

General Information for *University of Wyoming FY 2013 Annual Report*

(July 1, 2012 - June 30, 2013)

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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. For 2012-2013 the number of distance education sites reported to the Higher Learning Commission was 48.

Year Established

1886

Statutory References

Wyoming Constitution (1890) Article 7, Section 1, Sections 15 through 17 and Section 23; 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. 21-16-1601 through 21-16-1603; W.S. 21-17-101 through 21-17-450; 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 2013 (authorized by the Board of Trustees)

Total Revenue / Sources - FY 2013	
General Fund	215,933,717
UW Income Fund	56,150,279
Athletics (Augmenting Revenue)	2,379,045
Sales & Services	2,570,805
Federal Mineral Royalties	13,365,000
Fed. Funds -- Ag. Coll. Research	1,350,000
Fed. Funds -- Ag. Coll. Extension	1,107,809
Land Income Fund -- University	682,000
Land Income Fund -- Ag. College	460,000
Foundation and Gifts	33,241,710
Clinic Income	4,546,236
Grants and Contracts -- Fed. Funds AML through DEQ	19,570,000
Grants and Contracts -- Other Federal Funds	88,331,482
Grants and Contracts -- State Funds	10,013,000
Grants and Contracts -- Other Funds	5,223,541
Auxiliary, Enterprise and Other University Funds	84,443,146
Other Government Agency Funds	5,308,482
Total	544,676,252

Total Expenditures / Uses - FY 2013	
Full-time Personal Services (1000)	172,793,097
Overtime (1100)	49,322
Part-time Personal Services (1200)	25,722,081
Graduate Assistant (1400)	12,591,484
Employer Paid Benefits (1900)	77,357,088
Total Personnel Services	288,513,072
Support Services (2000)	163,490,855
Grant & Aid Payment (6000)	56,507,595
Non-op. Expenditure (8000)	34,272,054
Total	542,783,576

University of Wyoming FY 2013 Annual Report

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 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 2013 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 Dashboard, which can be found at:

<http://www.uwyo.edu/oia/dashboard/index.html>.

The *University Plan 3 (UP3)* 2009-2014 is the university's current strategic plan, the blueprint for the future of the institution. As of July 2013, UW is entering the final year of *UP3*, with 100 of the 109 action items being completed (see chart). The planning for *University Plan 4* is already well underway. Two position papers have been developed as building blocks for the new plan, the first released in October 2012 and the second in April 2013. Feedback from the Board of Trustees, the university's faculty, staff, and administrators, students, and external constituents is the basis for revising and further developing the ideas in the position papers to the final plan stage. The position papers are posted on the Academic Affairs website at:

<http://www.uwyo.edu/acadaffairs/plans/14-20/index.html>. A third position paper is planned for September 2013, and a final draft of the new plan will be submitted for Board of Trustee approval

in March 2014.

At the heart of *UP3* is a set of five goals or planning motifs, which define the long-term academic strengths that the institution will continue to emphasize, which are critical challenges that the university must address to advance its mission. In this report, the outcomes are organized according to these five major goals or planning motifs:

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

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* serves 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 have been reinforced, refined and advanced during the second academic plan (2004-2009) and now 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 and the Rocky Mountain region must cultivate to build a society to match its scenery. 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.

Private gifts, the state's financial support, the other university funds and specific actions identified in the *UP3* are directed to strengthen the university in identified areas. During fiscal year 2013, more than 25,000 University of Wyoming alumni and friends contributed more than \$46.7 million in annual fund and gifts/pledges, nearly \$1 million in in-kind gifts, \$2.4 million in realized estate giving, and \$5.9 million in unrealized planned gifts for a total of \$56 million to the University of Wyoming.

Accreditation

UW is fully accredited by the Higher Learning Commission through 2019. In addition, some colleges and programs are accredited by various national accrediting bodies. 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 2012-2013, thirteen programs at UW had examinations with national comparisons. Dietetics was included this year with a national comparison, while Law examinations were excluded since the National Conference of Bar Examiners and the State of Wyoming is no longer providing information about Multistate Bar Examination scores. The University of Wyoming Law School is moving to a Uniform Bar Exam (UBE) in summer 2013. The UBE has comparisons with thirteen states, but no national comparison.

For these programs, all thirteen 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 2013), 164 mean score compared with 150.3 mean nationally
- Examination for Registered Dietitians (calendar year 2012) 100 percent passed compared to 85 percent nationally
- Counselor education students (academic year 2013), 109.3 average score compared with 93.1 nationally
- Engineering students (academic year 2013), 78.3 percent passed compared with 75.8 percent nationally
- Family practice residency students in Casper (spring 2013), 100 percent compared with 89.4 percent nationally, and in Cheyenne (spring 2013), 100 percent compared with 89.4

- percent nationally (first time test takers)
- Nursing students (academic year 2012), in the accelerated program exam scored 86.2 percent compared with 84.2 percent nationally and in the Nursing BSN program exam 93.6 percent compared with 84.2 percent nationally; the Nursing Psychiatric Mental Health program exam UW students scored 100 percent compared with 88.9 percent nationally and the Family Nurse Practitioner program UW scored 88 percent compared with 87.3 percent nationally
- Pharmacy students at UW (calendar year 2012) scored 100 percent compared with 96.4 percent nationally
- Speech-language pathology students (academic year 2012) had 722 median scores compared with 675 median nationally
- Dental Hygiene students (calendar year 2012) scored 100 percent compared with 96 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.

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. The action items below address these issues.

Cost of 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.

In FY 2012 the Divisions of Student Affairs and Administration implemented a long-range plan for affordable student housing (*UP3* action item 8) by developing a public/private partnership with American Campus Communities to build an apartment complex where students can rent rooms in suite-style housing. The Bison Run Village Apartments feature shared kitchen, dining and living room spaces with single, private bedrooms. Bathrooms are either private or shared with one other roommate. The apartments are fully furnished and include full-size beds, a desk and a dresser in every bedroom. The grand opening was in August 2013, and the entire Bison Run Village apartments were sold out in July 2013.

