

## **General Information for *University of Wyoming FY 2016 Annual Report***

(July 1, 2015 - June 30, 2016)

Dr. Laurie Nichols, President; University of Wyoming

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### **Other Locations**

Casper, Cheyenne, Cody, Gillette, Jackson, Lander, Lingle, Pavillion, Powell, Riverton, Rock Springs, Sheridan, Torrington, Wind River Reservation, Elk Mountain, Jelm Mountain, Red Buttes, Grand Teton National Park, offices in all 23 counties.

### **Year Established**

1886

### **Statutory References**

*Wyoming Constitution* (1890) Article 7, Section 1, Sections 15 through 17 and Section 23; W.S. 9-2-118; W.S. 9-2-123; W.S. 9-4-719; W.S. 9-4-1003; W.S. 19-14-106; W.S. 21-7-601; W.S. 21-16-201 and 21-16-202; W.S. 21-16-501 through 21-16-505; W.S. 21-16-901 through 21-16-904; W.S. 21-16-1001 through 21-16-1003; W.S. 21-16-1201 through 21-16-1204; W.S. 21-16-1301 through 21-16-1310; W.S. 21-16-1401 through 21-16-1403; W.S. 21-16-1501; W.S. 21-16-1601 through 21-16-1603; W.S. 21-17-101 through 21-17-450; W.S. 21-19-101 through 21-19-106; W.S. 41-2-125

### **Number of Authorized Personnel**

Does not apply.

### **Organization Structure**

Board of Trustees, President's Office, Athletics, Academic Affairs, Administration, Governmental and Community Affairs, General Counsel, Information Technology, Institutional Advancement, Research & Economic Development and Student Affairs (see chart for details).

### **Clients Served**

Enrolled undergraduate, graduate and non-degree students, continuing education participants, high school students, alumni, business assistance clients, community assistance clients, clients requesting information, agricultural assistance clients, research clients, health care patients, cultural programs patrons, athletics fans, public radio listeners and donors, and other Wyoming citizens.

**Budget Information Fiscal Year 2016 (authorized by the Board of Trustees)**

<b>Total Revenue / Sources - FY 2016</b>	
<b>General Fund</b>	245,598,961
<b>UW Income Fund</b>	63,588,912
<b>Athletics (Augmenting Revenue)</b>	2,379,045
<b>Sales &amp; Services</b>	4,570,805
<b>Federal Mineral Royalties</b>	13,365,000
<b>Fed. Funds--Ag. Coll. Research</b>	1,350,000
<b>Fed. Funds--Ag. Coll. Extension</b>	1,107,809
<b>Land Income Fund---University</b>	682,000
<b>Land Income Fund---Ag. College</b>	495,000
<b>Foundation and Gifts</b>	32,225,910
<b>Clinic Income</b>	5,343,031
<b>WWAMI Contract Payments</b>	801,800
<b>Grants and Contracts -- Fed. Funds AML through DEQ</b>	-
<b>Grants and Contracts -- Other Federal Funds</b>	86,000,000
<b>Grants and Contracts --State Funds</b>	12,000,000
<b>Grants and Contracts --Other Funds</b>	19,900,000
<b>Auxiliary, Enterprise and Other University Funds</b>	81,196,031
<b>Other Government Agency Funds</b>	-
<b>Total</b>	<b>570,604,304</b>
<b>Total Expenditures / Uses - FY 2016</b>	
<b>Full-time Personal Services (1000)</b>	193,446,500
<b>Overtime (1100)</b>	161,090
<b>Part-time Personal Services (1200)</b>	27,479,789
<b>Graduate Assistant (1400)</b>	16,029,850
<b>Employer Paid Benefits (1900)</b>	84,473,904
<b>Total Personal Services</b>	<b>321,591,133</b>
<b>Support Services (2000)</b>	163,474,982
<b>Grant &amp; Aid Payment (6000)</b>	51,957,233
<b>Non-op. Expenditure (8000)</b>	19,328,987
<b>Future Capital Projects</b>	2,561,969
<b>Future Grant Expenditures</b>	11,690,000
<b>Total</b>	<b>570,604,304</b>

**Mission and Philosophy**

The University of Wyoming (UW) aspires to be one of the nation's finest public land-grant research universities. It serves as a statewide resource for accessible and affordable higher education of the highest quality; rigorous scholarship; technology transfer; economic and community development; and responsible stewardship of our cultural, historical, and natural resources.

In the exercise of its primary mission to promote learning, the university seeks to provide academic and co-curricular opportunities that will:

- Expose students to the frontiers of scholarship and creative activity and the complexities of an interdependent world;
- Ensure individual interactions among students, faculty, and staff;
- Nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and
- Promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the university community.

As Wyoming's only public university, UW is committed to outreach and service that extends its human talent and technological capacity to serve the people in the communities, the state, the nation, and the world. The primary vehicles for identifying the specific actions and resource allocations needed to achieve this complex mission are the university's strategic plans, revised periodically.

### **Results of Outcomes**

The University of Wyoming FY 2016 Annual Report submission includes information about the University of Wyoming and the Medical Education program. Additional information about the university is available in the UW Accountability and Performance Dashboard, which can be found at: <http://www.uwyo.edu/dashboard/>.

Adopted in May 2009 by the Board of Trustees, the university's institutional plan (University Plan 3, or UP3) served as the guiding strategic plan for the period 2009-2014. Six areas of distinction were initially identified in the first UW academic plan (1999-2003) and the same thrusts for distinction were reinforced, refined and advanced during the second academic plan (2004-2009) and then during UP3. The plan guided the allocation of the university's resources in periods of both budget growth and budget reduction. The discussion that follows in this report is based on UP3.

As of July 2013, UW entered the final year of UP3, and planning for University Plan 4 (UP4) began under the direction of President McGinity. All units, departments, colleges and divisions across campus engaged in various planning activities and meetings, including development of draft academic and administrative unit plans. However, in late 2015, the decision was made to postpone advancing UP4 until a new President was given the chance to determine what path UW should take in the planning process. President Nichols has initiated a new university planning process that will commence in September 2016.

### **Accomplishing University Plan 3**

UW systematically reviewed and reported progress annually on the University Plan (UP3). Each year's "report card" was distributed widely and posted on the Academic Affairs website at:

<http://www.uwyo.edu/acadaffairs/plans/09-14/>

UP3 was built around five planning motifs, which provided 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 2014 was the final year of UP3. Many of the action items in UP3 were completed ahead of schedule, such that only nine action items remained at the beginning of FY 2014. At the conclusion of the plan, all of these remaining action items could be categorized as completed, progress made or no longer applicable.

### **GOAL 1: BUILDING DEPTH**

UW has many academically distinguished programs. Few, however, enjoy the faculty depth, numbers of graduate assistantships, or other resources to which they aspire. Planning is a vehicle by which the university can build genuine depth in elements of its mission where it has struggled to do so for decades.

## **GOAL 2: REINFORCING AND REFINING AREAS OF DISTINCTION**

Adopted in May 2009 by the Board of Trustees after more than a year of effort, including substantial public input, UP3 served as the guiding strategic plan for the period 2009-2014. Six areas of distinction were initially identified in the first UW academic plan (1999-2003) and the same thrusts for distinction were reinforced, refined and advanced during the second academic plan (2004-2009) and then during UP3. In alphabetical order, the areas of distinction are as follows: (1) critical areas of science and technology; (2) cultural assets, arts, and humanities; (3) environment and natural resources; (4) history and culture of the Rocky Mountain region; (5) life sciences; and (6) professions critical to the state and region.

These areas are far from arbitrary. They are arguably the areas that Wyoming must cultivate to build enduring communities and a vibrant economy. Wyoming and the region will be richer environments for personal growth, economic development, cultural depth, and intellectual leadership if UW adheres to a stable, relevant, carefully crafted set of academic directions that involve all of its colleges and that enjoy national and international recognition. In lieu of a current plan, and in the face of significant budget reductions, UW has continued to strive to support these six areas or distinction.

Private giving—combined with state funding, university funding, and specific actions identified in UP3—strengthen the University of Wyoming in identified priority areas. In FY 2016, UW set a new single-year fundraising record, receiving \$63.1 million in private support and surpassing the previous record of \$55.8 million set in FY 2013. This is the first time in the university's 130-year history that private giving has exceeded the \$60 million mark. This total includes \$6.1 million in unrestricted annual gifts and \$9.4 million in planned gifts. It reflects the philanthropy of more than 21,000 alumni and friends. Moreover, an additional \$19 million was realized as a result of the State of Wyoming matching program that was established in 2001 by the Wyoming Legislature to provide additional support to UW by encouraging private donations.

### **Accreditation**

UW is fully accredited by the Higher Learning Commission through 2020. Of the University of Wyoming colleges and programs for which accreditation is sought from national accrediting bodies, 100 percent hold current accreditation. The colleges of Business, Education, and Law have college-specific accreditation. In contrast, Arts and Sciences, Agriculture and Natural Resources, Engineering and Applied Science, and Health Sciences are not reviewed for accreditation at the college level. Program-specific accreditation is currently in place for numerous individual programs, including dietetics, rangeland ecology and watershed management, the Wyoming State Veterinary Laboratory, chemistry, music education, clinical psychology, counselor education, architectural engineering, chemical engineering, civil engineering, computer engineering, computer sciences, electrical engineering, energy systems engineering, mechanical engineering, petroleum engineering, dental hygiene, family practice programs in Casper and Cheyenne, nursing, pharmacy, kinesiology and health, communication disorders (speech pathology), and the social work bachelor's and master's programs. In addition, the Student Health Service is accredited by the Accreditation Association for Ambulatory Health Care, Inc.

