

General Information for *University of Wyoming FY 2010 Annual Report*

Tom Buchanan, President

Agency Contact

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Other Locations

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

Year Established

1886

Statutory References

Wyoming Constitution (1890) Article 7, Section 1, Sections 15 through 17 and Section 23; W.S. 21-16-201 and 21-16-202; 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. 21-17-101 through 21-17-450

Number of Authorized Personnel

Does not apply.

Organization Structure

Board of Trustees, President's Office, Athletics, Academic Affairs, Administration, Governmental & Community Relations, 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 and other Wyoming citizens.

Budget Information Fiscal Year 2010 (authorized by the Board of Trustees)

General funds Section I	\$ 186,820,242
Federal funds Section I	\$ 2,457,809
Federal funds Section II	\$ 66,655,126
Other Section I	\$ 65,951,524
Other Section II	<u>\$ 109,968,986</u>
Total	\$ 431,853,687

University of Wyoming FY 2010 Annual Report

Mission and philosophy

The University of Wyoming (UW) 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.

In the exercise of our primary mission to promote learning, we seek 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, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our 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 Plan 3* is the university's current strategic plan, the blueprint for the future of the institution. The planning process and the resource decisions made support the academic mission. The University of Wyoming FY 2010 Annual Report submission includes information about the University of Wyoming and the Medical Education program.

At the heart of University Plan 3, there are 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 of *University Plan 3 (UP3)*:

- **Building depth**
- **Reinforcing and refining areas of distinction**
- **Access to higher education**
- **Fostering excellence**
- **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 our mission in which we have struggled to do so for decades.

GOAL 2: REINFORCING AND REFINING AREAS OF DISTINCTION

In prior strategic plans, Academic Plan 1 (1999-2004) and Academic Plan 2 (2004-2009), UW identified six *areas of distinction*. Areas of distinction are broad categories of academic inquiry and curriculum in which the institution has both an existing foundation in faculty expertise and a commitment to sustained and increasing prominence. In alphabetical order, the areas of distinction identified in Academic Plan 2 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 if we are 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. Central tasks for the 2009-2014 planning period will be to preserve, refine, and reinforce these areas.

Private gifts, the state’s match, the University’s funds and specific actions identified in the Academic Plan are each directed to strengthen the University in identified areas. 22,869 University of Wyoming alumni and friends contributed \$28.4 million in Annual fund and Gifts/Pledges as well as \$0.8 million in Gifts in Kind to the University of Wyoming during fiscal year 2010.

Accreditation

UW is fully accredited by the Higher Learning Commission and a member of the North Central Association through 2010. Preparation for reaccreditation in 2010-11 was initiated in FY 09 with the formation of the institutional steering team, and approval by the HLC to conduct a thematic self-study on the topic of enriching the learning experiences across the institution. The University hosted an eleven member Higher Learning Commission Comprehensive Evaluation Site Team March 2010. The teams verbal exit report recommended full 10 year reaccreditation with no interim reporting requirements. UW’s Thematic Self-study: Enriching the University of Wyoming Learning Experience can be found on-line at:
<http://uwadmnweb.uwyo.edu/accreditation/Report/>

Of the University of Wyoming programs for which accreditation are sought from national accrediting bodies, 100 percent hold current accreditation (cumulative). The accredited colleges

for which accreditation at the college level is sought are the colleges of Business, Education, Engineering and Applied Science, and Law. Arts and Sciences, Agriculture and Natural Resources, and Health Sciences are not reviewed for accreditation at the college level. Individual programs in 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, mechanical engineering, dental hygiene, family practice programs in Casper and in Cheyenne, nursing, pharmacy, kinesiology and health, communication disorders (speech pathology), and the social work bachelor's and master's programs are fully accredited. In addition, the Student Health Service was re-accredited by the American College Health Association.

Licensure exam 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 exams are available and administered. Exams for twelve programs at UW are currently administered. Of those programs, twelve had pass rates or scores greater than the national averages for the exam. (Some of the comparator scores are not available for one or two years after the exams are taken. The engineering, business and law exams are given two times each year. The following data are from the exam which was taken on the first attempt by the greatest number of students.) Exam results for students in UW programs compared with national average percentages or actual scores are as follows:

