

University of Wyoming

Strategic Plan Summary

July 2013

Quality of Life Result

Result #2: Wyoming has a diverse economy that provides a livable income and ensures wage equality.

Result #5: Students are successfully educated and prepared for life's opportunities.

Contribution to Wyoming Quality of Life

In the exercise of the University of Wyoming's (UW's) primary mission to promote learning, UW 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 its communities, the state, the nation, and the world.

Basic Facts

University of Wyoming Mission Statement

The University of Wyoming aspires to be one of the nation's finest public land-grant research universities. We serve 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.

Adopted in May 2009 by the Board of Trustees after more than a year of effort, including substantial public input, the university's current institutional plan (University Plan 3, or 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. The plan guides the allocation of the university's resources in periods of both budget growth and budget reduction.

As of July 2013, UW is entering the final year of UP3 and 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>. Comments may be sent to: up4@uwyo.edu. 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.

UP3 Areas of Distinction

1. Cultural endeavors, the arts, and the humanities

To maintain its position as the state's leader in the arts and humanities, UW must continue to cultivate these disciplines. Undergraduate programs in the humanities and the arts are excellent, and student enrollments continue to grow. Writing and oral communication must become significant curricular commitments, and UW supports the English Department's growing emphasis on creative writing. In addition, UW must take better advantage of the cultural assets of the Art Museum, the American Heritage Center, and the University Libraries. Cooperation among the units, as well as clarification of responsibilities, will promote more vigorous contributions to the university's academic life and facilitate better outreach to the state and the region.

2. Environment and natural resources

UW has made great strides in ENR-related teaching and scholarship. The institution's base of expertise in ENR has historical depth and disciplinary breadth that reach far beyond such formal structures as the Haub School and Ruckleshaus Institute of Environment and Natural Resources. Many mainstream disciplines are fundamental to teaching and research in this area and require more consistent support, whether or not they are involved with the School or Institute. UW

intends to support interdisciplinary scholarship in environmental and natural-resource economics, sustainable agriculture, land resources, rural communities, water, energy resources, parks, and pristine large-scale ecosystems. Linking ENR activities with International Programs and expanding ENR-related connections between UW and K-12 schools will also help bolster UW's presence in this area.

3. History and culture of Wyoming and the Rocky Mountain region

The university has considerable momentum in this area, with the expansion of Anthropology, the holdings in American Indian history, and a tradition of expertise in the history of the American West. The History Department has taken steps to broaden its reach through intellectual ties with Religious Studies.

4. Life sciences

The life sciences constitute one of UW's historic strengths. At the undergraduate level, life-science faculty members have developed a restructured core curriculum in biology. In addition, the plan proposes a more coherent structure for the undergraduate program in microbiology. At the level of graduate education and research, the life sciences have changed dramatically - perhaps more so than any other major branch of science - since most of UW's Ph.D. programs were first established. Discussions among faculty leaders, department heads, college deans, and central administrators suggest four major focus areas for graduate education and research in the life sciences: neuroscience, reproductive biology, ecology, and molecular and cellular life sciences.

5. Professions and issues critical to the region

Professional programs are critical to Wyoming's workforce. Among the most important examples are teacher education, business, the health-care professions, and law. Yet these programs face many common issues, including the need for better alignment between student demand and areas of state need, the need for better integration of programs that have shared affinities, and the need to balance clinical and service responsibilities with classroom teaching and research. The institution must focus on special issues affecting rural communities in the sparsely populated Mountain West and the accreditation demands of many professional programs.

6. Science and technology

The time is ripe to strengthen three broad areas of science and technology of importance to Wyoming's future: earth and energy science, materials science, and computational science.

Several departments have historically had internationally recognized and well-funded research in these areas. Others have maintained nuclei of expertise, although they have fluctuated in strength. Some units have the potential for greater contributions. The plan includes several action items that will help build a stronger presence in these areas.

In addition to the University Plan 3, the university has planning initiatives for capital facilities. These plans, which are in various stages of implementation and development, may be viewed on the university's web site.

Enrollment Information

Enrollment	End of Semester		Spring 2013 Day 15
	Fall 2012	Spring 2012	
Laramie Campus	10,557	9,729	9,709
UW/Casper College	269	351	241
Outreach Credit Programs	2,077	2,257	2,386
Federal Total:	12,903	12,337	12,336
Professional Development	1,026	1,414	537
Overall:	13,929	13,751	12,873

End of Semester Headcount, Fall 2012

Men: 6,328 (45%)
 Women: 7,601 (55%)
(Undergraduate Laramie: Men 52%, Women 48%)

International: 793 (6%)
 Minorities: 1,304 (9%)
 Graduate / Professional: 3,720

Full-time: 9,894
 Part-time: 4,035
 FTE: 11,239.0

Resident: 10,099
 Non-Resident: 3,830

New Undergraduate Students, Fall 2012

First-time Students: 1,584
 % Wyoming High School: 48%

New Transfers: 1,119
 % Wyoming Community College: 61%

Degrees Awarded

2011-12 Degrees Awarded: 2,810

Bachelors: 2,062
 Education Doctor: 11
 Certificates: 62

Masters: 489
 Juris Doctor: 74

Ph.D.: 61
 Pharm D.: 51

Retention & Graduation Rates

Fall-to-Fall Retention: 76%
 - First-time, full-time students entering in fall / summer 2011

Six-Year Graduation Rate: 54%
 - First-time, full-time students entering in fall / summer 2006

Intercollegiate Athletics

NCAA Division I ~400 Student Athletes

Mountain West Conference

17 Intercollegiate Varsity Sports

Hathaway Scholarships at UW

Fall 2012-Day 15	Continuing	New	Transfer	Total
Hathaway Students	11	-	19	30
Provisional Opportunity	340	119	42	501
Opportunity	702	278	121	1,101
Honors	979	361	48	1,388
Total Hathaway Students:				3,020

2011-12	Merit	Need	Total
Hathaway Awards	\$8,448,401	\$2,005,071	\$10,453,472

Annual Student Costs

Tuition & Fees (2012-13)*	Resident	Non-Resident
Undergraduates (15 hours/semester)	\$4,278	\$13,488
Graduate (12 hours/semester)	\$6,042	\$15,546
MBA (12 hours/semester)	\$13,794	\$19,986
Law (15 hours/semester)	\$13,428	\$26,628
Pharm.D. (18 hours/semester)	\$14,742	\$29,214

*Fees are \$1,098 per year for a full-time Laramie campus student.