### **Licensure Examination Pass Rates/Scores**

Another gauge of programmatic quality relative to external measures is the comparison of pass rates/scores on licensure examinations for programs in which such examinations are available and administered. In 2015-2016, twelve programs at UW had examinations with national comparisons. For these programs, eleven had pass rates or scores greater than or equal to the national averages for the examination. (Some of the comparator scores are not available for one or two years after the examinations are taken. The engineering and business examinations are given two times each year.) Results for students in UW programs compared with national average percentages or actual scores are as follows:

- Business students' major field test (spring 2016), 164 mean score compared with 150 mean nationally.
- Examination for Registered Dietitians (calendar year 2015) eighty-nine percent passed compared to eighty-five percent nationally.
- Counselor education students (Spring 2016), 111 average score compared with 106 nationally.
- Engineering students (academic year 2015), seventy-seven percent passed compared with seventy-four percent nationally.
- Family medicine resident physicians in Casper (2015) was eighty-eight percent and Cheyenne was one hundred percent as compared to ninety-seven percent nationally for first time takers.

- Nursing students (academic year 2015), in the accelerated program exam scored ninety-three percent compared with eighty-five percent nationally and in the Nursing BSN program exam ninety-one percent compared with eighty-five percent nationally.
- Pharmacy students at UW (calendar year 2015) scored ninety-eight percent compared with ninety-three percent nationally on the NAPLEX exam and ninety-five percent on the MPJE exam (pharmacy law) compared with ninety-four percent nationally.
- Speech-language pathology students (academic year 2015-16) scored one hundred percent compared with eighty-five percent nationally.
- Dental hygiene students (calendar year 2015) scored one hundred percent compared with ninety-five percent nationally.

### **GOAL 3: PROMOTING ACCESS TO HIGHER EDUCATION**

As a public land-grant institution, the university has an historic commitment to access to higher education. Wyoming is a national leader in this arena primarily due to the ground-breaking Hathaway scholarship program, a tradition of cooperation among the university and Wyoming community colleges, and high levels of state support for higher education which keep tuition and fees among the lowest in the nation in comparison to other public doctoral-granting universities.

In November 2014, the Board of Trustees adopted a new tuition policy to help bring transparency and some predictability for students and their parents to plan for tuition increases. In general, each year the administration will bring forward a 4% tuition policy for consideration by the Board and associated tuition revenue will be used for salaries, academic unit support budgets, and libraries and IT costs. The policy does not bind the administration or the Board to a certain action, but provides for a starting point for the Board's deliberations. The new policy is subject to review no later than November 2018.

Whereas access traditionally refers to UW's commitment to serve learners throughout Wyoming and beyond, it also implies a responsibility to guide and challenge students intellectually and to hold UW accountable for how well they learn. Access is a multidimensional goal. It includes cost of attendance, education throughout Wyoming, student preparation and success, internationalization, and diversity.

#### **Attendance**

The State of Wyoming's Hathaway scholarship program represents a remarkable policy achievement in lowering the cost barrier to a college education, but it does not eliminate that barrier for all students. UW has considerable resources, in the form of publicly and privately funded scholarships, with which to complement the Hathaway program.

The following data gives a snapshot of enrollment statistics over the last year:

- **Total student enrollment** (end of the fall semester) - Total fall 2015 semester headcount, including professional development, outreach and online students, was 13,717.
- **New-student enrollment** (first-time freshmen and transfers) - 2,623.
- **Minority and international student enrollment** - 17 percent of student enrollment.
- **Third-semester retention rate** - The third-semester retention rate for the freshman cohort entering in the fall of 2014 and returning in fall of 2015 was 76 percent. (Standardized retention data are always delayed one year.)
- **Six-year graduation rate** - The six-year graduation rate for first-time, full-time freshmen matriculating in the fall of 2009 and graduating by the summer of 2015 was 55 percent.
- **Six-year graduation rate for student-athletes** - The six-year graduation rate for student athletes (entering in fall 2009 and graduating by the summer of 2015) was 57 percent compared to the overall student body, 55 percent.

The Wyoming Transfer Advance program provides automatic admission to Wyoming Community College students and provides academic advising, financial aid counseling and helps answer questions for prospective transfer students who are currently at a Wyoming community college and plan to transfer to UW. Further, the university has partnered with each of the Wyoming community colleges to develop program-level articulation so that students can move seamlessly from the colleges to the university via 2+2 plans. More than 150 plans in 40 high demand

disciplines have been completed. The portion of in-state transfers affected by completed 2+2 plans is above 50 percent. Many additional 2+2 plans are being developed every year with the goal of providing Wyoming students clear paths to a four-year degree.

In the fall of 2015, UW welcomed one of its largest freshmen classes ever with 1,695 students. Additionally, 930 new transfer students and 905 new graduate and professional students enrolled.

Success in bringing students to UW is only meaningful if the university retains students who earn a degree. Annually, the Summit “Cowboy Connect” Transition Program is held in August to assist new students with the transition to college life. Transfer/non-traditional students and veterans are also encouraged to participate in events designed specifically for their needs. The recently-launched STEP Center serves to provide free tutoring for all students in high-challenge lower division courses, and the Summer Bridge Program provides a first-year seminar and a math class to students prior to the start of the fall term. Synergy, the UW learning community for conditionally admitted students with gaps in their high school preparation, continues to provide high-touch academic support to the approximately 300 students who participate annually. Retention for first-year students continuing to their second year has been increasing at UW as a result of these and other systematic efforts to assist students. For the fall 2014 cohort, retention was 76.3%, exceeding the 5-year average of 74.9%. In the 2014-15 academic year, the University of Wyoming granted 2,767 certificates and degrees, including bachelor’s, master’s, doctoral, and professional degrees.

UW launched a new general education program in the fall of 2015. The University Studies Program (USP) consists of courses and learning outcomes that all UW undergraduates must complete in order to receive a bachelor’s degree. The new 30-credit hour program features a First-Year Seminar (FYS) focused on critical thinking and communication skills. Writing and public speaking skills have also been embedded in a series of courses taken at the freshman, sophomore, and senior level designed to ensure UW graduates have more high quality opportunities to write and speak about topics central to their majors. The humanities, arts, social science, and science requirements have been made more flexible to allow for interdisciplinary work and to aid students who transfer to UW or change majors.

### **Education throughout Wyoming**

UW’s land-grant mission carries with it a responsibility to serve the larger community. As a result, UW’s infrastructure extends far beyond the UW-Laramie campus, and planning for that infrastructure must be statewide in scope. UW’s statewide commitment is carried out through the Outreach School, University of Wyoming Extension, Student Educational Opportunity, and the economic development units of the Office of Research and Economic Development (e.g., Wyoming Small Business Development Centers and Manufacturing Works). UW has facilities and projects statewide. The joint facility in Casper shared by the University of Wyoming and Casper College continues to provide high quality educational opportunities. UW will also occupy space in a new facility in Cheyenne currently being planned by LCCC.

Similar to institutions nationwide, UW delivers a large portion of its curriculum to students statewide through distance technologies. These students are served through the university’s Outreach School. In FY 2016, 23 percent of UW’s approximately thirteen thousand seven hundred students were enrolled through Outreach. In addition, multi-institution and multi-state collaborations for delivery of distance-delivered courses are becoming critically important for broadening and deepening course and degree options.

Since 1914, UW Extension has helped Wyoming citizens and communities respond to challenges and changes, with offices in each of the state’s 23 counties and the Wind River Indian Reservation. Although its roots are in agriculture, UW Extension has broadened its educational mission to encompass many of the contemporary challenges facing Wyoming’s people and its rural communities. For federal fiscal year ending September 30, 2015, UW Extension had total direct contacts of 425,641. These contacts can be disaggregated into 340,166 contacts in Wyoming counties and 85,475 contacts statewide, in multiple states, nationally and internationally. Total direct contact numbers include all Cooperative Extension Initiative Program areas including educational efforts in horticulture, sensible nutrition, community development, 4-H/youth development, nutrition and food safety, range management, and profitable and sustainable agriculture systems.

Wyoming Public Media (WPM) extends UW Outreach School’s service statewide and globally with five channels

and streams, Wyoming Public Radio, Classical Wyoming, Jazz Wyoming, Wyoming Sounds, and <http://wyomingpublicmedia.org/>. WPM provides radio signal to over 90 percent of Wyoming and penetrates into contiguous states. Nearly 64,000 Wyoming residents listen to WPM's radio broadcasts (5 year rolling average). The online service generates close to over 1 million unique visitors annually, many from national and international locations. WPM's programming provides life-long learning through media with news, public affairs and cultural content from national and local sources. WPM's nationally recognized News Department is the recipient of a variety of grants and awards, including nine prestigious Edward R. Murrow awards for News Excellence. The Cultural Affairs Department is recognized for producing award-winning Podcasts and cultural stories and features. Wyoming Public Media is the sole radio source for National Public Radio (NPR) programs in Wyoming.

### **Enhancing Student Success**

Owing to its size and culture, UW is fertile ground for the adoption of measures that can enhance students' learning environment beyond the traditional classroom, laboratory, and studio activities. The University of Wyoming conducts three broad-based surveys focusing on student satisfaction on a biennial basis. The Noel-Levitz (NL) Student Satisfaction Inventory is administered to roughly half the student sample, while another one-half completes the ACT Student Opinion Survey. A third survey, the University of Wyoming Student Opinion Survey (UWSOS), composed of items developed largely by Student Affairs and Academic Affairs, is administered to the entire student sample (approximately 1,500 respondents per survey year).