- Business students' major field test (spring 2010), 165.2 mean score compared with 151.6 mean nationally
- Counselor education students (academic year 2010), 109 average score compared with 99.6 nationally
- Engineering students (spring 2010), 80.2 percent compared with 77.6 percent nationally
- Family practice residency students in Casper (academic year 2010), 100 percent compared with 90 percent nationally, and in Cheyenne (academic year 2010), 100 percent compared with 90 percent nationally
- Law students, summer multistate bar exam (July 2009), 147 compared with 145 nationally
- Nursing students (2009), in the accelerated program 95 percent compared with 89 percent nationally and in the Nursing BSN program 93 percent compared with 89 percent nationally; the Nursing Psychiatric Mental Health program (2009) 100 percent compared with 81 percent nationally and the Family Nurse Practitioner program (2008) scored 100 percent compared with 91 percent nationally
- Pharmacy students (calendar year 2009), 96.1 percent compared with 92.3 percent nationally
- Speech-language pathology students (academic year 2010), 723 median compared with 680 median 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. With the ground-breaking Hathaway scholarship program in place, a tradition of cooperation among the university and community colleges, and recent increases in permanent funding for post-secondary education, Wyoming is poised for national leadership in this arena. 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 ourselves accountable for how well they learn.

Access is a multidimensional goal. Among the most pressing dimensions of access to a UW education are cost of attendance, education throughout Wyoming, enhancing students' preparation, enhancing students' success, internationalization, and diversity. The action items below address these issues.

Cost of Attendance

The 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 privately funded scholarships, with which to complement the Hathaway program. The following data gives a snapshot of enrollment statistics over the last year:

- **Total student enrollments** (end of the fall semester) - The total fall 2009 semester headcounts, including professional development, outreach and online students, was 13,476.
- **New-student enrollments** (first-time freshmen and transfers) , 2,689.
- **Minority and international student enrollments** - Minority and international students comprised 13 percent of the student enrollment.
- **Third-semester retention rate** - The third-semester retention rate for the freshman cohort entering in the fall of 2008 and retained until the fall of 2009 was 72.1 percent. (Standardized retention data are always delayed one-year.) National retention data for public doctoral research-extensive institutions average 86 percent for 2000-2007.
- **Six-year graduation rate** - The six-year graduation rate for first-time, full-time freshmen matriculating in the fall of 2003 and graduating by the summer of 2009 was 55.3 percent. (Official six-year graduation rates are reported nationally in the late spring before spring and summer graduation data is available.) National six-year graduation data for public doctoral research-extensive institutions average 67 percent for 2000-2002.
- **Six-year graduation rate for student-athletes** - The six-year graduation rate for student athletes (entering in fall 2003 and graduating by the summer of 2009) was 57.3 percent compared to the overall student body, 55.3 percent.

Success in bringing students to UW is only meaningful if we retain students and those students complete the baccalaureate. The LeaRN program (Learning Resource Networks/Partnerships for Academic Success) networks retention-related services across the University. In 2009, the Director of LeaRN provided institutional leadership with the design of a

greatly enhanced fall orientation program (“Summit”) for entering students prior to their first semester. “Summit 2010” is scheduled for August 2010. One of UW’s learning communities is Synergy, a program that has co-evolved with LeaRN. Synergy requires intensive and highly coordinated academic work for students conditionally admitted to UW because of gaps in their high school preparation. Funding for Synergy was made permanent.

Education throughout Wyoming

Along with institutions nationwide, UW delivers an increasing portion of its curriculum to nontraditional students in nontraditional modes and in locations distant from its main campus. UW administrators have already begun discussions about enhanced partnerships with Wyoming community colleges in the delivery of UW baccalaureate and masters’-level coursework and degree programs. In some cases, such as with Laramie County Community College and our long-standing partnership with Casper College, the conversations focus on new buildings. In other cases there is less emphasis on bricks and mortar and more on specific academic programs. Partnerships between UW, the state’s community colleges, and the Wind River Tribal College represent a sound model for expanding access to higher education. The University of Wyoming is an educational partner in both the Frank A. Wise Business Plaza in Fort Washakie (grand opening June 2010) and the Central Wyoming College Intertribal Center located in Riverton, Wyoming which will house the UW Outreach center (expected opening fall 2010).

UW’s land-grant mission carries with it a responsibility to serve the larger community. Academic programs delivered through the Outreach School are increasingly popular with site-bound and non-traditional students, as well as those students enrolled on the Laramie campus. In fact, 23 percent of UW’s 13,000+ students are enrolled through Outreach. Increasingly, multi-institution and multi-state collaborations for delivery of on-line courses are critically important for broadening and deepening on-line course and degree options. UW is a founding member of a collaborative, the Western Interstate Commission for Higher Education Internet Course Exchange (WICHE ICE).

Enhancing students’ 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.