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

- **Total student enrollments** (end of the fall semester) - Total fall 2012 semester headcounts, including professional development, outreach and online students, was 13,929.
- **New-student enrollments** (first-time freshmen and transfers) - 2,703.
- **Minority and international student enrollments** - 15 percent of student enrollment.
- **Third-semester retention rate** - The third-semester retention rate for the freshman cohort entering in the fall of 2011 and retained until the fall of 2012 was 75.6 percent. (Standardized retention data are always delayed one year.) National retention data for public doctoral research-extensive institutions average 86.1 percent for 2002 - 2011.
- **Six-year graduation rate** - The six-year graduation rate for first-time, full-time freshmen matriculating in the fall of 2006 and graduating by the summer of 2012 was 54.4 percent. The final national six-year graduation rate for "Land Grant: 4-Year and Above, Doctoral-Research & Professional" universities was 68 percent for first-time, full-time freshmen matriculating in the fall of 2005 and graduating by the summer of 2011.
- **Six-year graduation rate for student-athletes** - The six-year graduation rate for student athletes (entering in fall 2006 and graduating by the summer of 2012) was 59.7 percent compared to the overall student body, 54.4 percent.

During FY 2013 the Division of Student Affairs made substantial headway in developing and promoting several programs for need-based aid and aid for nontraditional students. The Wyoming Challenge Grant provides approximately 500 need-based scholarships to Wyoming students annually. Wyoming high school seniors who are Pell-eligible and enrolling full-time in college may receive up to \$1,000. Two competitive grants (from the Daniels Fund and the Osher Foundation) totaling \$75,000 annually provide scholarship aid and academic services to nontraditional students with evidence of financial need. In addition, a \$1 million award was contributed from the Osher Foundation for expanded support to nontraditional students. Through a review of packaging policies and donor criteria, Student Financial Aid has identified \$375,000 in funding for summer persistence awards. In addition to these programs, the Division of Student Affairs is partnering with the UW Foundation to attract more funding for students with need.

During FY 2013 the Division of Academic Affairs made significant progress toward a community college curricular outreach plan. The dean of the Outreach School, in conjunction with the deans of the colleges, developed a document entitled "A Proposal for a Statewide Strategic Partnerships Program: Stage I," outlining possibilities for offering additional programs beyond the Laramie campus in collaboration with Wyoming's community colleges. The draft document will be an important focus for discussion within UW and among Wyoming community college leaders during FY 2014.

To advance a statewide student referral and services pipeline, Student Affairs developed the <http://www.wyo4ed.org/> website, which is now promoted statewide to pre-college students and secondary school personnel. The site provides extensive college preparatory tools and information targeted by grade level. Tools include the Hathaway Calculator, major and career

decision tree, and a pre-college programs search highlighting statewide options for limited-income families. The Wyoming College Advising Corps (WyCAC) places recent UW graduates in Wyoming high schools to provide a variety of college preparatory advising and programming intended to increase college aspirations and to promote a college-going culture in host schools. In addition, the Wyoming Transfer Advance program provides automatic admission to Wyoming Community College students. The program provides academic advising, financial aid counseling and helps answer questions for students who are currently at a Wyoming community college and plan to transfer to UW.

Success in bringing students to UW is only meaningful if the university retains students and those students earn a degree. Summit 2012 was held in August 2012 to assist new students, through programming, with the transition to college life. Transfer/non-traditional students and veterans were also encouraged to participate in events designed specifically for their needs.

Synergy, a UW learning community has been expanded to two programs. In March 2013, students were able to use an on-line selection process to make a decision between the two programs. Synergy requires intensive and highly coordinated academic work for students conditionally admitted to UW because of gaps in their high school preparation.

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 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). Currently UW has several facilities projects statewide. Construction of the joint facility to be shared by the University of Wyoming and Casper College has continued on schedule through FY 2013. This building serves both schools' goals to continue to provide quality higher education opportunities to students in Wyoming. The facility will house the Casper College student union and provide a technology-rich learning environment for UW undergraduate and graduate students in Casper. Completion of construction and the move into the new facility should occur by December of 2013. The 2012 Legislature appropriated funds for UW to purchase and renovate a Sheridan College building to house UW Extension, part of the Sheridan Agricultural Research Station, labs for UW agriculture faculty assigned to Sheridan, and Outreach School classrooms to serve UW students in Sheridan. Renovation of this facility began in spring of 2013. UW will move into this building in August 2013. Level I planning for a Laramie County Community College-Albany County Campus (LCCC-ACC) building on the UW-Laramie campus has been ongoing throughout FY 2013. UW will occupy space in a new facility in Cheyenne currently being planned by LCCC.

Along with institutions nationwide, UW delivers an increasing portion of its curriculum to a growing number of students statewide through distance technologies. These students are served through the university's Outreach School. In FY 2013, 24 percent of UW's nearly fourteen thousand 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. UW is a founding member of the Western Interstate Commission for Higher Education Internet Course Exchange (WICHE ICE), and in 2013 UW signed a collaborative agreement with Colorado State University to exchange agriculture courses.

Wyoming Public Media (WPM) extends UW Outreach School's service statewide and globally with four channels and streams, Wyoming Public Radio, Classical Wyoming Radio, Jazz, Wyoming Radio, and <http://wyomingpublicmedia.org/> WPM provides radio signal to over 90% of Wyoming and penetrates into contiguous states. Over 60,000 Wyoming residents listen to WPM's radio broadcasts (5 year rolling average). The online service generates close to 29,000 visits monthly, 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 three prestigious Edward R. Murrow awards for News Excellence. Wyoming Public Media is the sole radio source for NPR programs in Wyoming.

Enhancing Student Preparation

Access without a reasonable chance at success is a hollow benefit. UW must work across the spectrum of Wyoming's educational system to ensure that students enter college with the right preparation, begin their college careers with the right courses, and have access to the right tools and resources to succeed.

In November 2011, UW's Trustees strengthened the institution's admissions standards, sending a clear message to Wyoming high school students and their families about the importance of academic preparation for success in college. Students who do not meet these higher standards will continue to be admitted; the university will provide supplemental academic resources for these students.

With UW's leadership, the state established a P-16 Council (pre-school through baccalaureate) to promote information sharing and cooperation among various sectors of Wyoming's educational system. This council furnishes a vehicle for more vigorous articulation among UW, the community colleges, and K-12 and for smoothing the students' transitions — efforts supported at UW through the work of individual departments and faculty members, the Wyoming School-University Partnership, and initiatives funded by the School of Energy Resources. Especially germane to this mission is the Hathaway success curriculum, enacted by the 2007 Wyoming Legislature. This prescribed high school curriculum delivers a profound message about the importance of solid preparation for post-secondary education. However, the Hathaway success curriculum is far from a panacea. An increasingly critical task is to assess nontraditional students' preparation for the university experience and provide resources to promote their success.