The 2016 report highlights include:

- University of Wyoming students remain very satisfied with their university experience. Nearly ninety-seven percent are pleased with their education at UW. (UWSOS)
- UW students rate campus safety and security significantly higher than their counterparts at other public universities. Only six percent expressed dissatisfaction with campus safety. "The campus is safe and secure for all students." (NL)
- Satisfaction with the UW library continues to be high, with ninety-five percent indicating they are either satisfied or very satisfied with the library and less than one percent indicating dissatisfaction. (ACT)
- Computer facilities receive high marks too - eighty-six percent express satisfaction while only four percent express dissatisfaction. (ACT) and "Computer labs are adequate and accessible". (NL) The NL benchmark for UW students rated computer facilities significantly higher than students at other public universities.
- Attitude of faculty toward students had eighty-one percent satisfaction, with only three percent dissatisfied. (ACT)
- Availability of advisor had seventy-four percent satisfaction with nine percent dissatisfied. (ACT)
- Instruction in major field had seventy-seven percent satisfaction with five percent dissatisfied. (ACT)
- Out-of-class availability of instructors had seventy-eight percent satisfaction with five percent dissatisfied. (ACT)
- Course content in major field had seventy-nine percent satisfaction with seven percent dissatisfied. (ACT)
- The Wyoming Union continued to have high rates of satisfaction with eighty-four percent satisfied or very satisfied. (ACT)
- Recreational & Intermural programs & services received high rates of satisfaction with ninety-one percent satisfied or very satisfied. (ACT)
- With regard to a sufficient number of weekend activities for students, UW students were significantly more satisfied than students at other public universities. (NL)
- With respect to financial aid award being announced to students in time to be helpful in college planning, UW scored a 5.14 compared to 4.98 for national four-year institutions. (NL)
- Nearly three-quarters of UW students find tuition to be a "worthwhile" investment, while only twelve percent do not. (NL)

### **Internationalization**

University of Wyoming administrators, faculty, students and extended community members have made a strong commitment to internationalization on the UW campus. Whether providing study abroad opportunities, facilitating global research partnerships, coordinating immigration for new international hires, or hosting visiting dignitaries, UW offers a range of programs, services and financial support that drive the campus' international agenda. As UW's chief international office, International Programs supports all UW campus community members in achieving their internationalization goals and facilitates important international work, study, teaching, research, diplomacy

and outreach. UW believes that every student, and everyone in the larger UW community, should have access to international experiences to gain broader, global perspectives.

To continue supporting and enhancing internationalization on campus, UW maintains these objectives:

1. Cultivate an environment that attracts international scholars and students. To create an inclusive environment, UW offers high level, personalized services for incoming faculty and students, educates individual departments on protocols for recruiting international employees, and targets marketing efforts to attract top students from around the world for undergraduate and graduate programs.

2. Enhance UW students' global awareness through curricular offerings. Offering programs and courses that incorporate international issues and viewpoints is important because it helps educate and train UW students to develop cross-cultural competencies. These options prepare them for engagement with modern, international community of entrepreneurs, politicians and scholars and to navigate an ever more competitive job market following graduation.

3. Expand opportunities for UW students to study abroad. In Academic Year 2015-16, over 400 UW undergraduate and graduate students studied, conducted research, participated in a service learning course, or had an internship abroad. Over \$270,000 in scholarships were awarded by the International Programs Office to support student experiences abroad last year, with more funding coming from the colleges and individual departments.

4. Promote and participate in statewide outreach and community engagement. Keeping stakeholders and other interested parties informed of and involved in UW's internationalization mission is crucial. The inspiring international education, research initiatives and lecture series happening at UW have applications and relevance beyond campus that the university continues to share.

In spring 2015, the UW English Language Center (ELC) was established, and Frederica Suess was named as its Director. The creation of the ELC was identified as a primary goal in the 2011-2013 American Council on Education (ACE) report headed by a diverse group of UW faculty and administrators. Once proper visa authorization was achieved, the ELC welcomed new international students, faculty, staff and their dependents to Laramie during AY2015-16 with intensive classes. The ELC will offer intensive English language classes to support these individuals in their transition to living, studying and working in Wyoming. The full-time semesters (fall, spring and summer) for the ELC classes begin in 2016.

In academic year 2015-2016, UW hosted a variety of delegations from international partners and institutions, including: Shanghai Normal University (China), Universitas Brawijaya (Indonesia), University of Birmingham (United Kingdom), Fulbright Commission of Iceland, University of Pforzheim (Germany), Hanoi University of Science and Technology (Vietnam), State University of Goiás (Brazil), Tribhuvan University (Nepal), Palacky University Olomouc (Czech Republic), and Saratov State University (Russia), among many others. Foreign dignitaries and scholars also visited Laramie to engage with experts across UW and learn more about our campus. These visitors included Consul General Han of Korea, Consul General Hermawan of Indonesia, and Consul General Ashok of India in conjunction with his visit with Governor Mead.

One highlight was a visit from Director General Andy Chin of the Taipei Economic and Cultural Office, who was invited to serve as the keynote speaker for UW's annual Internationalization Awards Banquet hosted by the International Board of Advisors and the International Programs Office at UW. Director Chin and his delegation met with state legislators and UW administrators, faculty experts, and students to explore the many similarities that connect Wyoming and Taiwan historically, economically, and geographically.

In turn, UW sent delegations of faculty, students, and administrators to visit partners in the United Kingdom, Australia, Brazil, China, Colombia, France, Germany, Guatemala, India, Kenya, and Nepal, among others. UW faculty led 32 international field courses around the world this past year, and international service learning projects were offered in Haiti, Honduras, Bolivia, Trinidad & Tobago, and Jamaica. UW's International Students and Scholars Office welcomed around 800 international students to study at UW; these students came from about 90 countries around the world, and more than 100 international scholars conducted short term research and teaching assignments on campus with UW faculty members. UW hosted 360 students from around Wyoming for the third



annual World Languages Day, and the UW MBA program sent its second-year students to Germany for one week of international business meetings for the sixth year in a row. Faculty from UW participated in international research collaborations, conferences, seminars, and symposia across the globe, often with funding from various UW departments to support their travel and expenses. The Department of Global and Area Studies (GAST) welcomed Dr. George Varguhese, Head of the Asia Foundation in Nepal, as its Senior Visiting Scholar in Global Studies. Dr. Varguhese's work toward the redevelopment and reconstruction of Nepal following the devastating earthquake there in 2015 has received international attention. The Center for Global Studies and GAST likewise hosted a series of lectures around the state, including Dr. Varguhese's work, to promote global perspectives in Wyoming.

### **Diversity**

Diversity is interwoven with UW's goals to prepare graduates to compete in a competitive global economy, provide academic excellence, and engage the state's stakeholders. UW must cultivate the diverse and heterogeneous society that graduates will find as they enter increasingly multicultural workplaces and communities. UW strives to maintain an inclusive environment for teaching and learning and provide access for those for whom opportunity may not come so easily: students of color, women in underrepresented fields, returning veterans, students of limited economic means, individuals who are LGBTQ, individuals with disabilities, adult learners, and students who have never dreamed of going to college. UW's highlights from FY 2016:

*Preparing our Graduates:* In fall 2015, enrollment of domestic minorities at UW remained stable at 11%. Multicultural Affairs (MA) provided diversity training for Residence Life, UW Admissions ambassadors, STEP tutors and various student organizations. MA provided funding for diversity-related student organizations to co-sponsor cultural programming for the campus community. MA also hosted a speaker series featuring the work of UW faculty and was part of the Martin Luther King, Jr. /Days of Dialogue event. The Multicultural Resource Center serves as a safe, student gathering space for diverse students on campus. Student government leaders and leaders in student organizations in 2015-2016 were products of the Multicultural Student Leadership Initiative Program which prepares diverse student leaders. UW's multicultural graduation in the fall and spring highlights diverse graduates from both domestic and international backgrounds. The Committee on Women and People of Color (CoWPoC) in collaboration with Academic Affairs hosted the first annual Celebrating Diversity banquet and also assisted in preliminary work to hire a Special Assistant to the President for Diversity. The Women in Math Science & Engineering (WiMSE) prepared and supported 73 undergraduate and graduate female students in STEM disciplines to graduate in their STEM fields. The Women's Leadership Program hosted one of its largest Women's Leadership Conferences in fall 2015 with over 200 attendees learning about women's issues. The Rainbow Leadership Program hosted a banquet with over 35 attendees who recognized three individuals who worked to support LGBTQ issues. TRiO and GEAR UP programs are federally funded outreach and student services programs designed to identify students from disadvantaged backgrounds and provide college access and success services to individuals and their families. Their success rates continue to improve access to education for their participants. The Office of Academic Affairs continued the Underrepresented Domestic Minority (URDM) graduate assistantship program to prepare masters and doctoral level students in fields that are underrepresented for minorities and women this past year. Selections of graduate assistantships were made, and work will continue in fall 2016 to recruit the best and brightest to the UW campus.

*Academic Excellence:* UW's African American & Diaspora Studies (AADS) collaborated with the UW Faculty Association and AAUP (American Association of University Professors), American Indian Studies, Gender & Women Studies, and Latina/o Studies to help bring in Agents of Change the award-winning film that examines race, racism, and the struggle for meaningful and relevant education and the placement of Ethnic Studies Programs. AADS, along with UW Athletics collaborated to bring in Dr. Derrick White to speak on two major topics: "How Does Sports Drive Culture Change" (a reflection, in part, on the Black 14 efforts and the 2015 University of Missouri football team social justice protest) and "From Athletic Dreams to Freedom Dreams: Black Athletes, Community, and Activism." The Latina/o Studies (LTST) Program supported three University of Wyoming students from Jackson who participated in the Mujeres Activas en Letras y Cambio Social (MALCS) Summer 2015 Institute that focused on minority women's issues. LTST also continued their Latina/o Film Series. American Indian Studies (AIST) continued their distinguished lecture series and also hosted Native American hip hop artist Supaman on the UW campus and at the Laramie Junior High.

### **Veterans Affairs**

The UW Veterans Services Center (VSC) provides support and programming to military, veterans and their families

as they transition to civilian student life. The goal of the VSC is to provide advocacy, programming, and assistive support that will enhance the success and quality of life of our military connected students. With strong support from UW administration, faculty, and staff, the VSC has successfully advocated for policy and program development concerning priority registration, military activation and service, VA medical appointments, application waivers, scholarships, and other student services designed to support the challenges facing today's military connected students. Recognizing the need to ease the transition of new student veterans, UW created a Veterans First Year Seminar course and a follow-on COMM II level course, both focused on communication, instruction, and interaction based upon the military experience of the participants. The VSC also promotes the spread of awareness and education of veterans issues and military culture through programs like the "She Served...Picture Project", highlighting women veterans and military families, the "Veterans Day Roll Call" which joins veterans, students, staff, and faculty in remembering our fallen heroes, and "Project Healing Waters" using fly fishing and the calming effect of water to promote healing, self-awareness, acceptance, and friendship for all veterans, especially those battling PTSD and/or other disabilities. To facilitate continuity of services to all Wyoming veterans, UW VSC provides representation on state-wide councils, committees, seminars, and conferences to bring awareness and support to the issues, challenges, and best practices for veterans in higher education.