Resident Undergrad Tuition & Fees Percentile: 1st

150th of 150 among U.S. Public Doctoral Institutions

Average Room and Unlimited Board: \$9,084

Resident	Non-Resident
Undergrad Cost of Attendance	\$17,652
	\$26,862

External Research Funding

Contracts & Grants FY2012: \$85,961,392
 Includes financial aid & student operations, excludes direct loans.

Foundation

Endowment Value FY2012: \$316,134,455
 Pooled funds only; does not include UW land grant information.

Annual Giving FY2012: \$40,134,019
 Includes realized estate giving and unrealized planned gifts.

Budget (Expenditures)

FY2012	FY2013*
Section I: \$271,596,680	Section I: \$294,417,162
Section II: \$261,977,248	Section II: \$248,366,414
FY2012 Total: \$533,573,928	FY2013 Total: \$542,783,576

*Sec. I increase includes General Fund appropriation for School of Energy Resources.

Faculty

Student-Faculty Ratio: 14:1

Tenured/Tenure-Track Faculty: 662

Full-time Instructional Faculty: 766

Top 3 Ranks FY13 Average Salary: \$84,980

Top 3 Ranks FY13 Salary as a % of 50 Public Research Universities' FY13 Market: 86%

Employees

(November 2012)

Benefited: 3,065 (Full-time: 2,837; Part-time: 228)

Non-Benefited: 3,672 (includes Graduate Assistants)

Total Employees: 6,737

Trustees

David J. Bostrom, President
 David F. Palmerlee, Vice Pres.
 John MacPherson, Secretary
 Jeffrey S. Marsh, Treasurer
 Richard M. Davis, Jr.
 Betty Fear
 Howard T. Willson, M.D.

Ex-Officio:

Governor Matthew Mead
 Supt. of Public Instr. Cindy Hill
 Director, WY Dept. of Educ., Jim Rose
 UW President Tom Buchanan
 ASUW President Brett Kahler

Square Footage/Acres

Laramie Campus: Statewide:
 Acres: 785
 Buildings: 170
 Gross Square Feet 6,989,779

Capital Construction in Progress

Biological Sci Bldg Renovation
 Education Annex - Literacy
 Research Center & Clinic
 Energy Services Contract
 Engineering Complex Level II
 Erzi STEM Facility
 Fieldhouse North & UnitWyo
 Sports Complex Repairs
 General Storage Warehouse

Half Acre Addition and Renovation
 Indoor Golf Practice Facility
 Marian H. Rochelle Gateway Center
 Outreach, Research, and Extension Center at Sheridan (ORECS)
 Performing Arts Center
 Ross Hall Café Renovations
 UW Center/Casper College Student Union
 White Hall Renovations

Accountability

Member of the Voluntary System of Accountability
<http://www.collegeportraits.org/WYUW>

Accomplishing University Plan 3

UW systematically reviews and reports progress annually on the University Plan, the strategic plan that covers the period FY 2009 to FY 2014. Each year’s “report card” is distributed widely and posted on the Academic Affairs website at: <http://www.uwyo.edu/acadaffairs/plans/09-14/>

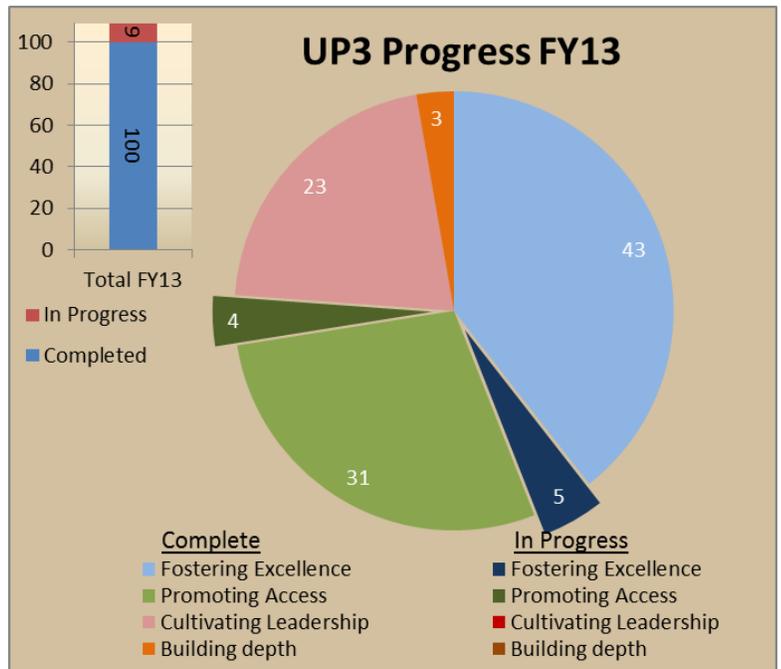
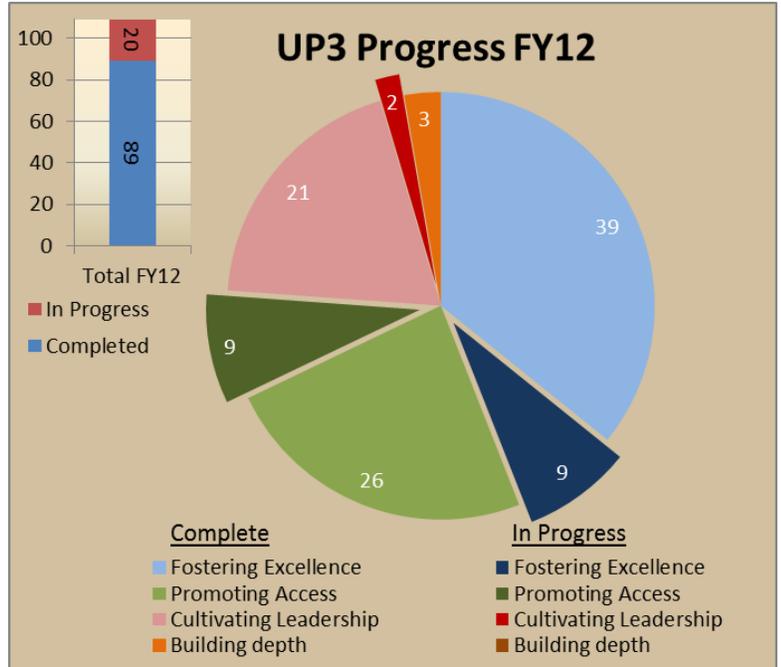
UP3 is built around five planning motifs, which provide structure and focus for the university’s goals and specific action items:

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

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

Highlights of FY 2013 accomplishments

The following is a preview of the FY 2013 annual accomplishments to be reported in more detail in the annual report card. The action items completed during FY2012 are detailed in the FY 2012 Report Card, which can be found on the Academic Affairs website at: <http://www.uwyo.edu/acadaffairs/plans/background.html>



Reinforcing and refining areas of distinction:

Critical areas of science and

technology. Energy-related teaching and research at UW 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. Also in FY 2013, the College of Business announced its new Energy Management MBA (action item 42). Searches to fill other priority positions will proceed in FY 2014.

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

Promoting Access to Higher Education:

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

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 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. Through a review of packaging policies and donor criteria, Student Financial Aid has identified \$395,000 in funding for summer persistence awards. In addition to these programs, Student Affairs is partnering with the UW Foundation to attract more funding for students with need (action item 5).

During FY 2013 the Division of Academic Affairs made significant progress toward a community college curricular outreach plan. The dean of the Outreach School, in conjunction with the deans of the colleges, developed a document entitled "A Proposal for a Statewide Strategic Partnerships Program: Stage I," outlining possibilities for offering additional programs beyond the Laramie campus in collaboration with Wyoming's community colleges. The draft document will be an important focus for discussion within UW and among Wyoming community college leaders during FY 2014 (action item 9).

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 (action item 11).

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

To advance internationalization and diversity, and access for non-traditional students generally, Student Affairs has worked closely with the Office of Institutional Analysis and the UW Foundation to identify the need for

\$750,000 annually for student scholarships in the following five strategic areas: 1) women in engineering fields; 2) multicultural students; 3) needy, non-resident students; 4) non-traditional students; and 5) transfer students. The next step is for Foundation gift officers, coordinating with Student Affairs, to identify donors who are likely to fund these scholarships (action item 25).

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

UW's leadership in ***cultural assets, arts, and the humanities*** requires it to establish and strengthen links with Wyoming's other major cultural resources. Accordingly, UW now participates in several collaborative initiatives involving the Buffalo Bill Historical Center (BBHC). Among them are: 1) a state-funded project involving UW's American Heritage Center to digitize all known BBHC correspondence; 2) a grant involving the Botany Department to establish the Greater Yellowstone Raptor Experience, a live raptor education program at the Draper Museum (see <http://www.bbhc.org/explore/greater-yellowstone-natural-history/raptor-experience/>); and 3) the establishment, in 2013, of the Camp Monaco Prize in Greater Yellowstone Biodiversity Research. This last initiative represents collaboration between UW's Biodiversity Institute, and Prince Albert II

of Monaco (see <http://www.bbhc.org/camp-monaco-prize/>) (action item 50).

One of the best opportunities to advance UW's distinction in ***environment and natural resources*** is the continued strengthening of curricular connections among the Haub School of Environment and Natural Resources (ENR), the School of Energy Resources (SER), and the many academic units across the university that have depth in ENR-related disciplines. During FY 2013 the Haub School negotiated with college deans and department heads to establish concrete memoranda of understanding for teaching commitments to the ENR degree program. 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 (action item 51).

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

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

excellence in Intercollegiate Athletics are clearly important and, to this end, during FY 2013, the Division of Intercollegiate Athletics developed an extensive Athletics Facilities Master Plan.

The Plan is retrievable online at:

http://grfx.cstv.com/photos/schools/wyo/genrel/auto_pdf/2012-13/misc_non_event/2012_facilities_masterplan.pdf (action item 86).

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

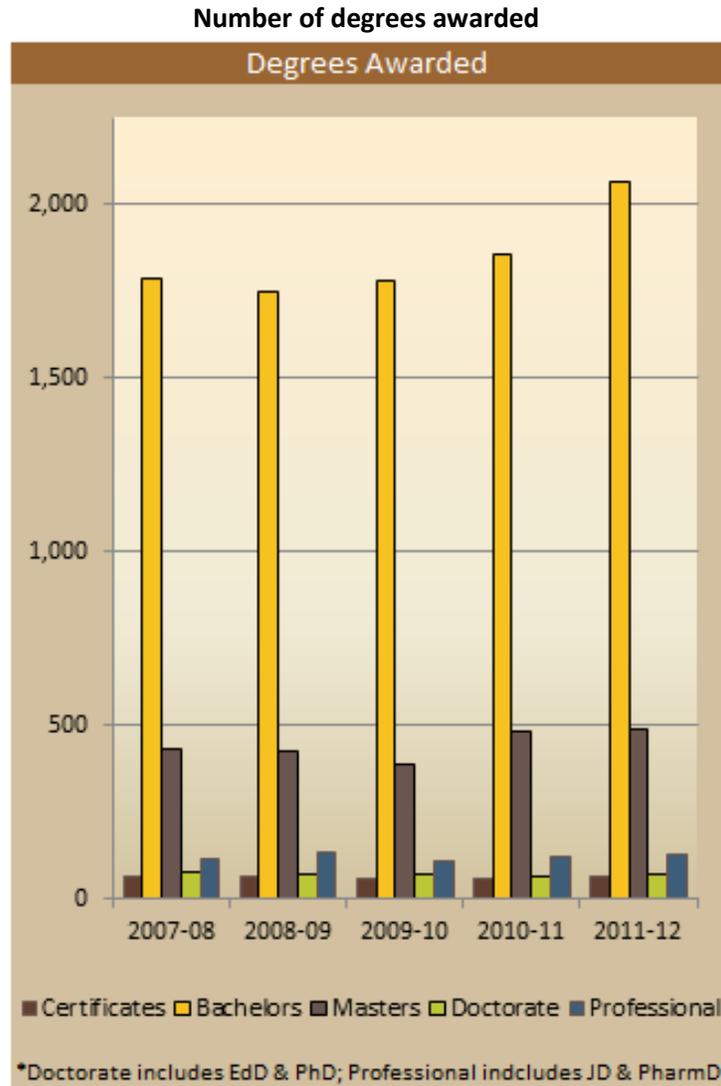
Wyoming is fertile ground for improvements in science, technology, engineering, and mathematics (STEM) education. UW's new partnership with the National Center for Atmospheric Research (NCAR) created an extraordinary opportunity for innovative initiatives to import computational science into the K-12 curriculum. In addition to initiatives reported in prior years, UW advanced several new initiatives during FY 2013, including: 1) a short-course developed and offered jointly by the UW Statistics Department and NCAR on geostatistics for community college faculty; 2) an NSF-funded project, *Visualization Basics: Using Gaming to Improve Computational Thinking (UGame-ICompute)*, led by UW's