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). Specific details and data reports can be found at: <http://www.uwyo.edu/as/uw-student-satisfaction-report/>. According to the 2012 report highlights:

- University of Wyoming students remain very satisfied with their university experience. Over nine out of ten express approval of the UW education.
- Of the 79 items in the Noel-Levitz survey, students rate several items related to the academic life of the university as most important to them. Students also rate faculty highly on availability, advising and quality of instruction. Nearly eight out of ten agreed that there is a commitment to academic excellence at UW with only nine percent disagreeing.
- A major improvement in student satisfaction over the past 18 years has been the perception that UW is concerned for them as individuals.
- UW students rate campus safety and security significantly higher than their counterparts at other public universities. Only four percent expressed dissatisfaction with campus safety.
- Satisfaction with the UW library continues to increase—95 percent indicate they are either satisfied or very satisfied with the library and less than one percent indicates dissatisfaction.
- Students rate the quality of classrooms and laboratories above national averages.
- Computer facilities receive very high marks also—84 percent express satisfaction while only three percent express dissatisfaction. The Wyoming Union garners nearly as much satisfaction.
- Satisfaction with the university’s non-teaching staff has increased markedly in the past decade and one-half—66 percent express satisfaction with only 6 percent expressing dissatisfaction.
- The largest improvement since 1998 has been in satisfaction with residence hall food service.
- Nearly three-quarters of UW students find tuition to be a “worthwhile” investment, while only eleven percent do not.
- In spite of the mixed success of Wyoming’s athletic programs, students are overwhelmingly positive about athletic contributions to school spirit by a margin of 62 positive to 11 percent negative.
- UW’s mass transit services are a major success—ridership is now approaching 50 percent of students, and overall satisfaction is significantly higher than the national average.
- UW students are considerably more likely to be involved in recreational or intramural programs than students at other public universities, and they are significantly more satisfied.

Internationalization

The UW community thinks of internationalization as a three-legged stool:

- Cultivate an environment that attracts international scholars and students. UW's colleges routinely conduct faculty searches that are international in scope, and many departments recruit students — especially at the graduate level — from around the world.
- Enhance UW students' international awareness through the curriculum. The curriculum plays a key role in internationalization. UW's foreign language curriculum, in particular, enhances students' awareness of international cultures and helps prepare them for careers in a global workforce.
- Expand opportunities for UW students to study abroad. There were 74 students who studied abroad from fall 2002 to summer 2003 compared to 333 students from fall 2011 to summer 2012.

A team from units across UW completed its two-year invitation-only project, the American Council on Education (ACE) Internationalization Lab. Provost Myron Allen charged the team to (a) compose a definition of 'internationalization' that fits with UW's unique mission, history, and role, and would help guide future international efforts, (b) compile an inventory of UW's current internationalization activities, (c) assess the university's climate for those activities, (d) develop a set of recommendations for university-level action items to promote internationalization, and (e) develop and submit a final report. The team met with faculty, students, staff, and communities around the state to gather data, assess the state of international education and research in Wyoming, and develop five recommendations for action to bring internationalization efforts to the next level. The final report was completed in June 2013. The five recommendations will be included in UW's next strategic plan, UP4, and will constitute its HLC accreditation Quality Initiative. The recommendations are:

- Strengthen support funding for faculty and staff development in international activities;
- Develop a UW English-language support center;
- Explore opportunities for providing substantial critical language learning and augmenting language offerings;
- Expand outreach to Wyoming communities and enhanced commitments to P-16 partnerships in international education; and
- Develop global learning outcomes.

UW was host to a number of significant guests this year that brought international perspectives to our students, faculty and staff.

General James Mattis, then-commander of U.S. Central Command, which includes the Middle East, delivered an address on "Perspectives on the Middle East." After his address, General Mattis addressed questions submitted by UW students and faculty. The general's area of responsibility as CENTCOM Commander consisted of 20 countries, including Afghanistan, Egypt, Iran, Iraq, Pakistan and Syria. General James Mattis offered his perspectives on the history of the region, the far-reaching effects of the Arab Awakening, and the United States' policy goals in the region. General Mattis, a Marine, succeeded Army Gen. David Petraeus as

commander of U.S. Central Command in 2010. The Christian Science Monitor described Mattis and Petraeus as “the joint architects of how America now fights counterinsurgencies.”

Documentary filmmaker Patrick Mureithi, Artist-in-Residence at Drury University in Missouri, visited UW in November of 2012 to present his latest film on Kenya’s post-election violence, “Kenya: Until Hope is Found.”

Mark Jenkins, National Geographic field staff writer and UW faculty member, visited five Wyoming communities to present his talk “Mount Everest - The Myths, the Madness and the Macabre” in spring 2013.

The Global and Area Studies department hosted a symposium and keynote, “U.S. Foreign Policy in 2013 and Beyond” featuring David Ignatius of the Washington Post and several distinguished foreign policy experts in March 2013.

UW hosted a variety of delegations from foreign university partners last year, including the University of Sunshine Coast (Australia), University of Blaise-Pascal (France), Shanghai Normal University (China), Saratov State University (Russia), Heilbronn University (Germany), China University of Petroleum (China), and Saitama University (Japan), among others. Delegations from UW also visited several university partners, including Diponegoro University (Indonesia), Pforzheim University (Germany), Universidad del Valle de Guatemala (Guatemala), Shanghai Normal University and Shanghai University (China), and Tribhuvan and Kathmandu Universities (Nepal), among others.

In June 2013 the Cultural Attaché of Saudi Arabia visited the University of Wyoming to talk to students and discuss the UW International program for Saudi students. Saudi students at UW have been chosen by their government to attend college in the United States with support from the Saudi Arabian Cultural Mission (SACM). In an effort to achieve the country's progress and development goals, SACM provides Saudi students with the best possible educational opportunities. UW's International Programs Office reports Saudi students supported by SACM began arriving at the university in 2005.

Also in June 2013, the School of Energy Resources hosted a delegation from Saudi Aramco for discussions on joint research and education projects.