### **University of Wyoming Athletics**

The 2015-16 academic year produced some of the all-time greatest individual performances in University of Wyoming history led by sophomore wrestler Bryce Meredith from Cheyenne, Wyo. Meredith earned his way to the NCAA national championship match at 141 pounds before falling just one point shy of capturing a national title. Meredith, who entered the 2016 NCAA Wrestling Championships seeded 14th at 141 pounds, lost by a score of 3-2 in the national championship match against Dean Heil of Oklahoma State. Meredith earned All-America honors and became the first Cowboy to reach an NCAA Championship match since Reese Andy at 177 pounds in 1996. Meredith became only the eighth Cowboy in school history to wrestle for a national title. He, along with teammates Drew Templeman at 125 pounds and Tanner Harms at 285 pounds, combined to lead the Cowboys to an 18th-place team finish at the 2016 NCAA Championships. Wyoming diver and Laramie native Kari Campbell became the first female diver in school history to earn All-America honors when she placed 14th in the platform competition at the 2016 NCAA Swimming and Diving Championships. Wyoming basketball player Josh Adams set a new UW single-season scoring record and earned Honorable Mention All-America honors from the Associated Press. Adams became the 17th Wyoming Cowboy basketball player to earn All-America honors, and he was the first Cowboy to earn the honor since Josh Davis in 2002. Adams' new single-season scoring record of 740 points broke the previous record of 701 points set by Flynn Robinson 51 years ago during the 1964-65 season. Adams signed as a free-agent with the Denver Nuggets of the NBA in the summer of 2016. In women's basketball, senior Marquelle Dent concluded her Wyoming career ranked 14th in school history in scoring, with 1,337 career points, and No. 2 in career assists, with 514. The individual accomplishments of Wyoming sophomore football player Brian Hill were recognized nationally in 2015. Hill was selected as one of only 11 semifinalists for the Doak Walker Award that is presented annually to the nation's premier running back in college football. He was the only semifinalist from a non-Power Five conference. Hill set two University of Wyoming single-season rushing records, including total rushing yards in a single-season (1,631) and highest average rushing yards per game (135.9). He broke the records of Ryan Christopherson (1,455 total rushing yards and 121.3 rushing yards per game) that were set 21 years ago in 1994. In July of 2016, former Cowboy discus thrower Mason Finley captured the individual championship at the U.S. Track and Field Olympic Trials, and will represent the United States in the 2016 Olympic Games in Rio De Janeiro, Brazil. Another former Cowboy, golfer David Hearn, will also be representing Canada at the 2016 Olympic Games.

Two noteworthy team performances were women's volleyball and men's golf. Women's volleyball broke into the Top 25 national rankings for the first time since 1994, when they earned a No. 25 ranking in late September. The Cowgirl Volleyball team also recorded an upset of the No. 14 ranked Ohio State Buckeyes in the 2015 season opener in Laramie. The men's golf team enjoyed one of its most successful seasons in history in 2015-16. The Cowboys placed among the top six teams in each of the 11 tournaments they competed in during the 2015-16 season. Their accomplishments were recognized by Mountain West Conference coaches as they selected head coach Joe Jensen as the Mountain West Men's Golf Coach of the Year.

In May, the NCAA released annual Division I Academic Progress Rate (APR) data, and three of Wyoming's 17 NCAA-sanctioned athletic teams recorded their best scores since the NCAA began utilizing the APR as a measure

of academic performance back in the 2003-04 academic year. The four-year averages released were based on two factors: the retention rate of scholarship student-athletes and the academic eligibility of scholarship student-athletes over the four-year period from 2011-2012 through the 2014-15 academic years. Wyoming had two teams, men's golf and women's tennis, record perfect scores of 1,000 for the four-year period resulting in national recognition from the NCAA for academic success. Overall, University of Wyoming athletic teams scored an average of 976 in the APR, 46 points higher than the NCAA threshold for demonstrating academic success (930). Similarly, projected NCAA Graduation Success Rate (GSR) numbers demonstrate that student-athletes graduate at a higher rate than the general undergraduate student body (2% percent higher over 6 years and 9% over 4 years). University of Wyoming athletic teams as a whole achieved an 80% GRS score for the conclusion of the 2009-2010 cohort (the most recent reported data).

University of Wyoming student-athletes performed better in the classroom than the general student body during the 2015-2016 academic year, earning a 3.07 annual gpa versus 3.01 for all undergraduate students. 268 student-athletes concluded the 2015-2016 academic year with an annual gpa of 3.00 or better, with 124 earning a 3.50 or better and 24 earning a perfect 4.00. Spring 2016 was particularly successful, as 33 student-athletes across 13 different sports earned a perfect 4.00 gpa for the term. Student-athletes also represent a wide array of majors at the University of Wyoming, with 452 student-athletes pursuing 63 different degrees.

#### **GOAL 4: FOSTERING EXCELLENCE**

Many of UW's best opportunities to foster excellence reside in six areas of distinction. Focusing on areas of inquiry relevant to the state and region not only connects the university to its most important constituencies, but it also highlights Wyoming's role as a natural laboratory in which to explore many of the most pressing issues confronting the broader world. Other opportunities reside in the institution's responsibility to build excellence in human capital and facilities.

#### **Areas of Distinction: Critical Areas of Science and Technology**

Although UW has experts in a wide array of scientific and technological fields, three fields warrant special strategic emphasis:

- Computational science and engineering
- Earth and energy science and technology
- Water resources

Two other fields of science and technology, specifically environment and natural resources and life sciences, are separate areas of distinction discussed later.

UW's partnership with the National Center for Atmospheric Research (NCAR) created an opportunity for innovative initiatives. The Wyoming portion of NCAR Wyoming Super Computer (NYSC) computational resources allows scientists to address challenging science problems in the atmospheric and related sciences requiring capability computing, contribute to cross-disciplinary research in the geosciences and Earth System sciences, and help attain the goals of fostering substantive scientific and computational collaborations between UW and NCAR, EPSCoR state, or front-range researchers. The computer resources are available for both peer-reviewed researchers with NSF or other federal grants and UW graduate students and post-doctoral faculty working on future grant proposals. In addition, allocations may be given to support faculty's integration of high performance computing in their undergraduate and graduate courses. Resources may also be made available to a small number of projects funded by other government agencies or by the private sector.

During the past year, 25 University of Wyoming projects utilized the NCAR Wyoming Supercomputing Center (NWSC). This includes 7 new projects that were allocated a total of 42 million core hours starting in January 2015, and 9 new projects that were allocated a total of 42.6 million core hours starting in June 2016. These total more than the 75 million core hours/year guaranteed by the cooperative agreement with NCAR. As of mid-May, UW research projects expended 49.6 million core hours for the NWSC fiscal year (which starts October 1). These allocations and utilization rank UW as #1 in total allocation and total users, #1 in total yellowstone computer charges, and #4 in active projects among the over 100 North American universities using the NWSC.

Projects typically involve 2-4 faculty and 1-3 graduate students. A UW PhD student leads one of the large projects and its results will be a central part of his dissertation. In addition, during the past year eight graduate students received their own small allocation, and a class of students in a senior/graduate level course at UW heavily used the NWSC. Three UW students are interning at NCAR this summer; two past UW interns have are now employed at NCAR as research scientists.

The Quaternary Period of Earth's geologic history spans the last 2.6 million years, and contains repeated climate changes (ice ages), large changes in the chemistry of Earth's atmosphere, massive extinctions and other evolutionary and ecological changes, the evolution of modern humans, and the emergence of civilization. These climatic, hydrologic, soils, landscape, ecological, evolutionary, and cultural changes offer a rich set of case studies that apply to many topics from Earth system science to natural resource management and economics. The Roy J. Shlemon Center is a cross-disciplinary intellectual community focused on using the rich geological, fossil and archeological record of the Quaternary Period to learn about how the Earth's environment changes and how such changes affect natural resources, such as water and forests, and societies. Few institutions have equal depth and excellence in this area. The current consortium of more than 20 faculty with Quaternary interest spans at least five departments (Anthropology, Botany, Geography, Geology and Geophysics, and Renewable Resources).

Energy-related teaching and research at UW continues to grow, and in the ten years since the University of Wyoming, School of Energy Resources (SER) was created, a great deal has been achieved. The academic program thrives even while the energy industry continues to be stressed. Student enrollment in SER academic programs is growing, and graduates are quickly employed upon graduation, many into enviable well-paying jobs. Enrollment for the Energy Resource Management and Development program remained high with 92 students enrolled in fall 2015. Interest also continues in the energy MBA programs offered by the UW College of Business.

The Centers of Excellence (Centers) Carbon Management Institute, Center for Biogenic Natural Gas Research, Center for Energy Economics and Public Policy, Center for Fundamentals of Subsurface Flow, Center for Photoconversion and Catalysis, Enhanced Oil Recovery Institute, Wyoming Reclamation and Restoration Center, Shell 3-D Visualization Center continued to conduct sophisticated applied research and analyses with their respective and often cross-cutting disciplines, while seeking funding to attain self-sufficiency. The Shell 3-D Visualization laboratory is expanding its client base, engaging with entities throughout the UW campus.

The Energy Outreach Program, including social media coverage and direct contact with Wyoming students in grades kindergarten through 12, continues to reap reward. For K-12 there were two summer institutes in June 2016 (Energy Summer Institute at UW and Wyoming Energy Camp at Teton Science Schools). This effort includes hosted events, talks and discussions on topical issues with industry leaders and statesmen and continues to find new collaborations in which students and faculty can interact and engage. Many of these events are outward focused and also deeply connected regionally and internationally. Events during 2015-16 included a Renewable Energy Summit (June 2016), Wyoming Unmanned Aerial Vehicle (UAV) Drone Symposium (May 2016), and an Energy Law and Policy in the Rockies conference (Oct 2015).