With UW’s leadership, the state has recently established a P-16 (pre-school through baccalaureate) Council, to promote information sharing and cooperation among various sectors of Wyoming’s education system. This council furnishes a vehicle for more vigorous articulation among UW, the community colleges, and K-12 and preschool teachers and for smoothing the students’ transitions—efforts already seeded through the work of individual UW 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. Approximately four out of 10 UW students are nontraditional: they are over age 25 and are not entering university directly from high school. An increasingly critical task is to assess nontraditional students' preparation for the university experience and provide resources to promote their success.

Enhancing students' 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. Indeed, this theme was a special focus in the institutional self-study developed for UW's accreditation review, which was conducted by the Higher Learning Commission in 2010.

- **Student overall satisfaction** - In the 20010 ACT Student Opinion Survey, 83 percent of the students (n=794) expressed overall satisfaction with their University of Wyoming experience.
- **Student satisfaction with academic services** - Students responding to a range of academic and facilities questions are satisfied or very satisfied: course content in the major field (79 percent), instruction in the major field (78 percent), out-of-class availability of instructors (76 percent), attitude of faculty toward students (80 percent), variety of courses offered (78 percent), class size (85 percent), advisor availability (73 percent), and value of the information provided by your advisor (69 percent). These percentages indicate UW students in general express a high level of overall satisfaction with the institution's academic programs.
- **Student satisfaction with support services** - Student satisfaction with support services averaged 67 percent: admissions (69 percent), career planning (69 percent), financial aid (73 percent), job placement (57 percent), orientation (63 percent), personal counseling (69 percent), registration (67 percent), and student health services (66 percent).
- **Student satisfaction with administrative services** - The average student satisfaction with administrative services was 65 percent: billing (68 percent), buildings and grounds (75 percent), bookstore (76 percent), food services (61 percent), mass transit (80 percent), parking (24 percent), safety (74 percent), and staff attitude (63 percent).
- **Student satisfaction with the social and cultural environment** - The students reported 74 percent average satisfaction with the social and cultural environment: student government (46 percent), athletics facilities (82 percent), campus media (49 percent), cultural programs (87 percent), housing programs (67 percent), recreational programs (93 percent), social events (83 percent), student involvement (66 percent), and the student union (89 percent).

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 the opportunities for UW students to study abroad. In fall 2002 to summer 2003 there were 74 students who studied abroad and from fall 2008 to summer 2009 there were 306 students.

Diversity

As the state provides new opportunities for its students, responsibility falls to UW to maintain an inclusive environment for teaching and learning. We must continue reaching out to those for whom opportunity may not come so easily: students of color, students of limited economic means, students who have never dreamed of going to college. We must cultivate the diverse and heterogeneous society that our graduates will find as they enter increasingly multicultural workplaces and communities.

In 2010 UW signed a memorandum of agreement (MOA) with Historically Black Colleges and Universities (HRBCU), Winston-Salem State University (WSSU). Previous MOA's were signed with 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 and teacher training and other activities. UW's MOA with WSSU (summer 2010), resulted in a National Aeronautics and Space Administration (NASA) student fellowship experience and in a pilot exchange program hosted by the Science and Mathematics Teaching Center in UW's College of Education. Dr. James Etim, WSSU education professor, brought three middle school science and mathematics teachers to UW to explore intellectual and cultural trade between the universities in the area of STEM (science, technology, engineering and mathematics) education.

GOAL 4: FOSTERING EXCELLENCE

Many of UW's most fertile 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. A third category of opportunities revolves around the need for excellence in UW's capital 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 large areas of science and technology — environment and natural resources and life sciences — are separate areas of distinction discussed later. In addition, a field cited in Academic Plan 2 — materials science — still deserves sustained attention in many department-level hiring and curricular plans, although the scientific foci of UW faculty members in this field remain quite diverse.

Several major initiatives promise to position UW for ever-greater distinction in earth and energy and computational science and technology fields. At the top of the list is the establishment of the new School of Energy Resources (SER), funded by the 2006 Wyoming legislature. SER currently enjoys 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. It also provides seed money for energy-related research centers, both within academic departments and across department lines, and for competitive external research grants. There are three new energy related programs . In fall 2009 Petroleum Engineering had 81 undergraduate majors, and 27 graduate majors in fall 2009 growing from 47 undergraduates and 11 graduate majors in fall 2006, Energy Systems Engineering which started in 2009 had 44 undergraduate majors, and Energy Resource Science also new in 2009 had 7 majors in fall 2009 In 2009-2010 SER completed the filling of 11 faculty member positions with the hire of Dr. Kristina Hufford in the field of land reclamation and restoration ecology.