The UW Libraries continues its partnership with Saratov State University Libraries in Russia, and this project includes a joint history publication of the main libraries in 2007, collaboration on digital projects, and a shared interest in outreach and reference programs. The Libraries hope to build on these initial programs with an exchange of librarians furthering an understanding of the respective cultures and how libraries are essential in higher education around the globe.

Diversity

As the state provides new opportunities for its students, responsibility falls to UW to maintain an inclusive environment for teaching and learning. The university must continue reaching out to those for whom opportunity may not come so easily: students of color, students of limited economic means, and students who have never dreamed of going to college. UW must cultivate the diverse and heterogeneous society that graduates will find as they enter increasingly multicultural workplaces and communities. The Strategic Diversity Initiatives Committee at UW has continued a “Learning and Living Differently” marketing campaign. Among the programs that participated are the McNair Scholars program, the Science Posse, and a summer research apprentice program, as well as the School of Energy Resources and the Science Math Teaching Center.

TRiO and GEAR UP programs (funded by the U.S. Department of Education) are housed in the Office of Student Educational Opportunity. TRiO and GEAR UP programs are federal outreach and student services programs designed to identify students from disadvantaged backgrounds and provide college access and success services to individuals and their families. Programs are targeted to serve and assist low-income individuals, first-generation college students, ethnic minority students, and students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

UW has memorandums of agreement (MOA) with Historically Black Colleges and Universities (HBCU), Winston-Salem State University (WSSU), Howard (Washington D.C.), Jackson (Mississippi) State, North Carolina A&T (Greensboro), and Hampton (Virginia) universities and with the National Center for Atmospheric Research. The MOAs define a framework that creates opportunities for mutually beneficial research and education. This includes establishing student and faculty exchange and internship opportunities, collaborative research, outreach, teacher training and other activities.

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 new partnership with the National Center for Atmospheric Research (NCAR) created an opportunity for innovative initiatives to import computational science into the K-12 curriculum. UW advanced several new initiatives during FY 2013, including: (1) a short-course developed and offered jointly by the UW Statistics Department and NCAR on geostatistics for community college faculty; (2) an NSF-funded project, *Visualization Basics: Using Gaming to Improve Computational Thinking (UGame-ICompute)*, led by UW's Science Math Teaching Center and involving a partnership with NCAR to help enhance UW Science Technology Engineering Mathematics (STEM) education students' knowledge and understanding of mathematics, computing and computational thinking; and (3) development of a 27-credit hour Endorsement in Computer Science that will serve as a computer science minor. The Department of Computer Science in the College of Engineering and Applied Science and the College of Education agreed to the minor and are pursuing official recognition and endorsement through the Wyoming Professional Teaching Standards Board.

NCAR-Wyoming Supercomputing Center (NWSC) opened on October 15, 2012 with a simulated mini-tornado, various short videos depicting everything from wind to wildfire simulations, and a number of interactive touch-screen kiosks to help the science come alive. The NCAR Wyoming Supercomputing Center (NWSC) represents collaboration between NCAR and the University of Wyoming, and through the Wyoming-NCAR Alliance (WNA) a portion of the Yellowstone systems, about 75 million core-hours per year, is reserved for Wyoming-led projects in the atmospheric, earth system, geological and related sciences. Large allocations of capacity are overseen by the WNA Resource Advisory Panel (WRAP), a University of Wyoming-managed process.

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.

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 interests spans at least six departments (Anthropology, Botany, Geography, Geology and Geophysics, Renewable Resources, and Civil Engineering).

Energy-related teaching and research at UW continues to grow. The School of Energy Resources (SER), in collaboration with the UW colleges and energy industry, identified priorities for a

number of new faculty positions to be supported with new funding appropriated by the 2012 Wyoming Legislature. Priority areas include petrophysics, geomechanics, petroleum systems, energy finance, business or accounting, and law. During FY 2013, the SER petrophysics position was filled, and the College of Law received an SER position in oil and gas law. Searches to fill other priority positions will proceed in FY 2014. Also in FY 2013 the College of Business announced its new Energy Management MBA. The new SER positions are an important means of advancing the energy-related focus of the College of Engineering and Applied Science, which is an emphasis of *UP3*.

SER currently receives about \$10 million per year in legislative funding to bolster academic and research activities in UW's seven colleges and to facilitate statewide and national outreach in energy-related fields. SER's budget supports faculty positions, visiting scholars, graduate assistantships, interdisciplinary curricular innovations, and enhanced connections with Wyoming's community colleges and school systems. SER has 12 faculty experts and the Ultra Petroleum Visiting Chair in Energy Management, awarded to Shaun Andrikopoulos for 2012-13. It also provides seed money for energy-related research centers, both within academic departments and across department lines, and for competitive external research grants. The growth of energy-related academic programs continues. For example, in fall 2012 Petroleum Engineering had 228 undergraduate majors and 32 graduate majors, an increase from 47 undergraduates and 11 graduate majors in fall 2006. Energy Systems Engineering, new in 2009, had 54 undergraduate majors in fall 2012, and Energy Resource Management and Development, also new in 2009, had 60 majors in fall 2012.

In April 2013 Associate Provost Andy Hansen released a report "University of Wyoming Engineering Initiative: Toward Tier 1 for Wyoming" (http://www.uwyo.edu/acadaffairs/plans/uw_engineering_initiative_may_13.pdf). The report received endorsement by the 2012 Wyoming Governor's Energy, Engineering, STEM Integration Task Force. The Governor and Wyoming State Legislature set aside \$95 million in state funds, to be matched by another \$15 million in private contributions, to renovate and expand the Engineering building to support the goal of achieving Tier 1 status in the Engineering Program.

Areas of Distinction: Cultural Assets, the Arts and Humanities

UW is Wyoming's natural 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 2012-2013, the university's Eminent Writers in Residence were Maggie Nelson and Mark Nowak. Maggie Nelson is a writer of nonfiction and poetry who teaches at the School of Critical Studies at California Institute of the Arts. Mark Nowak is a poet and the director of the MFA program at Manhattanville College in Purchase, New York and a 2010 Guggenheim Fellow. 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 2012-13, the university’s Eminent Artist in residence was Judy Pfaff, a world renowned sculptor, painter, and set designer with bachelors and masters degrees in fine arts from Washington University in Saint Louis, Missouri and Yale University in New Haven, Connecticut. Her most recent awards include the Anonymous Was A Woman grant (2012) and the Southern Graphics Council International Conference Lifetime Achievement Award (2011).