The Wyoming Governor's Energy, Engineering, STEM Integration Task Force (WGEESIT) and the university have been developing plans to raise the university's College of Engineering and Applied Science to the top quartile of engineering programs in the nation, in follow-up to the Task Force Report of 2012. The Task Force is composed of two legislative representatives as well as UW graduates who are some of the leading energy company executives in the nation. During the 2014 session, the Legislature appropriated \$8 million in operating funds to begin implementing a plan that will enhance the College of Engineering instruction and research that will eventually place the university in the top quartile of engineering degree programs in the nation. The university is also contributing funding for the initiative. Additional information regarding the capital construction component of this initiative is found later in this report.

Additional planning for building construction as well as programmatic implementation are ongoing for this significant undertaking. Among the goals for this initiative: 1) Excellence in undergraduate education; 2) World-class research and graduate education; 3) Productive economic development for Wyoming through partnerships; and 4) science, technology, engineering and mathematics (STEM) education for both K-14 and UW students.

In FY 2014, initial work began on the UW Top-Tier Science Initiative, and planning for this initiative continued in

FY 2016. The legislature challenged the university to achieve top-quartile science programs, with the overall goals of improving the prestige and quality of teaching and research in the sciences, enhancing employability of UW graduates in the sciences, fostering opportunities for the creation of sustainable jobs in Wyoming and furthering economic development. Programmatic aspects of the Science Initiative continued in FY 2016. During academic year 2015-16, UW faculty, graduate students and undergraduate students visited several Wyoming communities to share the facility and programmatic plans for the Top-Tier Science Initiative. These visits included hands-on science activities at local middle or high schools. The Science Initiative Learning Actively Mentoring Program (LAMP) held a summit in February in Casper with K-16 science educators throughout the state. The first annual Science Initiative Summer Institute (SI<sup>2</sup>) was held in June 2016. “Lawmakers remain committed to UW’s Science Initiative, aimed at lifting the university’s foundational science programs to “top-quartile” status. In addition to approving \$2.3 million in recurring dollars for Science Initiative programs, the Legislature allocated a total of \$100 million for construction of a Science Initiative facility. The building will contain studio-style classrooms to facilitate active learning, along with state-of-the-art research centers in scientific imaging and biological research.”

### **Areas of Distinction: Cultural Assets, the Arts and Humanities**

UW is Wyoming’s hub for the fine and performing arts and creative endeavors in the humanities. Already home to the richest array of cultural assets in the state, UW enjoys a reputation in these areas that would be enviable even at larger, wealthier institutions. With award-winning academic programs in the studio and performing arts, a Masters of Fine Arts (MFA) program in creative writing, an art museum of increasing national prominence, and outstanding archives, the university has an impressive array of assets upon which to build a magnet environment for the arts and humanities.

During 2015-2016, the university’s Eminent Writers in Residence were Nam Le and Joy Williams. Nam Le has received multiple awards for “The Boat,” including a U.S. National Book Foundation "5 Under 35" Fiction Selection. His book also was selected as a New York Times Notable Book and Editor’s Choice. Le is the fiction editor of the Harvard Review and divides his time between Australia and abroad. Joy Williams received the prestigious PEN/Malamud Award for Excellence in the Short Story in 2016. Williams continued as a part-time writer in residence at UW. Funded by the Excellence in Higher Education Endowment established by the Wyoming State Legislature in 2006, the Eminent Writer in Residence Program invites “highly distinguished scholars and teachers” to spend time working with MFA students and the community during the semester. This senior faculty position is housed in the English Department’s MFA in creative writing program.

During 2015-16, the university’s Visiting Artists in theater included Pablo Ruvalcaba from the New York City Limon Dance Company, Beth Lincks a Guest Playwright (New York City) and Thayne Jasperson in Musical Theatre. Jasperson was in the cast of hit musical *Hamilton* on Broadway.

During 2015-16 the Department of Art hosted the university’s Eminent Artist in residence, Lucy Lippard, for the fall semester 2015. Lucy presented a public lecture "Undermining: A Wild Ride Through Land Use, Politics and Art in the Changing West". In addition Lippard offered an eight-week seminar from September through mid-November on “Art and Land Use in the American West”. Lucy Lippard is an internationally known writer, art critic and historian.

In 2015-16 the Department of Music UW Jazz Festival hosted the Wyoming All-State Jazz Band sponsored by the Wyoming Jazz Educators and directed by Eric Richards. The Wyoming All-State Jazz Band opened for the Brian Lynch Quartet. The Music Department also sponsored a Wyoming flute day with over 100 junior high, high school and college students. The Department of Music was able to repeat hosting the Boston Brass Summer Intensive, a weeklong session featuring the world-renowned Boston Brass. The session was designed around performance and career development for brass players seeking advanced instruction of chamber music, audition preparation and guidance for those aspiring to a career in music performance. In addition, the Boston Brass performed in three concerts.

### **Areas of Distinction: Environment and Natural Resources**

UW continued strengthening 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.

The Wyoming Center for Environmental Hydrology and Geophysics (WyCEHG) was started in July 2012. The

multidisciplinary center encompasses new physical and intellectual infrastructure that enables a comprehensive research program linking surface and subsurface watershed hydrology, geophysics, remote sensing, and computational modeling. The vision is for a center of excellence in environmental hydrology and geophysics that transforms science and watershed management in Wyoming by providing cutting-edge knowledge and tools to water resource managers and scientists in the public and private sectors. A grand challenge for water resources management is to optimize water allocation among stakeholders whose diverse needs range from watering crops to extracting fossil fuels, safeguarding drinking water, and delivering water to downstream communities. The Center publishes a newsletter which can be found at: <http://www.uwyo.edu/epscor/wycehg/newsletter-archive.html>. WyCEHG hosted a Water Interest Group Meeting in October 2015 with the goal of maintaining and potentially increasing the capacity of WyCEHG to meet water data and research needs of the state.

During 2015-16 Wyoming Geographic Information Science Center (WyGISC) continued the Wyoming Geospatial Hub (GeoHub), an internet-based technological infrastructure for discovering, accessing and sharing publicly available geospatial data created and maintained by various Wyoming organizations and groups including state, local and tribal governments, federal agencies and the private industry. According to the GeoHub website, the application “will reduce data redundancies, increase the sharing of data, and improve the coordination of policy initiatives across state agencies for the benefit of decision makers, business and industry, and the public at large.” In 2015, WyGISC continued to host its weekly Geospatial Seminar Series, featuring speakers from various departments across campus. During spring 2016, WyGISC jointly sponsored the Geography Brown Bag with the Department of Geography.

The Wyoming Conservation Corps (WCC) successfully completed its ninth year. The Corp partners with AmeriCorps to connect students to natural resource and environmental experiences while promoting leadership. WCC receives a federal AmeriCorps grant from the Corporation for National and Community Service through *ServeWyoming*, the state commission of AmeriCorps. The program includes spring leadership training which includes technical, safety and outdoor living skills, National Days of Service on campus, and Wilderness First Responder certification. The summer field projects are located across Wyoming and are supported by several state agencies. Examples of field projects include new trails, wetlands restoration, and energy impact reduction. In spring 2016, WCC continued to partner with Laramie Rivers Conservation District to give elementary schools across Laramie the opportunity to garden. WCC helped build raised plant beds, which students used to plant vegetable gardens.

The Ruckelshaus Institute held the Wyoming Collaboration Workshop and Conference in Casper. The conference included a workshop on how collaborative problem solving can help organizations, companies, agencies, and communities. It also included keynote speakers and concurrent sessions on the theme of place-based collaboration, with an emphasis on using collaboration to address natural resource challenges related to forests, wildlife, and oil-and-gas development. In 2016, the prairie dog management on the Thunder Basin National Grassland continues as a collaborative process with the U.S. Forest Service. In spring of 2016, the Ruckelshaus Institute convened three Thunder Basin Collaborative Learning Workshops on behalf of the U.S. Forest Service. The workshops are meant to engage stakeholders and ensure that all parties are working from the same information, and to lay groundwork for future informed decision making about grasslands management.

In FY 2016, the Knobloch Excellence Chair for Conservation Economics and Finance continued to be Dr. Heidi Jo Albers in the Haub School of Environment and Natural Resources. The \$2 million endowment supports a professor to teach undergraduate courses that examine economics and finance for conservation and to conduct scholarly work in this field. As an economist with a natural science background, Dr. Albers’ research interests lie in two general areas: 1) natural resource management in low-income countries with an emphasis on biodiversity conservation and poverty alleviation, and 2) integrated bio-economic modeling of natural systems to generate spatially explicit management. Her work emphasizes the interactions between private and public resource managers in the provision of ecosystem services.

The Environment and Natural Resources Club hosted a Mountain Film on Tour festival featuring 20 films in October 2015. The focus of the festival was on independent documentary filmmakers, artists and photographers, conservationists, mountaineers, scientists, journalists and explorers from around the world.

### **Areas of Distinction: History and Culture of the Rocky Mountain Region**

The American Heritage Center served as a center of excellence on campus, with collections of distinction, serving citizens and scholars from Wyoming and afar via accessible and innovative services and programs.

The American Heritage Center (AHC) is UW's manuscripts collection, rare book library, and the official archive for the University. Its collections, which document the Rocky Mountain West and select aspects of United States history, are used most intensively by UW undergraduates, but also by scholars from across the nation and around the world. In FY 2016, the AHC acquired over 140 collections measuring nearly 600 cubic feet of material, including additions to the Alan K. Simpson papers and the papers of the American National Cattlewomen, thousands of historic Wyoming postcards donated by James Ehrenberger, the papers of author Linda Hasselstrom, and a unique photograph album featuring images of schools in communities around the state in the 1930's and 1940's. Materials like these preserve our past and create the raw materials of scholarship and community.

Recent AHC acquisitions reflect the full range of human experience as well as the ways in which that experience is recorded, including "born digital" material on disks or hard drives. In FY16 AHC archivists developed a workflow for providing access to digital material resulting in publication and presentation at a national conference. The digitization program makes material available to anyone, anywhere, any time; an example from FY 2016 is the digitization of the Harriet Byrd family papers, which document the life and career of this educator who was also the first African-American legislator elected in Wyoming. Also core to AHC activities, archivists processed 78 collections totaling over 700 feet of material. This organizational and descriptive work makes it possible for users to engage with materials relating to their family, their community, or their research topic. Notable this year was the processing of the Carey family papers, including the papers of Joseph Maull Carey, Wyoming governor and senator. In addition to his political roles, Carey was active in business and agricultural pursuits, making this collection a rich resource for the history of our state.