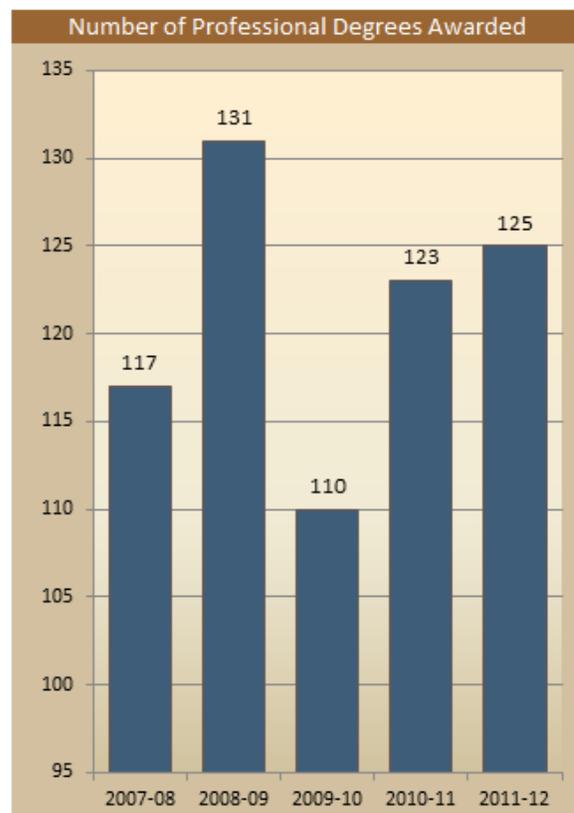
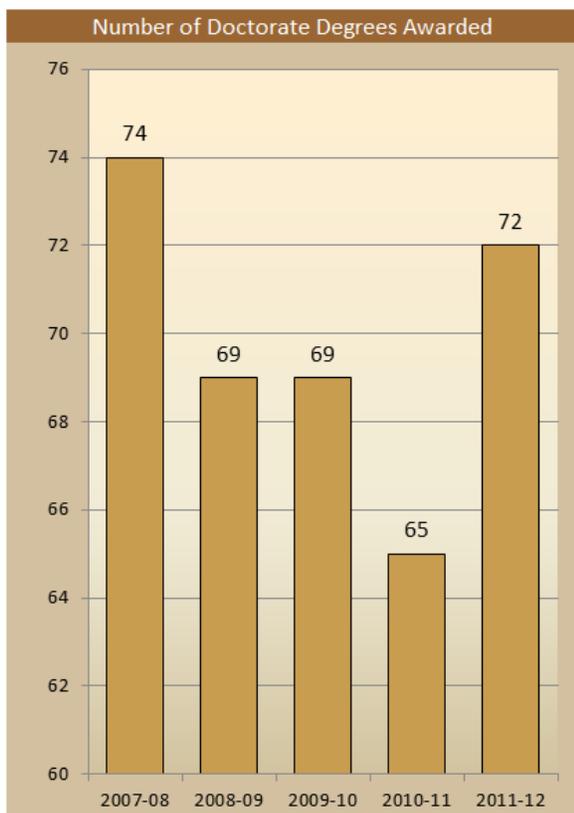
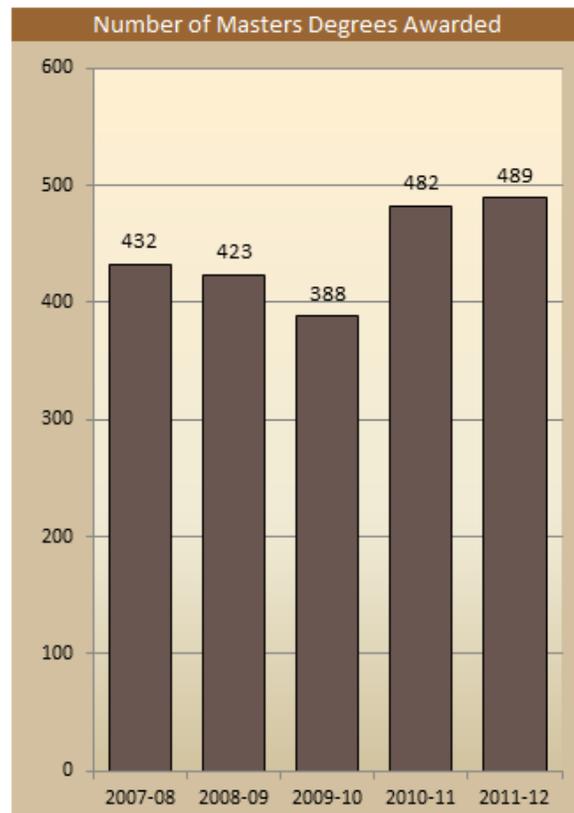
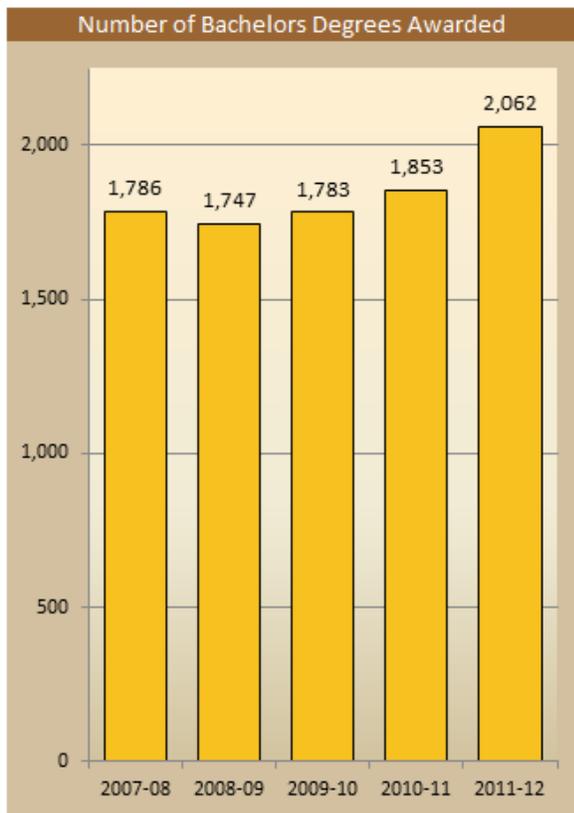
Science Math Teaching Center and involving a partnership with NCAR to help enhance UW STEM education students' knowledge and understanding of mathematics, computing and computational thinking; and 3) development of a 27-credit hour Endorsement in Computer Science that will serve as a computer science minor. The Department of Computer Science in the College of Engineering and Applied Science and the College of Education have agreed to the minor and are pursuing official recognition and endorsement through the Wyoming Professional Teaching Standards Board (action item 93).