The new Visual Arts Facility was awarded a Platinum LEED (Leadership in Energy & Environmental Design) rating. The next phase of the major capital facilities improvement for the Fine and Performing Arts is renovation and addition to the Fine Arts Building for the Performing Arts. The design was completed in FY 2013, and construction began in May 2013. The building will also remain functional during the phased construction. The Willett and Wainright bungalows that provided temporary arts facilities for decades were removed during early summer of 2013 to provide for relocated parking space adjacent to the Fine Arts and College of Law buildings.

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. During FY 2013 the Haub School negotiated with college deans and department heads to establish concrete memoranda of understanding for teaching commitments to the ENR degree program. MOUs for all but a few courses are in place. In addition, the Haub School recently received a private gift sufficient when coupled with earnings on the Wyoming Excellence Endowment to establish the Knobloch chair in Conservation Economics and Finance, with a search currently under way in the Department of Economics and Finance. The Berry Biodiversity Conservation Center received a Gold LEED rating in FY 2013.

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.

Wyoming Geographic Information Sciences Center (WyGIS) released a wildlife mapping tool in FY 2013 supporting Wyoming Game & Fish. The Wyoming Interagency Spatial Database & Online Management (WISDOM) System is a user-friendly tool that will allow any interested

individual to discover, consider, and assess Wyoming's wildlife resources. WISDOM is intended to provide landscape-level information during the early stages of project planning. It does not replace or supersede site specific analysis with appropriate agencies. It should be used in concert with all available data and expertise to ensure project plans address wildlife and habitat conservation at all levels. WISDOM is an easily accessible web-based delivery system for providing a set of natural resource data layers. This non-regulatory, landscape-level information allows a user to visually explore the distribution of important Wyoming wildlife habitat, identify potential stressors to wildlife, and other relevant data. <http://wisdom.wygisc.org/>

The Wyoming Conservation Corps, an affiliate of the Haub School of Environment and Natural Resources, successfully completed its sixth year. 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 across Wyoming and are supported by several state agencies. Examples include new trails, wetlands restoration, and energy impact reduction.

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

UW's American Heritage Center (AHC) collaborated with the Buffalo Bill Historical Center (BBHC) to digitize BBHC correspondence in a state-funded project. UW's statewide leadership role in preserving and teaching the history of the American West impels the university to draw links with Wyoming's other major cultural resources. The AHC is in the midst of collaboration with the BBHC on their state-funded project to digitize all known Buffalo Bill correspondence. The Center has two significant collections of such correspondence, the George Beck papers and the Beck Family papers. To date the AHC has digitized the full complement of Buffalo Bill correspondence in the George Beck collection; it will soon be starting the Beck Family papers. Additional scans from the Buffalo Bill collection, Buffalo Bill Letters to George T. Beck, and the Buffalo Bill Dam Construction photo album were also shared as part of the project.

Undergraduates now comprise more than one third of the researchers served by the AHC. To encourage and recognize undergraduate use of Center collections (manuscripts, university archives, and rare books) the AHC offers an award for the best project based on its resources. This award is funded voluntarily by Center staff and faculty, through payroll deductions—an indication of the commitment of AHC employees to the Center's mission. While some of these undergraduate researchers find the Center and use its collections on their own, overall the best way to reach and connect with undergraduates is through their teachers. Two years ago the Center's faculty established an outreach committee specifically to reach out to UW faculty whose courses could easily benefit from use of AHC collection material but who have not yet taken advantage of those resources. In addition, last year the AHC collaborated with the Ellbogen Center for Teaching and Learning to introduce teaching faculty to the Center; every teacher who attended has since made an appointment with reference specialists for the purpose of familiarizing their students with the AHC. In FY 2013, archivists and curators at the AHC provided bibliographic instruction to about 80 UW classes in a variety of disciplines, and worked with UW faculty to develop projects for their students using AHC collections.

Collaboration between the AHC and the School of Energy Resources (SER) examines what it is like for communities that may experience energy development nearby. The Niobrara Oil Play was chosen as a target area. Through SER's generosity, the AHC was able to conduct a video-based oral history project, a real enhancement to the quality of the interviews. Working with UWTV, AHC faculty conducted more than 50 interviews with residents, business owners, landowners, industry personnel, public officials, and others in Laramie, Platte, Goshen, and Converse Counties. This project continues, and the plan is to interview the same individuals both when they are experiencing the full boom effects and after the boom effects have faded.

FY 2013 also saw the completion of a federally funded grant project to process collections of national caliber related to the Great Depression both in the Rocky Mountain West and across the US. The AHC's holdings are not restricted to Wyoming and the Rocky Mountain West. They encompass a handful of topical areas where the Center collects across the nation; e.g., the entertainment industry, economic geology, conservation, journalism, military history, and others. During a complete collection analysis as part of development of a formal collecting policy, the Center discovered that several of its regional and national collecting areas included significant holdings relating to the Great Depression in both its regional and national implications.

In many cases Wyoming and national collections intersect, as with Joseph C. O'Mahoney, a US Senator from Wyoming for 25 years (1933-1960). A New Deal Democrat who split with Franklin Roosevelt over the Supreme Court packing issue, he was an influential foe of monopolies, serving as chair of the Senate's Joint Economic Report and Temporary National Economic Committees. The AHC holds 396 cubic feet of his papers, 1888-1962 (bulk 1933-1960), mostly of great substance. A grant, from the National Historical Publications and Records Commission, allowed processing of collections as disparate as entertainer Jack Benny and Denis J. Mulligan, lead investigator of the Hindenburg disaster and former Director of the Bureau of Air Commerce.

Areas of Distinction: Life Sciences

Working on a Wyoming collaborative project the Botany Department helped establish the Greater Yellowstone Raptor Experience, a live raptor education program at the Draper Museum (see <http://www.bbhc.org/explore/greater-yellowstone-natural-history/raptor-experience/>). Collaboration between UW's Biodiversity Institute, and Prince Albert II of Monaco led to the establishment, in 2013, of the Camp Monaco Prize in Greater Yellowstone Biodiversity Research (see <http://www.bbhc.org/camp-monaco-prize/>).