FY 2016 added to AHC's reputation for exceptional access, with the highest number of patron contacts of the last six years, and the most class visits and tour participants (84) since tracking these numbers was initiated. Nearly 4,000 individuals used the AHC's collections to conduct research for coursework, investigate their family history, create published scholarship, or participate in civics education. They connected with AHC staff and collections online via Luna (over 25,000 visits and nearly 250,000 page views), or in person (over 2,900 on-site researchers), or via the fifteen separate traveling exhibits on topics ranging from water policy to woman's suffrage that AHC shared with communities around the state. AHC faculty mined collections to teach a recurring course about the History of the Book and to lead a first year seminar entitled "Your Loyal Correspondent: Journals, Letters, and Diaries in Peace and Conflict."

The AHC administers Wyoming History Day (WHD) as an affiliate of National History Day (NHD), a program for students in grades six through twelve that encourages them to research topics using primary and secondary sources and to present their research, developing critical thinking skills, writing and presentation skills, and self-confidence. In FY 2016 Wyoming students competed in the seven regional contests in March and nearly 280 advanced to the state contest. Fifty-five of the first and second place finishers at the state contest attended the NHD contest held at the University of Maryland in June. The AHC was awarded a major grant from the Ellbogen Foundation to advance History Day and other civics education programs that provide teacher training and direct student involvement. FY 2016 programs include teacher workshops about Heart Mountain Seminar (held in Cody) and the University of Wyoming's Black 14 Seminar (at the AHC).

### **Areas of Distinction: Life Sciences**

BioMusica Concert Series was held once per semester (spring 2016, summer and fall 2015) at the Berry Center; the Concert Series is a way for performers to explore how the worlds of biodiversity and music intersect. The Biodiversity Institute presented programs of indoor vertical dance with music from "Lights Along the Shore" at the Berry Center. The dancers performed on the two story rock wall, accompanied by Moldovan music. The Biodiversity Institute also continued its citizen science program with various projects such as "Monarchs and Milkweeds", "Moose Day", "the Rocky Mountain Amphibian Project", and "Pollinators of Wyoming".

The Biodiversity Institute held BioBlitz 2016 in Cheyenne. The 2016 BioBlitz was co-hosted by Audubon Rockies, The Nature Conservancy, the UW Biodiversity Institute, Wyoming Geographic Alliance, and the City of Cheyenne. BioBlitz is a 24-hour event in which teams of scientists, teachers, volunteers, environmental educators, and

community members join forces to find, identify, and learn about as many local plant, insect, and animal species as possible.

The UW Life Sciences Program hosted the Junior Science and Humanities Symposium (JSHS) for Wyoming and Eastern Colorado in March 2016. JSHS is funded by the Army, Navy, and Air Force of the United States to encourage high school students to enter college level studies in science and engineering. JSHS gives high school students the opportunity to present their scientific research work in front of an audience in much the same way as they would at a professional science meeting.

### **Graduate Education**

One of the characteristics of world-class research institutions is a commitment to excellence in graduate education — a commitment that builds upon and bolsters the commitment to outstanding baccalaureate education. Indeed, one of UW's most important contributions to human capital development is the training of graduate students who contribute to the nation's supply of scientists, engineers, scholars, business leaders, teachers, health care providers, policy makers, and lawyers. Excellence in graduate education requires sustained faculty attention, not only to the painstaking mentorship endemic to teaching and learning at this level, but also to the external research funding and the priorities for private philanthropy needed to support students during their graduate school years.

In FY 2015, UW continued its initiatives to enhance recruiting of graduate students and to improve the graduate education experience. In an effort to expand the diversity of its graduate student population, the Office of Academic Affairs requested proposals for graduate assistantships that could be awarded to underrepresented domestic minority students. This initiative was continued in FY 2016, and the response from the academic units was very positive; during AY15-16, 15 underrepresented domestic minority students committed to a UW graduate program. Fifteen new graduate students will be attending in AY16-17.

UW has continued to devise approaches to recruiting the best graduate students to the university by providing funding to interested departments to recruit. Those departments that are successful in using these funds to recruit students (that is, those departments that demonstrate positive outcomes) are provided more support for graduate assistant positions.

**External awards** – Part of the University of Wyoming's reputation hinges on the robustness of its research enterprise and graduate education. UW faculty members have continued to receive national recognition for their research accomplishments to make the university a research institution of international standing. In FY 2015, UW estimated external funding was \$145.6 million. The total average estimated research dollars per tenure-track faculty (excluding financial aid funding) was above \$130,000. Compilation of data for FY 2016 is in progress as of the date of preparation of this report.

**Institutional awards** – In FY 2015, the university received approximately \$131.2 million from federal sources. Direct student loans were approximately \$43.8 million. Compilation of data for FY 2016 is in progress as of the date of preparation of this report.

**Technology transfer** - The Research Product Center has continued to maintain the level of technology transfer in FY 2015, with 21 utility patent applications filed (US, foreign or PCT), 17 United States Patent and Technology Office patents issued, and 4 option agreements, assignments or license agreements (including patent licenses, software licenses or copyright licenses).

### **Building Excellence in Human Capital**

The foundation of an excellent university is excellent people. Developing the talents of students, faculty, and staff requires a consistent, institution-wide culture that encourages lifelong learning and professional development among all employees.

Faculty hiring, retention and promotion practices are pivotal in determining UW's future. The Ellbogen Center for Teaching and Learning (ECTL) continued its programming for faculty development in AY 2016 (<http://www.uwyo.edu/ctl/>). ECTL continued to present its New Instructor Seminar Series for faculty and graduate teaching assistants. The seminar included topics such as implementing active learning, introducing flipping in the classroom, and understanding course evaluations. For graduate teaching assistants there were opportunities to dialogue nationally about teaching and learning, as well as a book club, and a specialized course in the area of teaching in higher education.



The ECTL hosted its seventh annual e-volution 2015: “Transformative Experiences: Active Learning, Experiential Learning, Service Learning, Study Abroad, Internships, and Capstones”. Prior year sessions are archived on the e-volution website at <http://www.wyoforum.org>. ECTL Teaching & Technology (TNT) sessions included “Model and Concept Drawing as an Active Learning Technique”, “Working Effectively with Students Whose First Language is Not English” and “Drawn to Science: Using Analog Technology (Art!) to Learn Science”, “Microgaming: Video Games in the Microbiology Classroom”, and “Zoom web-conferencing”.

### **Building Excellence in Capital Facilities and Infrastructure**

UW is committed to the capital facilities planning process, which began in 2000. The University will continue to update that plan and advance high-priority projects, to the extent funding strategies permit.

Following approval of the program for the Engineering Education and Research Building (EERB) project by the Wyoming Governor’s Energy, Engineering and STEM Integration Task Force (WGEESIT), Schematic Design began in April 2015. The Schematic phase was completed in January 2016, with the Design Development phase beginning immediately thereafter. The Design Development phase was successfully completed in early June 2016, and the project design team was subsequently given authorization by UW to proceed with the Construction Documents phase. Concurrent with the EERB design work, contractors have begun site clearance on purchased properties on the project site, which is the block between 11th, Lewis, 12th, and Bradley Streets. Site clearance is scheduled to be completed by the end of August 2016, and construction of the EERB will begin in mid-October 2016. The planned construction completion and move-in date for the facility is mid-summer 2019, with use of the building scheduled to begin with the start of Fall semester 2019. The total budget for the EERB project is approximately \$108.8 million.

Construction of the High Bay Research Facility began in June 2015. In January 2016, the UW Board of Trustees approved a \$5.2M project budget increase for redesign and added construction costs to accommodate additional equipment requested by the School of Energy Resources. This change included a three-month schedule extension. Construction is currently on schedule at approximately 60% complete. The \$72 million project is scheduled to be complete in January 2017.

Construction of the Michael B. Enzi STEM facility began in January 2014 with a total project budget of \$50 million. The new facility houses lower-division class laboratories for mathematics, physics, life sciences, and chemistry. The building was ready for move-in and utilization by those departments at the start of the Spring Semester of 2016.

For the Half Acre Gym Addition & Renovation project, construction of the addition was completed and ready for occupancy in October 2015. Campus Recreation was able to utilize the existing Half Acre Gym building during construction of the addition. The renovation of the original Half Acre Gym building began in March 2015 and was ready for occupancy in October 2015. This \$32 million project was funded by student fees and a legislative appropriation.

The Buchanan Center for the Performing Arts project consists of an addition to and renovation of the former Fine Arts Building. Construction of the addition began in May 2013, and renovation of the former Fine Arts Building occurred during the summer of 2014. Construction of the Buchanan Center for the Performing Arts was completed in July 2015 at a total cost of \$40 million. Construction of the new parking lot east of the building was completed in August 2015. This building has also remained operational during the phased construction.

The Arena Auditorium renovation is a \$30 million, two-phase construction project funded by a combination of private funds and legislative appropriation. Phase I of the project rotated the orientation of the competition basketball court and expanded the floor area to include two half-court practice areas. The first phase also replaced the seating in the arena below the concourse level, provided new videoboards and improved lighting and sound systems, upgraded the men’s and women’s basketball locker rooms, and improved ADA accessibility. Phase I construction was completed in November 2014. Phase II design began in Fall 2014. In June 2015, the Exterior Design Advisory Committee (EDAC) requested significant changes to the design. The project was redesigned and the revised exterior design was approved by the EDAC in February 2016. Construction Documents were completed in July 2016, and a bid package was issued for construction of the facility. Contractor bids were submitted in July 2016. Construction is anticipated to begin in August 2016, with final completion scheduled for September 2017.