UW's leadership role also involves serving as a reservoir of expertise to help solve the state's most pressing problems. Among the UP3 action items that pertained to this role was the idea of establishing a formal policy analysis clearing house to facilitate the contributions of experts from many disciplines to local, state, and federal decision-making. After many discussions within the university and conversations with Wyoming's Legislative Services Office, the Office of Academic Affairs determined that the time is not ripe for implementation of this action item. However, UW remains committed to making its policy-related disciplinary expertise available through other mechanisms (action item 105).

Key Performance Indicators

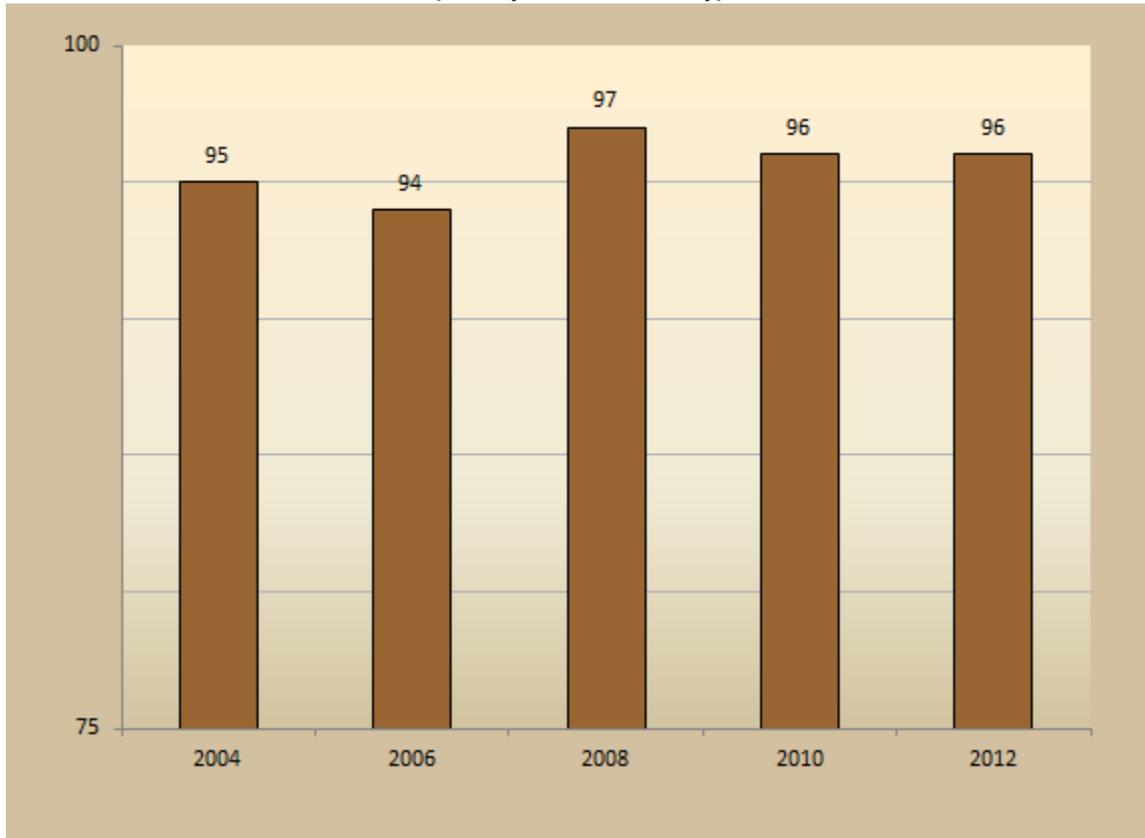
Recognizing that the fundamental charge of the university as a land-grant institution is to promote education, research, and service, the following performance indicators succinctly describe key outcomes in each of these areas. These metrics, as well as many others, can be found on the UW Dashboard at <http://www.uwyo.edu/oia/dashboard/>.