A two-college effort aimed at determining if it would make sense to formally combine the Departments of Botany and Plant Sciences, in order to strengthen UW's distinction in life sciences, concluded during FY 2013. Working with the affected faculties, the Deans of Arts and Sciences and Agriculture and Natural Resources determined that the degree programs in Botany and Plant Sciences are sufficiently different in emphasis that it makes little sense to combine them.

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 2013, UW continued to implement substantial new commitments to enhance the quality of graduate education, including introducing a number of initiatives to enhance recruiting of graduate students, and to improve the graduate education experience (*UP3* action item 64). In the past year, an all-electronic graduate application process was implemented, and graduate coordinators were trained to use the new system. This much needed improvement places UW's application process on a par with peer institutions across the country. The application process is a critical component of creating a favorable impression in the competitive environment of graduate education. UW also augmented its new graduate education website for prospective graduate students by assisting six departments in designing and publishing new, attractive departmental websites aimed at introducing prospective students to departmental opportunities for graduate research and education (<http://www.uwyo.edu/uwgrad/index.html>).

UW has also expanded a vigorous recruiting campaign to draw some of the very best students to the university through enhanced graduate stipends as well as paid recruiting visits. Finally, a Mentoring Initiative aimed at improving the graduate student experience over the course of a student's entire academic career entered its second year. The goal of all of these efforts is to attract higher quality students to the university and improve their educational experience once they arrive. A sustained effort over time will produce tangible results for the institution and its graduates.

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 2012, UW estimated external funding was \$85.9 million. The total average estimated research dollars per tenure-track faculty (excluding financial aid funding) was \$111,017. In FY 2007, this number was \$105,912. Compilation of data for FY 2013 is in progress as of the date of preparation of this report.

Institutional awards – In FY 2012, the university received approximately \$77.1 million from federal sources. Direct student loans were approximately \$43.8 million. Abandoned Mine Lands funding in support of the School of Energy Resources, clean coal research, uranium research and other American Recovery and Reinvestment Act state funds were approximately \$33.3 million in that year. Compilation of data for FY 2013 is in progress as of the date of preparation of this report.

Technology transfer - The Research Product Center has heightened the level of technology transfer, with 18 utility patent applications filed (US, foreign or PCT), 5 patents issued, and approximately 100 technology agreements in 2012-2013.

Building Excellence in Human Capital

The foundation of an excellent university is excellent people. Developing the talents of our students, faculty, and staff requires a more consistent, institution-wide culture that encourages lifelong learning and professional development among all employees. We propose nurturing this culture through a set of specific, concrete measures.

Faculty hiring, retention and promotion practices are pivotal in determining UW's future. The Ellbogen Center for Teaching and Learning continued its programming for faculty development in FY 2013 (<http://uwadmnweb.uwyo.edu/ctl/>). Programs for new faculty and lecturers and graduate student teachers were conducted throughout the fall and spring semester. During fall 2012 the Ellbogen Center for Teaching and Learning sponsored "An Overview of WyoWeb and Course Websites", "Writing Your Own Textbook" series, and a "Study Abroad Seminar Series". During the spring 2013 semester there were sessions on "Course Websites", an "eCompanion series", book discussions for MLK Days of Dialogue and Shepard Symposium, and an IBM Academic Initiative "Opportunity for faculty to explore ways to enhance their classes". In June 2013 there was a Blended Learning Summer Institute.

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 to advance high-priority projects, to the extent funding strategies permit.

The Wyoming Governors Energy, Engineering and STEM task force provided its findings in early 2013 to bring the College of Engineering and Applied Science up to a Tier 1 engineering college. A design team has been selected and will continue planning the Engineering Building Addition and Renovation as well as the Energy Engineering Research Facility (EERF). Construction of the EERF will likely begin in spring 2015 followed by the Engineering building the following year. Full funding for the programs identified for the College to achieve Tier 1 status and the associated facilities is still being determined by the university.

Site clearing and preparation on the Michael B. Enzi Student Laboratory STEM facility began in early spring 2013 in anticipation of the building construction in the summer. The current plan is for the freshman and sophomore science, physics, technology, engineering and mathematics laboratories to be operational in fall 2015.

Construction projects completed in 2012-2013 included the Geological Museum renovations, the Honors house renovation and the new Energy Innovation Center. The Geological Museum containing the famous dinosaur, Tyrannosaurus Rex, was completed in fall 2012. The Honors program at the university occupied the Red House supporting their offices, student enrichment and classroom facility in fall 2012. The \$25 million Energy Innovation Center (EIC) was occupied in January 2013. The Center includes the Shell 3-D Visualization research laboratory, the only four-walled Cave Automatic Virtual Environment and 3-D visualization laboratory in Wyoming, which complements the primary function of the EIC – to enable scientists and engineers to visualize and

interact with highly complex data sets. The School of Energy Resources is one of the primary occupants of the Center.

The Half Acre gymnasium addition and renovation construction started in summer 2013. The building will remain operational during the construction with completion for a fall 2015 reopening. This \$27 million project is funded by student fees matched by a legislative appropriation. White Hall renovation completes the renovation of the high rise dormitories surrounding the Washakie Center. Occupancy will be available for fall 2013.

The next phase of the major capital facilities improvement for the Fine and Performing Arts is renovation and addition to the Fine Arts Building for the Performing Arts. The design was completed in FY 2013, and construction began in May 2013. The building will also remain functional during the phased construction.

Several landscaping improvements were completed during 2012-2013 including the Sullivan Plaza on the northeast corner of Prexy's Pasture and fronting the College of Education. Other projects include university corner landmark at the intersection of 9th Street and Grand Avenue, Grand Avenue edge of the practice field near War Memorial Stadium and Bureau of Mines landscaping improvements.

The University Foundation began construction in May 2013 on the Marian H. Rochelle Gateway Center. The primary occupants of the building will be the University Foundation, segments of the University Alumni Association, and Division of Student Affairs. The Gateway Center will welcome guests, as well as students, parents and student families to campus and then assist the students with their employment when leaving campus with their degrees in hand.

The Arena Auditorium (AA) is a \$30 million construction project funded by a combination of private funds and legislative appropriation. The project will rotate the existing competition floor and expand the floor area to include two half court practice areas. Part one of a two-phased improvement to the AA includes revised seating, premium seating, new score boards, improved men's and women's basketball locker rooms, and improved lighting and sound systems. The design phase is underway with construction completion of the first phase anticipated in late October 2014.

