue, amounting to a \$23.4 million cut for the biennium. During fiscal year 2014 the president's executive council will focus on the following UP3 initiatives.

*Access.* Continue to strengthen access to and excellence in graduate education by soliciting gifts to support master's and doctoral students; continue to work across the spectrum of Wyoming's educational system to ensure that students enter college with the right preparation and have access to the tools and resources they need to succeed at UW; and advance the discussion with Wyoming's community colleges on possibilities for offering additional programs beyond the Laramie campus in collaboration with community colleges.



*Fostering diversity, excellence, and human capital development.* Enhance the inclusiveness of the teaching and learning environment by ensuring a stable faculty staffing plan for ethnic studies programs; focus attention on recruitment, retention and advancement of staff members of color; develop and implement methods for assessment of student learning in graduate school; sustain the emphasis on faculty and staff salaries in legislative budget requests and other funding arenas; and, to heighten accountability and ready access to information about UW's

accomplishments, pursue options for a common electronic system for updating, reporting, and tracking professional accomplishments of faculty.

*Facilities enhancements.* Continue planning for a major upgrade of UW's engineering facilities; develop a long-range plan for storing seldom-used materials in facilities outside the core Laramie campus; continue to implement the multi-year plan for upgrades to UW's athletic facilities; and continue to develop strategic plans for the Cheyenne and Casper Family Medicine Residency Centers.

## Summary of University Plan 3 Action Items Addressed in 2012-2013

Action Item	Brief Description
5	Need-based and other types of support for the non-tuition cost of a UW education
9	Community college curricular outreach plan
11	Statewide student referral and services pipeline
16	P-16 Council
22	Assessment of the University Studies Program
25	Scholarship enhancements in strategic fields
50	Links with the Buffalo Bill Historical Center
51	Review of the Haub School's structure and teaching workforce
58	Plant biology initiative
66	Professional support for academic employees working outside the Laramie campus
86	Multi-year plan for staging and funding upgrades to UW's athletic facilities
90	Strategic plans for the Cheyenne and Casper Family Medicine Residency Centers
105	Policy analysis clearinghouse

For more information about the University of Wyoming's strategic plan and detailed supporting documentation for many of the action items described in this document, please visit:

[www.uwyo.edu/AcadAffairs/Plans](http://www.uwyo.edu/AcadAffairs/Plans)

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We thank our colleagues who lead other UW divisions, for their help and insights in shaping UW's strategic plan:

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