The Hoyt Hall Renovation project began in January 2015 and consists of life-safety and accessibility improvements; enhancements to interior finishes in faculty and staff offices, classrooms, study areas, and other spaces in the building; conversion to LED lighting; restroom renovations; installation of new electrical and data systems wiring; and replacement of the existing fire alarm system. The total project budget is \$2.9 million and is funded through an allocation of Major Maintenance funds. Hoyt Hall was originally built in 1916 as a women's dormitory and is approximately 30,000 gross square feet in area. In addition to several general-use classrooms, the building now houses faculty and staff offices, classrooms and shared support spaces for the Departments of English, Modern and Classical Languages, and the newly formed Creative Writing Program. These programs were temporarily housed in Crane Hall while the Hoyt Hall renovations took place. Renovation work began in January 2016 after a separate structural remediation project on the lower level of the building was completed. Substantial completion of the renovation work occurred in July 2016, with building occupancy scheduled for August 2016.

UW's commitment to design and construct healthier and more resource-efficient facilities that meet the Leadership in Energy and Environmental Design (LEED) Silver standard (or higher) of the U.S. Green Building Council (USGBC) continues. The LEED metric provides a basis to evaluate a facility's initial and long-term impact on the health of its users and the environment. The Marian H. Rochelle Gateway Center became UW's fifth LEED-certified building, achieving the Silver level. Both the Energy Innovation Center and the Half Acre Gymnasium Addition and Renovation projects are in formal review, with LEED Silver certification anticipated for both projects. The Engineering Education and Research Building project has been registered with the USGBC, and, based on discussions with the UW President, LEED certification will be pursued for this new construction project. These facilities provide more comfortable and healthier work environments, while reducing energy and other resource uses. Design and construction strategies include natural lighting, operable windows, exhaust air heat recovery, lighting switches with light and motion sensors, diversion of construction waste from the landfill, and the incorporation of products made from regional or recycled materials.

#### **Building Excellence in Financial Management**

The University of Wyoming has enjoyed an enviable level of financial support from the State of Wyoming relative to many other public institutions. Further, in December 2015, Moody's Investor Services affirmed the University of Wyoming Aa2 rating on its facilities improvement bonds, with a stable outlook. In March 2016, Standard and Poor's Ratings Services affirmed its 'AA-' unenhanced long-term rating and underlying rating on the university's various tax-exempt facilities improvement revenue and revenue refunding bonds, also with a stable outlook. The 2011 and 2012 bond series also hold a long-term rating of 'AA+' from Moody's based on a pledge of the state's federal mineral royalties and a separate net revenue pledge of UW facility revenues.

Funding of \$1 million was provided for the 2015-2016 biennium by the 2015 legislature for management reporting and fiscal control improvements. The system is intended to provide unprecedented access to detailed information about the university's finances. The appropriation was only available if matched by \$750 thousand of other university funds, external resources or in-kind match for management reporting and fiscal control improvements, including staffing needs. Huron Consulting was initially retained in July 2015 for a systems assessment project beginning in July 2015, and subsequently, numerous software demonstrations were attended by campus stakeholders. A selection committee system recommendation for a new reporting, financial and human resources system was approved by the Board of Trustees in June 2016.

#### **GOAL 5: CULTIVATING LEADERSHIP**

As discussed in UP3, UW believes that the foundation of an excellent university is its people, including students, professors, and support staff.

With respect to leadership, Dr. Richard McGinity continued to serve as UW's President during most of FY 2015. In January 2016, Dr. Laurie Nichols (previously Provost and Executive Vice President for Academic Affairs at South Dakota State University) was selected by unanimous vote by the Board of Trustees as the next UW President. She became the 26<sup>th</sup> President of the University of Wyoming and the first woman president. The University of Wyoming Board of Trustees voted unanimously to designate outgoing President Dick McGinity as UW President Emeritus; Dr. McGinity stepped down as President in May 2016. In the Office of Academic Affairs, several faculty members have stepped up to serve in temporary roles in the positions of Vice President and Associate Vice President, which has furthered the leadership knowledge, skills and abilities of the university's faculty. In May

2016, Dr. Kate Miller (previously Dean of the College of Geosciences at Texas A&M University) was selected as the new Provost and Vice President for Academic Affairs; she will begin the position in August 2016. In FY 2016, a successful search was also completed for the Dean of UW Libraries.

### **Area of Distinction: Professions Critical to the Region's Future**

UW is devoted to developing the professional and civic leaders that will strengthen our communities and benefit the entire state. Arguably more critical in Wyoming than in other states is the need to align a significant portion of the university's teaching, research, and service with the economic needs of the state and region.

UW continued to support and participate in the Wyoming School-University Partnership and to pursue a number of important avenues for enhancing articulation between UW's faculty and secondary school teachers.

UW continues to strengthen its role in statewide economic development, and the Office of Research and Economic Development provides much of the leadership in this arena. A number of entities administered by UW contribute further to the economic development of the state. Manufacturing-Works provides assistance to manufacturing businesses throughout the state helping them to cut costs and enhance productivity. The Research Products Center assists with technology transfer through patenting and licensing of university-owned intellectual property. The Wyoming Technology Business Center, a not-for-profit business incubator, provides entrepreneurs with the expertise, networks, and tools needed to make their ventures successful. The Wyoming Small Business Development Center network provides consulting, training, and resources to businesses throughout Wyoming to help them become more successful and sustainable. The Wyoming SBIR/STTR Initiative (WSSI) assists all qualified Wyoming small businesses and individuals to access the funding opportunities provided by the federal Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) Programs.

Of key importance, in FY 2015, external grants and contracts awards reached a record \$95.5 million at UW. This is a very large increase from the \$82.0 million in FY 2014.

UW plays a pivotal role in healthcare education for the state of Wyoming. The UW College of Health Sciences administers programs critical to meeting the state's healthcare needs. The college has academic programs in Communication Disorders, Kinesiology and Health Medicine, Nursing, Pharmacy, and Social Work. It is the home to the Wyoming Institute for Disabilities (WIND) that provides the Minor in Disability Studies and the Wyoming Center on Aging which includes the federally funded Geriatric Education Center. The college also administers the Western Interstate Commission on Higher Education (WICHE) Professional Student Exchange Program (PSEP) which places Wyoming students in health professional programs not available in-state. Activities and distinctions that have occurred during the past year include:

- The Wyoming Center on Integrated Health Care. The Wyoming Center on Integrated Health Care is being developed at the UW College of Health Sciences to better align the college's expertise in education, research and service with state needs utilizing an interprofessional approach. This concept has been part of the college's strategic plan and includes components of education, clinical care, service and research. The college's faculty members have embraced this concept and are developing models for more integrated care.
- Interprofessional Education: The UW College of Health Sciences continues to build on its expertise in interprofessional education and collaborative practice experiences. The importance can be seen in the evolution of interprofessional education at the college from a small task force, to a standing committee and now to appointing a director of interprofessional education and a standing working group under the college's Institute on Wyoming Health.
- Doctor of Nursing Practice (DNP): The DNP degree graduated its first class of 12 students in August 2015. All these graduates will have the family nurse practitioner focus. All 12 passed the national certification examination, and 100% were employed as a family nurse practitioner within 6 months of graduation. Additionally, the first psychiatric mental health nurse practitioner students in the DNP program will be graduating in August 2017. They will be very important in addressing Wyoming's psychiatric mental healthcare needs.
- Medical Laboratory Science (MLS): The new bachelor's degree in MLS will have its inaugural class of students in the fall 2016. The program has hired a division head and a faculty member. The office space and student space has been identified and a new teaching laboratory has been developed. Affiliation agreements between UW-Casper and Casper College have been signed and the program is seeking accreditation status.

- **Masters in Health Care Administration:** This professional master's degree has been developed by the School of Pharmacy through the Outreach School and is designed to meet a healthcare market demand. This program builds evaluation, management, and leadership knowledge and skills that complement the clinical knowledge and skills provided by the Doctor of Pharmacy or other health profession degree program. It is intended for the healthcare practitioner desiring to move into leadership roles. Its inaugural class starts fall 2016.
- **UW ECHO state-wide site coordination:** The Wyoming Institute for Disabilities (WIND) was named an ECHO Superhub, one of just seven in the world, with the authorization and responsibility for training universities and organizations throughout the world to replicate the ECHO model for building capacity in health, education and for disabilities. ECHO is a program that relies on distance capabilities to link experts with community practitioners to develop their knowledge and skills in specific healthcare areas. Essentially it provides clinical support and develops local expertise in specific areas. Through contracts from the Wyoming Department of Health, Wyoming Medicaid and Wyoming Department of Education, WIND facilitates ECHO networks for assistive technology, autism, educational leadership, post-secondary transition, services specific to the three Wyoming Medicaid waiver programs and is developing networks to build capacity for pharmacy preceptors, school counselors, school nurses, and for educators to improve student literacy. The Center on Aging facilitates an ECHO network for geriatric healthcare.
- **Articulation with Community Colleges:** The College's Division of Kinesiology and Health has developed articulation agreements with all the community colleges for all of its degree programs. These degrees are among the 17 most frequent degrees sought by community college transfer students. The Division of Social Work maintains a Memorandum of Agreement with Casper College concerning the Division's Bachelor of Social Work degree program offered fully on-site through UW-Casper. The Fay W. Whitney School of Nursing, the School of Pharmacy, and the Division of Communication Disorders also have developed articulation agreements with the community colleges.
- **ReNEW (Revolutionizing Nursing Education in Wyoming):** This is a collaborative approach between UW and the community colleges, building upon strong associate degree nursing programs by aligning and standardizing the nursing curricula at the colleges with that of the baccalaureate program at UW for seamless transition. The ReNEW curriculum is being implemented with its new curriculum in fall 2016 by UW and all the community colleges except Northern Wyoming Community College District. The overall ReNEW curriculum is a BSN curriculum; however, the curriculum has an Associate Degree in Nursing (ADN) "benchmark" for community college students. Students graduate with their ADN and then students can complete the BSN through UW. In conjunction with the curricular changes and articulation processes related to ReNEW, nursing is also working on statewide recruitment, advising and teaching. The ReNEW curriculum includes BSN didactic courses and clinical experiences, and these faculty would be critical for teaching in the 4<sup>th</sup> year.
- **WIND provides continuing education for healthcare providers and educators for assistive technology, autism, developmental disabilities for nurse practitioners, epilepsy, sexual and reproductive health for individuals with intellectual disabilities, and vision screening.**

During summer 2015, the Area Health Education Center (AHEC) program hosted two summer healthcare camps intended to stimulate student interest in healthcare careers. The camps brought current 10<sup>th</sup> and 11<sup>th</sup> graders to UW in week one and current 9<sup>th</sup> and 10<sup>th</sup> graders in week two. This program allowed high school students to gain exposure to various healthcare careers including nursing, pharmacy, medicine, surgical technology, optometry, dental hygiene, radiography, and ultrasonography. During the camp, 66 high school students from 19 Wyoming counties learned about the requirements necessary to pursue a healthcare career, as well as the numerous job opportunities that will be available throughout Wyoming upon completion of their training. Activities took place on the UW campus, Laramie's Iverson Memorial Hospital, Snowy Range Vision Center in Laramie, and Laramie County Community College in Cheyenne.