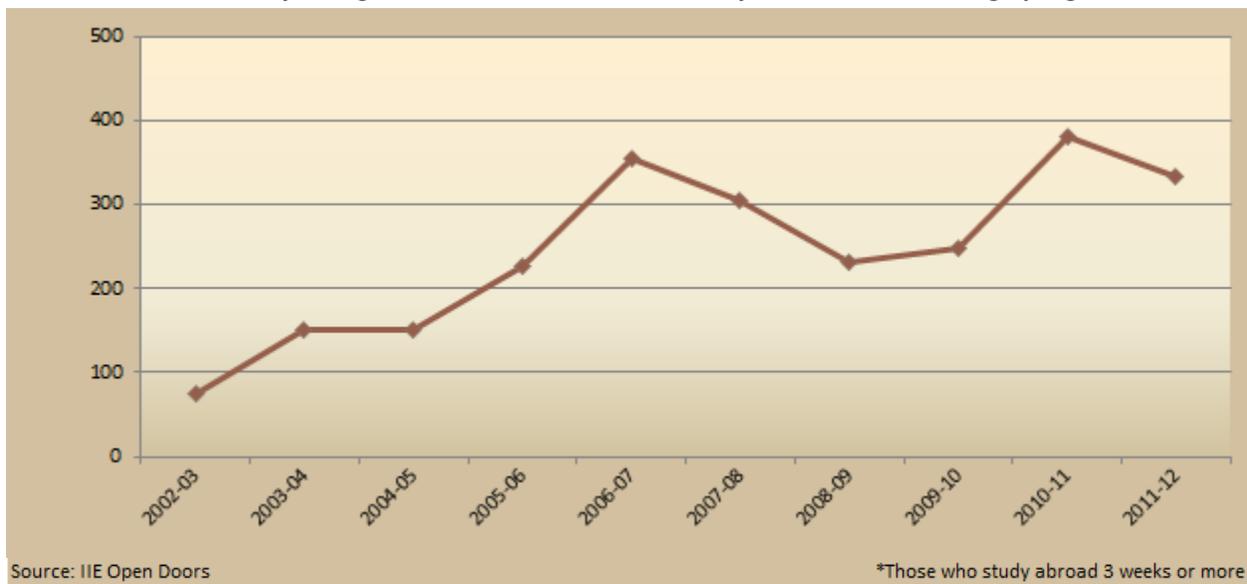


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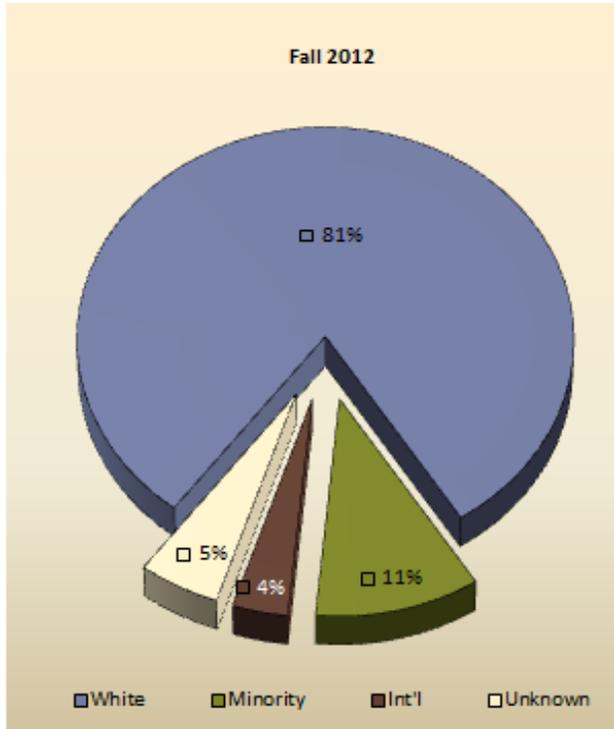
**Percent of students who rate their overall experience as satisfied or very satisfied
(survey done biennially)**



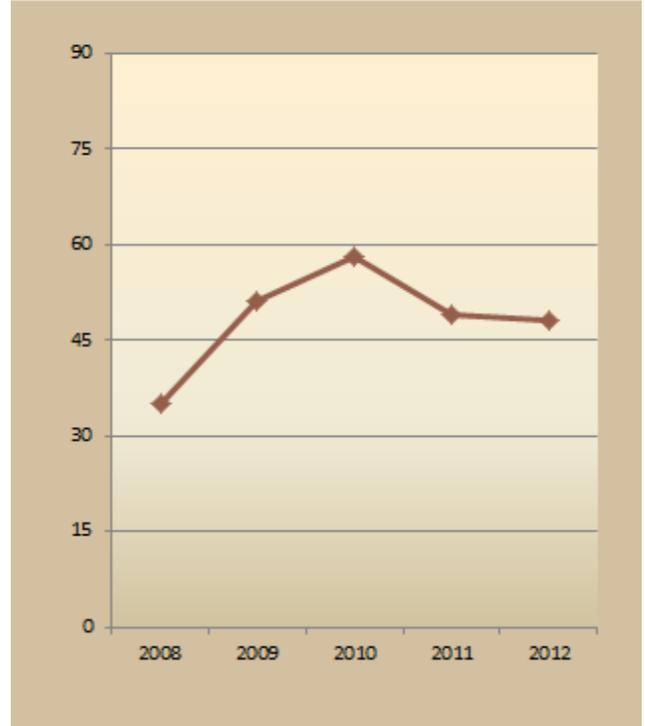
Number of Wyoming students in international study abroad and exchange programs