An Indoor Golf Practice Facility design was completed in 2012-2013. Construction is scheduled to start in the summer of 2013 with the goal of completion for spring practice 2014. The intent is for golfers to tee off in the winter as well as practice with a simulator on one of America's fine golf courses.

Renovations to the Biological Sciences building are part of a campus building systems improvements plan. The Biological Sciences building renovation will improve the supply and exhaust systems for research fume hoods; the heating, ventilation and air conditioning systems for building labs, classrooms and offices; building management systems and fire suppression systems. State Fiscal Stabilization funding was not sufficient to cover these improvements to the Biological Sciences Building. The major maintenance funding appropriated for the university will complete these improvements.

Energy Service Company (ESCO) improvements to ten campus buildings are a pilot project to improve the energy efficiency and operations efficiency in those buildings. The energy savings finances the improvements over a fifteen year period. The energy improvements have a payback in energy usage averaging slightly less than fifteen years.

LEED Gold and Platinum certification from the U.S. Green Building Council continued in 2012-2013 for the new Visual Arts building (LEED Platinum awarded in 2013) and prior year renovation and expansion of the Bim Kendall House and Berry building (both LEED Gold awards during 2012-13). The LEED Certification is recognition of a facility that reduces its initial and long-term impact on the environment. The new facilities recycled material from the old building, diverting it from the local landfill, used new materials made from recycled materials where possible, and used natural lighting when feasible throughout the buildings.

GOAL 5: CULTIVATING LEADERSHIP

UW believes that the foundation of an excellent university is its people, including students, professors, and support staff. Leadership is a commitment to the success of the group. Hence, as a goal, leadership spans both the institutional and personal levels. The university itself has a leadership role to play, most prominently in educating people for professions critical to the future of the state and region, but also in serving as a reservoir of expertise to help solve the state's most pressing problems. Paralleling the institution's leadership role is the responsibility to cultivate the often intangible aspects of character at the personal level that makes good leaders. This mandate seldom appears explicitly in a university's curriculum or in any enumeration of its research or service accomplishments.

University of Wyoming President Tom Buchanan announced in September 2012 that he would retire as president at the end of summer 2013, concluding a lengthy UW career that saw him preside over a period of tremendous progress. Buchanan, made the announcement during his annual "State of the University" speech, where he noted that UW has largely achieved the "long list of things that I believed we needed to accomplish to move to the next level" when he became president in 2005. The Board of Trustees launched a national search for a successor and in February 2013 announced that the 24th UW President would be Robert Sternberg, Provost at Oklahoma State University and an eminent psychologist and scholar.

Various programs are focused on cultivating university leaders and managers. Initiated in January 2013, STEP (Staff Training and Enrichment Program) is the first step of the university's training and leadership development programs through which the University of Wyoming will beneficially impact the performance and motivation of staff. Having a well-trained core of supervisors can lead to a more consistent and efficient approach to leadership. In FY 2013 fourteen University of Wyoming employees graduated from the inaugural UW Leadership Academy. The UW Leadership Academy is an opportunity for the personal growth of individuals with recognized potential to further the university's commitment to integrity, scholarship and service to the university community and state of Wyoming. The Leadership Academy goals are to develop and enhance the skills of current and future leaders at the University of Wyoming. Finally, HELP (Human Resources Employment Law and Policies) is a certificate program for supervisors and managers offering information regarding compliance policies and procedures.

UW is Wyoming's most logical anchor for the professional and civic efforts required to build the "society to match its scenery" articulated in UW's vision. Many of these efforts involve professions critical to the state and region, as these are among UW's most publicly visible vehicles for strengthening communities

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

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. In *UP3*, there are specific action items related to:

- Health care
- Education
- Business and economic and community development

Other professions — such as engineering and energy-related professions — are equally critical to the region, but for the sake of coherency the associated action items appear in earlier sections of *UP3*, which focus on science and technology.

- In the health care arena, the completion of a comprehensive clinical education plan in the College of Health Sciences (*UP3* action item 87) and the pursuit of new strategies to advance the recruitment, training, and placement of physicians (*UP3* action item 89);
- In education, supported by funding from the Wyoming Excellence Endowment for Higher Education, for excellence chairs in science and math teaching to strengthen doctoral training in science, technology, engineering and mathematics (STEM)-related education (*UP3* action item 93);
- In business and economic community development, the University of Wyoming designed two new Energy MBA programs, leveraging UW strengths in energy research, environmental management, engineering and law with the College of Business full-time MBA program;

UW continued to support and participate in the Wyoming School-University Partnership and the development of the Wyoming State Longitudinal Data System in order to enhance data sharing, to implement and assess the Hathaway success curriculum, and to pursue a number of important avenues for enhancing articulation between UW's faculty and secondary school teachers (*UP3* action items 16 and 18).

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.

Furthermore, UW is a partner with state government in many economic development initiatives, including water programs and energy-related projects. UW participates in the Wyoming Workforce Alliance, the Wyoming Business Council, and the Wyoming Economic Development Association.