AHEC also hosted the Annual High School Healthcare Career Exploration Day in Casper, WY. Over 375 high school students from 19 different schools traveled an average of 135 miles to participate.

The UW Medical Education (Agency 167) budget includes the family practice residency centers in Casper and Cheyenne, the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) medical instruction program, the WY-DENT contract program with the Schools of Dentistry at the University of Nebraska and Creighton University, and the Accelerated Nursing Degree program. A central issue for enticing UW students to pursue a Doctor of

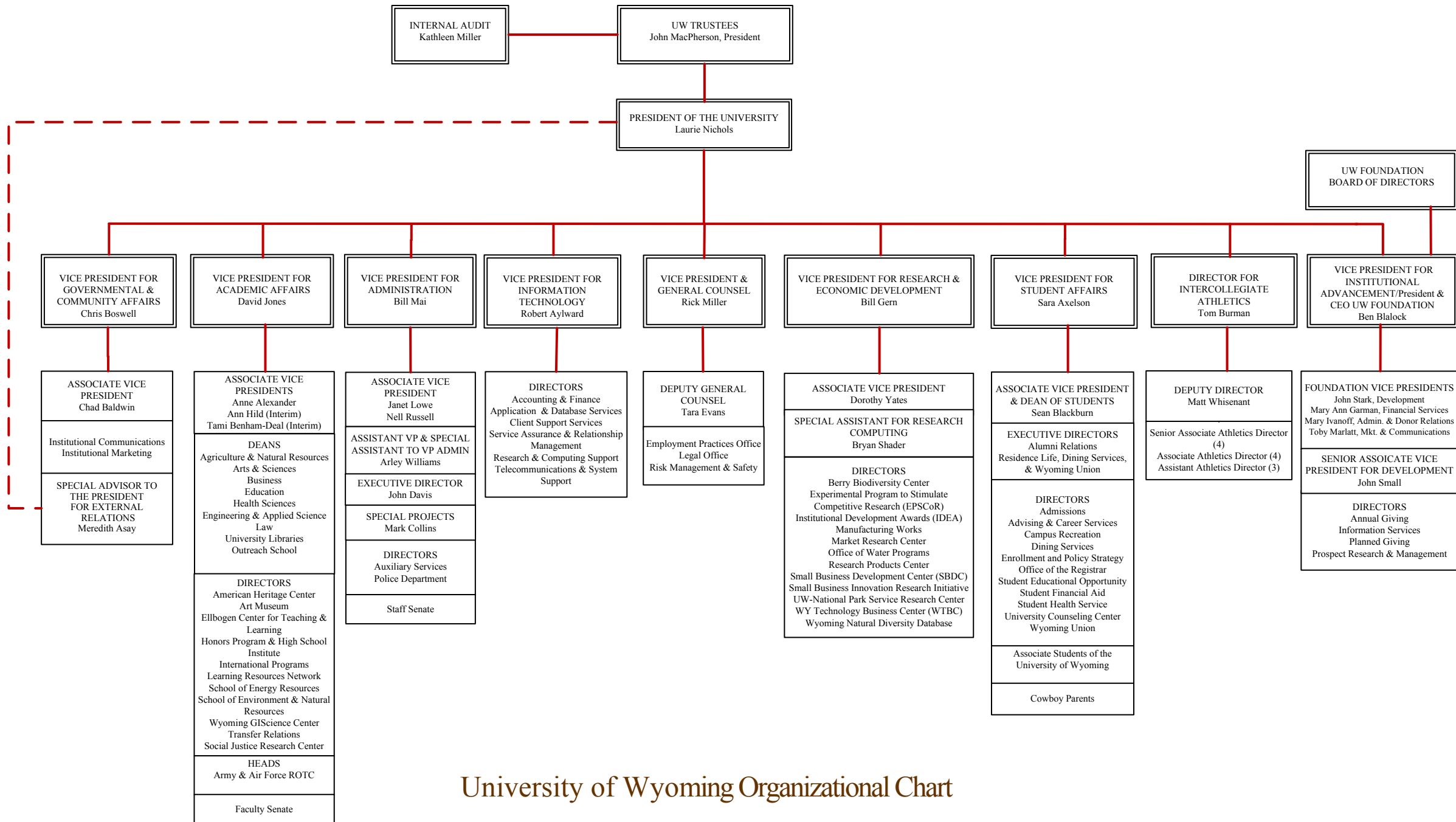
Medicine (M.D.) is expense. The WWAMI program, through which Wyoming pays the University of Washington for seats for Wyoming students in its medical school, provides for loan forgiveness for those graduates who practice medicine in Wyoming.

The University of Wyoming Family Medicine Residency Programs (UWFMRPs) established the Educational Health Center of Wyoming (EHCW) in 2012 as an umbrella organization to establish a Federally Qualified Health Center (FQHC) under Health Resources and Services Administration (HRSA). HRSA approved the FQHC application on August 2014. FQHC status provides a number of advantages including: enhanced reimbursement from Medicare and Medicaid, medical student loan repayment, and pharmacy 340b pricing to patients. The university continues to seek federal Graduate Medical Education (GME) funding.

Due to accreditation requirements, the University of Washington School of Medicine (UWSOM) WWAMI Medical Education Program began delivering a new integrated medical school curriculum in August 2015. Over 75% of U.S. medical schools have adopted this integrated model of medical education. The new WWAMI curriculum emphasizes more integration of clinical relevance to foundational science, more clinical skills instruction, a shift from lecture based methods to active learning, and a greater emphasis on primary care clinical preceptor experiences. To deliver the new curriculum, the number of teaching physicians increased from 2 to 14 (7 teach clinical skills and 7 are involved in the science teaching). The new curriculum is tightly tied to assessment, as each course has a number of well-defined learning objectives that can be monitored by the School of Medicine (per accreditation requirements). The UWSOM is developing a dashboard in which students can monitor their own learning. If deficiencies are noted, students are alerted to specific areas that they need to spend extra time studying.

Upon recommendations of the 2014 Wyoming WWAMI Curriculum Review Panel, a WWAMI Advisory Council was established in June 2015. Eight of the eleven member Advisory Council are practicing physicians from around the state. The Advisory Council meets face to face twice a year [Frontiers of Medicine Meeting and the Wyoming Medical Society Annual Meeting].

Since the inception of the Wyoming WWAMI program in 1997, 83 out the 114 Wyoming-WWAMI graduates (72.8%) have completed residency and returned to Wyoming to practice medicine as of August 2016. In addition, another 9 non-Wyoming WWAMI students have selected to practice in Wyoming. As of August 2016, 52.1% of Wyoming WWAMI graduates have chosen primary care residency programs (family medicine, internal medicine, pediatrics, or OB/GYN).



# University of Wyoming Organizational Chart

May 2016

## **Narrative for the Western Interstate Commission for Higher Education (WICHE)**

### **FY 2016 Annual Report**

(July 1, 2015 - June 30, 2016)

#### **General Information**

WICHE has no administrative staff or director. Administrative support for the agency is provided through staffing at the University of Wyoming.

#### **Agency Contact**

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#### **Year Established**

The Western Interstate Commission for Higher Education was established by statute in 1953.

#### **Statutory References**

*Wyoming Statutes*, Title 21, Chapter 16, Article 2.

#### **Number of Authorized Personnel**

There are three WICHE commissioners appointed by the Governor. In FY 2015, Wyoming's representatives were UW College of Agriculture and Natural Resources Dean Frank Galey, Laramie; Representative Sam Krone, Cody; and Western Wyoming Community College President Karla Leach, Rock Springs.

#### **Organization Structure**

WICHE is a separate operating entity funded by state legislative appropriation. The functions of the agency are performed by personnel within the University of Wyoming under the umbrella of the College of Health Sciences.

#### **Clients Served**

WICHE serves Wyoming residents from the undergraduate level through graduate and professional programs.

#### **Budget Information**

FY 2016 General Fund Expenditures \$2.4 million.

#### **Meeting frequency**

The WICHE Commission meets twice per year.

#### **Mission and philosophy**

The mission of WICHE, based upon its enabling legislation, is to provide residents within Wyoming and the other western states within the compact an opportunity to obtain high-quality, cost-effective education without replicating programs in every state.

#### **Major Accomplishments/Efficiencies**

The annual report published by the WICHE office is available on the web at: <http://www.wiche.edu>. Wyoming highlights are available at <http://wiche.edu/state-highlights/wyoming>. Through WICHE's Professional Student Exchange Program (PSEP), Wyoming sent 107 students to out-of-state programs in 2015-16 in 9 different fields (medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, and physicians' assistant study). Wyoming sent 47 students to out-of-state institutions via the Western Regional Graduate Program, while receiving 4. 912 Wyoming students participated in Western Undergraduate Exchange (WUE), attending schools in other WICHE states while 1597 WUE students attended Wyoming institutions from other WICHE states.

The University of Wyoming is a member of WICHE's the Internet Course Exchange (ICE), an alliance of member institutions and systems that share distance delivered courses among two- and four-year institutions in the 16-state/island WICHE region, the Interstate Passport program to block transfer lower division general education courses, and has recently joined SARA, the State Authorization Reciprocity Agreement initiative that will make distance education more effective and accessible.

Wyoming's WICHE PSEP program instituted a contract and payback program for all students entering in 2013 except for those in veterinary medicine.