Percent of undergraduate minority and international students

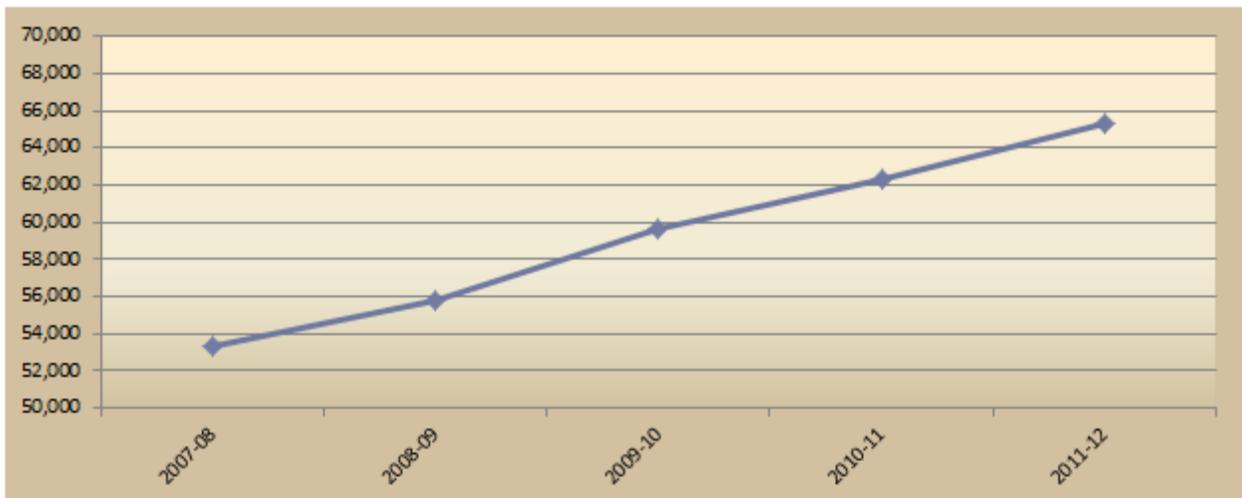


Number of active distance education sites throughout Wyoming*

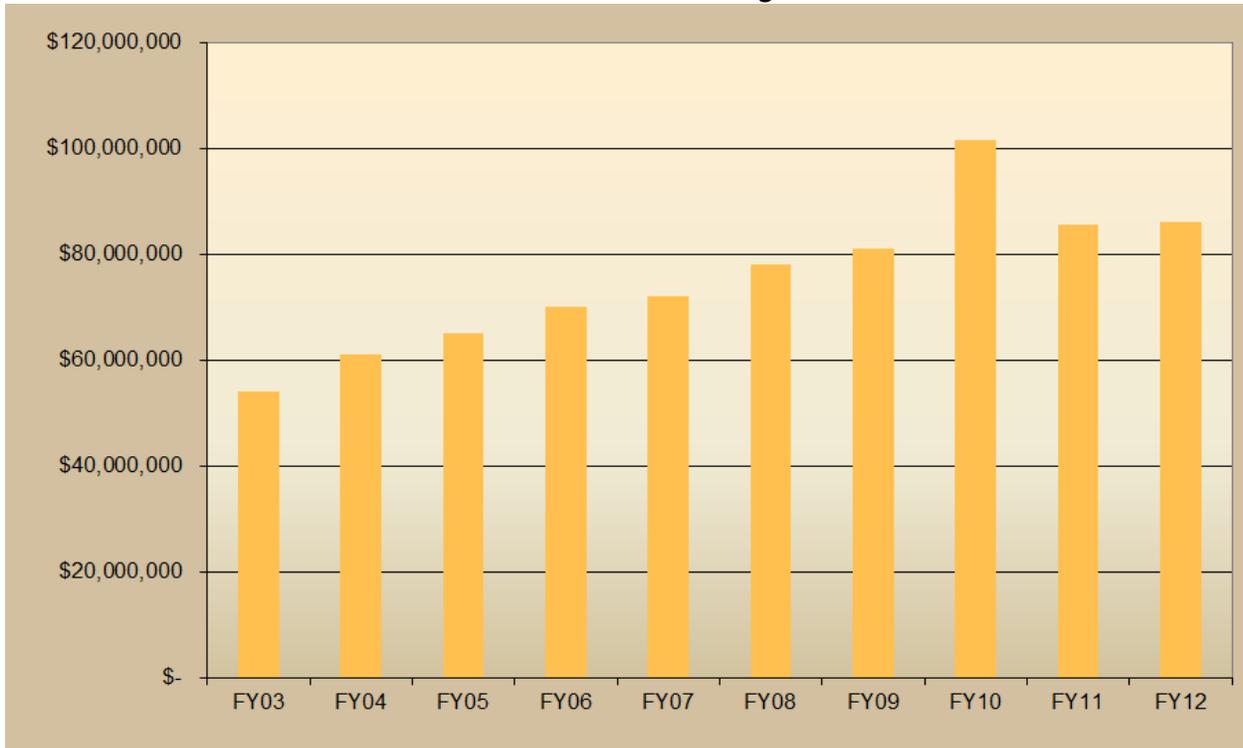


*Due to federal Integrated Postsecondary Education Data System reporting standards, inactive sites are excluded