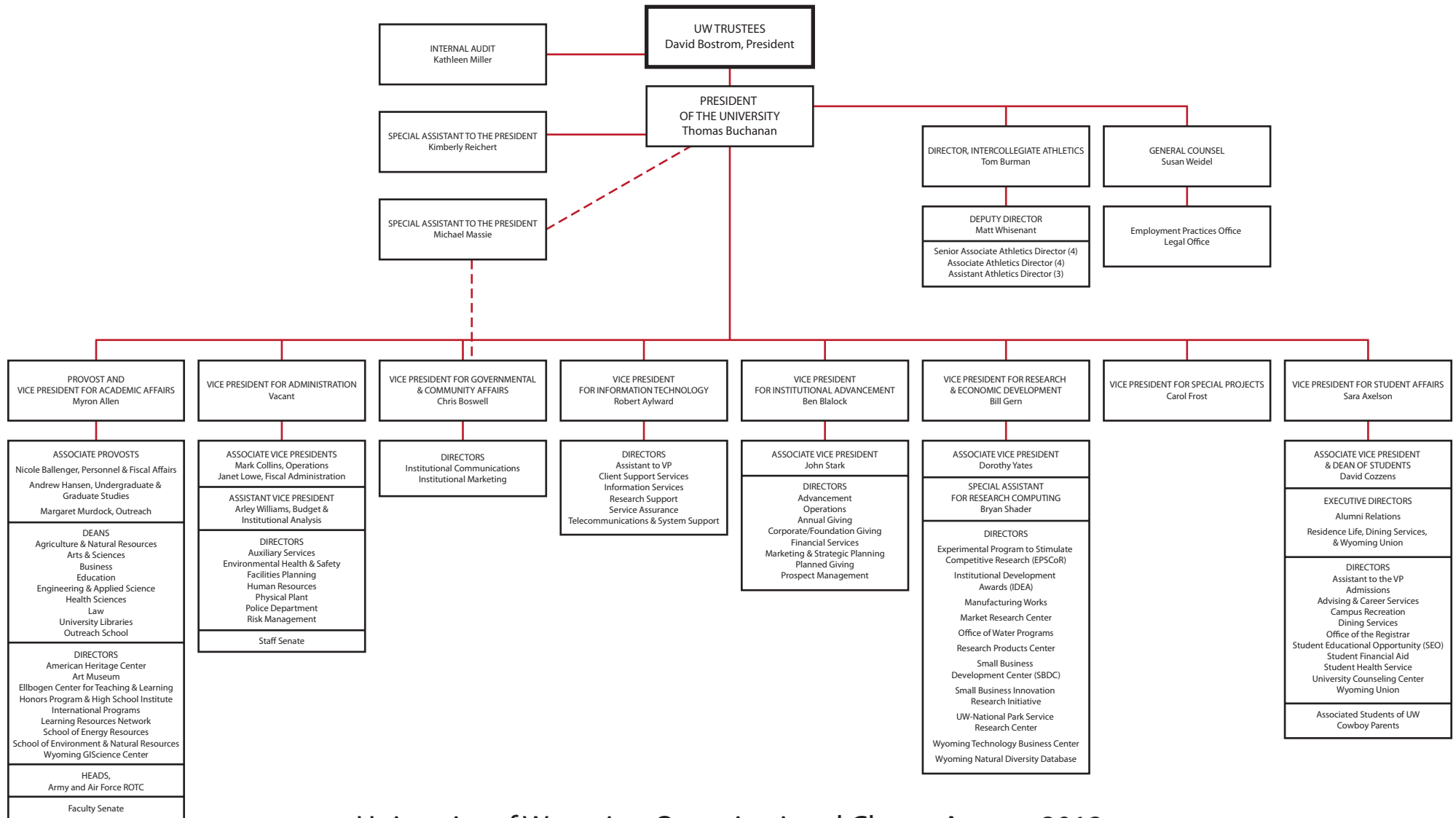
UW plays a pivotal role in medical education for the state of Wyoming. The UW Medical Education budget specifically focuses on the family practice residency centers in Casper and Cheyenne, the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) medical instruction program and the WWAMI/University of Washington contract, 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.

Governor Mead, in his budget recommendations to the legislature for the 2013-2014 biennium asked that the university work with the State Department of Health to evaluate the two UW residency programs and submit a plan that addresses the services provided to both students and community members and to provide options for a more efficient delivery system for the Family Medicine Residency Centers in Cheyenne and Casper. The report to Governor Matt Mead is retrievable online at http://www.uwyo.edu/acadaffairs/plans/rep_uw_famresidprog.pdf “The two University of Wyoming Family Medicine Residency Programs have been a Wyoming solution for educating primary care physicians and for providing safety net medical care for over 30 years. Through their dual missions of providing healthcare and education they have served the state well. They are the safety-net provider for the populations of Wyoming’s two largest cities and are often the only resource available to self-paying patients and those insured by Medicare or Medicaid. The programs educate medical school graduates to provide care in the rural and frontier environment of Wyoming and many of the graduates are located in the communities around the state. Additionally, they offer a strong inter-professional, team-oriented practice opportunity for educating many other UW health professional students” (2013 UW Family Resident Report, pg. 20). The University of Wyoming Report to the Governor recommended a summit of major stakeholders to discuss further options and that meeting was held in late May 2013. The recommendation from the Summit was the need for a smaller task force to produce specific recommendations, including a plan and timeline for attaining sustainable funding. The final report of the Task Force was released in August 2013.

In cooperation with Cheyenne Regional Medical Center, UW’s Area Health Education Center (AHEC)/WWAMI has established a formal Pre-Med Physician Shadowing Program. The Pre-Med Physician Shadowing Program is aimed at sophomore, junior and senior level college students

who may be interested in attending medical school. This 40 hour program is offered three times each year, roughly following the University of Wyoming's academic calendar: Fall, Spring, and Summer. All applicants to the WWAMI program are required to have a minimum of 40 hours of physician shadowing. <http://www.uwyo.edu/wwami/physician-shadowing/index.html>.

During summer 2012 the AHEC program hosted two summer healthcare camps. The camps brought current 8th and 9th graders to UW in week one and current 10th and 11th graders in week two. This program allowed high school students to get exposure to various healthcare careers including medicine. The program also allowed students to receive training in various areas within the College of Health Sciences at the University of Wyoming



University of Wyoming Organizational Chart • August 2012

UP3 Action Item Progress 2013



**Narrative for the Western Interstate Commission for Higher Education
(WICHE)
FY 2013 Annual Report
(July 1, 2012 - June 30, 2013)**

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

Joseph Steiner, Certifying Officer; University of Wyoming, College of Health Sciences.
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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 2013, Wyoming's representatives were UW President Thomas Buchanan, 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 2013 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 FY 2013 annual report published by the WICHE office is available on the web at: www.wiche.edu/state/220.

Through WICHE's Professional Student Exchange Program (PSEP), Wyoming sent 117 students to out-of-state programs in 2012-13 in nine different fields (medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, and physicians' assistant study). Historically, almost 68 percent of outbound PSEP students have returned to their home states to pursue their professional careers. Wyoming sent 48 students to out-of-state institutions via the Western Regional Graduate Program, while receiving two. 1,263 Wyoming students participated in the Western Undergraduate Exchange (WUE), attending schools in nine other states. Students from all 15 WICHE states are now eligible to participate in the WUE program. 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 15-state WICHE region.

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