Number of Outreach School student credit hours

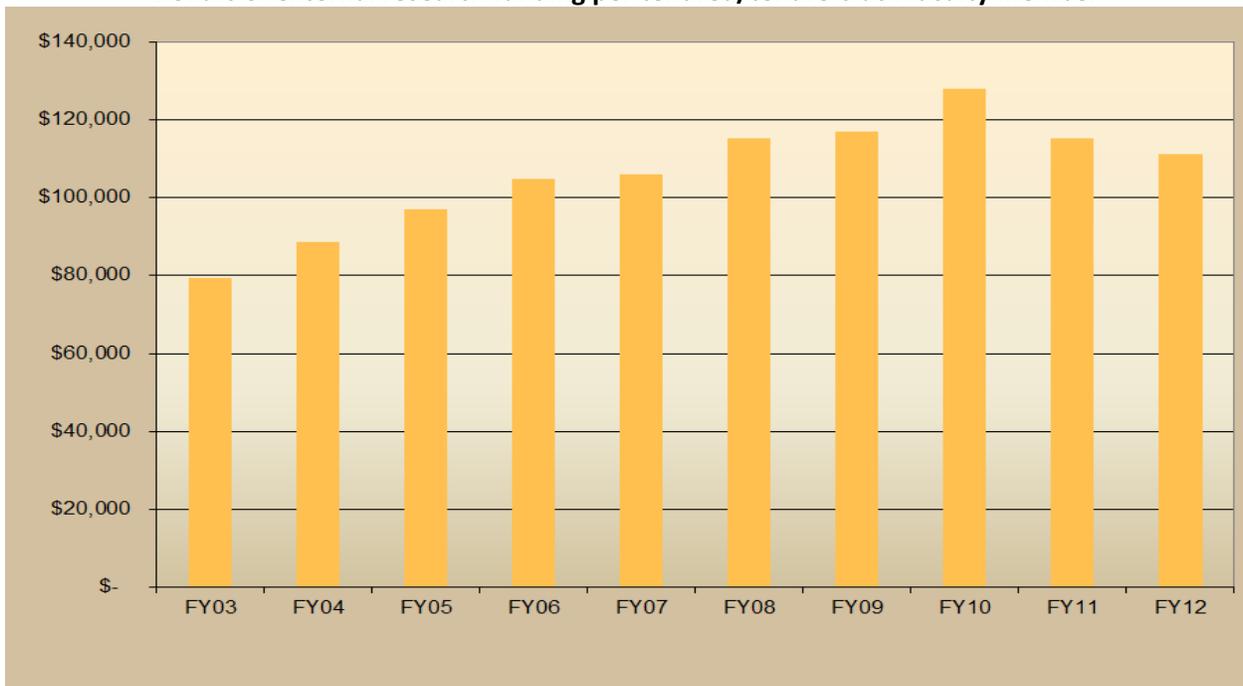


Total value of external contracts and grants awards*

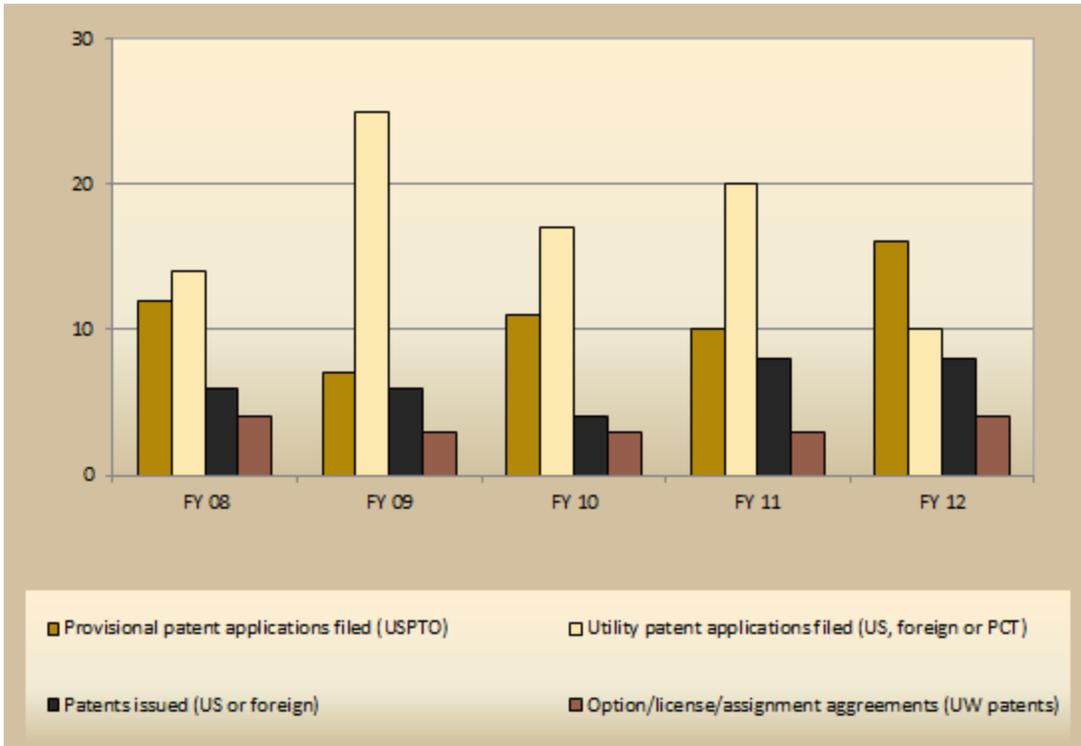


*Excludes direct student loans and non-competitive funding. For FY10 and FY11 it also excludes non-competitive stimulus funding.

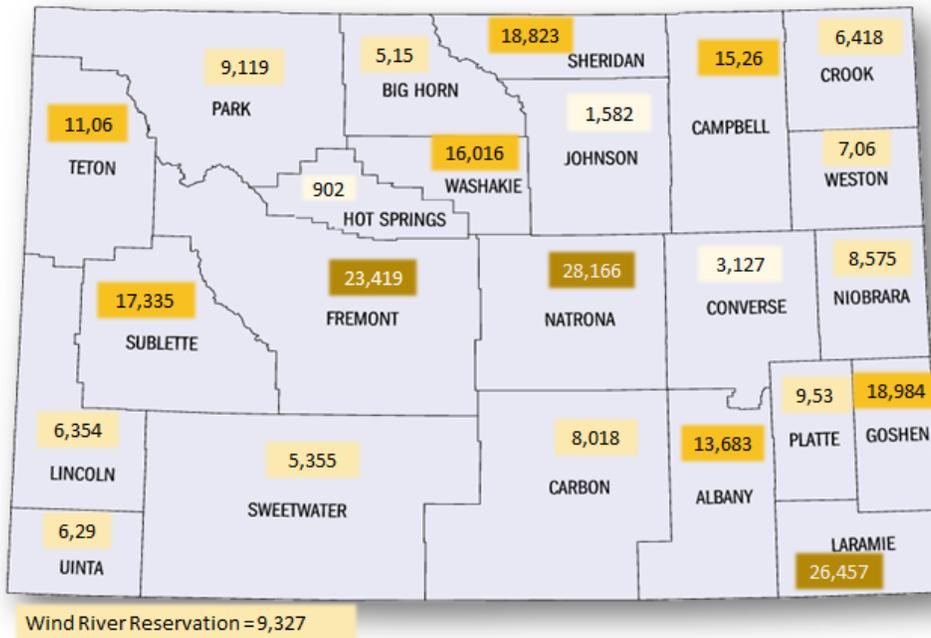
Dollars of external research funding per tenured/tenure-track faculty member



Number of patents protecting university discoveries and inventions



Number of Cooperative Extension Service contact hours in federal fiscal year ending September 30, 2012



Number of KUWR public radio listeners