Work began in June 2010 on a Supercomputing Center partnering the University of Wyoming, the State of Wyoming, Cheyenne LEADS (Cheyenne–Laramie County Corporation for Economic Development), Cheyenne Light, Fuel, and Power, the Wyoming Business Council and the National Science Foundation (NSF), with the National Center for Atmospheric Research (NCAR) and its managing organization the University Corporation for Atmospheric Research (UCAR). UW has made computational science a major goal in Academic Plan 2 and University Plan 3 and as a result there are approximately 20 new computational scientists and engineers in various faculty positions on the campus.

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 new Masters of Fine Arts 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.

Academic Plan 2 called for stronger links among the Art Museum, the American Heritage Center (AHC), and the curriculum-bearing programs in the fine arts and humanities. To a commendable extent, the directors of these units have fortified these links. University Plan 3should help solidify these efforts, promote measures to assess them, and explore opportunities to expand them.

During 2009-2010 the Eminent Writer in fiction was Edward P. Jones; the Eminent Writer in nonfiction in 2009-2010 was Philip Gourevitch; and the Eminent Writer in poetry was Claudia Rankine. The position—housed in the English Department’s Masters of Fine Arts in creative writing program—is funded by the Wyoming Excellence in Higher Education endowment, created by the 2006 Wyoming Legislature. Funding for the second stage of planning for a new Art Building was provided by the Legislature during the 2008 legislative session. The facility will be constructed adjacent to the UW Art Museum to allow greater interaction. This is the first phase of a major capital facilities improvement for the Fine and Performing Arts.

The Art Museum organized and launched a city-wide outreach program during 2007-10, *Sculpture, A Wyoming Invitational*, in which a guest sculptor’s work is placed across the campus and around the Laramie community. The AHC’s William Carlson endowment created opportunities for students in archival record processing, and the libraries and AHC are collaborating with Information Technology on digital records archiving. Academic Affairs allocated a new joint curator-lecturer position to the Art Museum and Art Department, and the recent addition of a Master Teacher to the Art Museum’s educational staff enables the museum to partner with the College of Education in preparing future teachers.

Areas of distinction: environment and natural resources

UW’s expertise and reputation in environment and natural resources (ENR) are firmly established. One of the most promising opportunities for bolstering this area of distinction in the near term is the potential for strong connections between the Haub School; its research component, the Ruckelshaus Institute for Environment and Natural Resources; and the School of Energy Resources. These units rely on the seven academic colleges for faculty expertise.

In addition, a newly funded academic position allocated jointly to the Wyoming Geographic Information Sciences Center (WyGISC) and the Department of Geography will contribute to the development of Geographic Information Systems (GIS), curriculum for ENR students. The Wyoming Conservation Corps, an affiliate of the Haub School, successfully completed its third year in which more than 30 students completed field projects across Wyoming, supported by several state agencies.

Also, Trustees approved a new joint Juris Doctorate-Master of Science degree program with the College of Law that augments the professional law degree with graduate-level training in ENR-related science and policy.

Areas of distinction: history and culture of the Rocky Mountain region

The University of Wyoming AHC has received the Society of American Archivists' (SAA)

2010 Distinguished Service Award. It is the most prestigious honor that can be bestowed on an institution by the nation's primary organization dedicated to ensuring the identification, preservation and use of records of historical value.

UW has taken advantage of its extraordinary location in the Rocky Mountains by developing a credit transfer agreement with the Wyoming-based National Outdoor Leadership School, one of the world's leading innovators in outdoor education.

Areas of distinction: life sciences

Like many land-grant universities, UW has a long tradition of strength in the life sciences. During the periods covered by Academic Plan 1 and Academic Plan 2, this strength has become deeper and more focused. At the undergraduate level, UW has unified and updated its core life-science curriculum, through laudable contributions from the life science departments in Arts and Sciences and from the College of Agriculture and Natural Resources. Sustaining the new curriculum will require lasting commitments from faculty members in the Colleges of Agriculture and Natural Resources, the College of Arts and Sciences, and Health Sciences.

Life sciences strengths include funded research and faculty scholarship. The second phase of a large institutional grant – the Center of Biomedical Research Excellence (COBRE) – was funded by the National Institutes of Health for the period July 1, 2006 through June 30, 2011 for \$10.47 million. Also, UW is entering its second phase of an IDeA Network of Biomedical Research Excellence (INBRE) grant through the NIH. The goal of the INBRE program is to boost the state's competitiveness in NIH-funded research oriented toward human biology. INBRE was awarded \$16.9 million from the National Institutes of Health in October 2009, the largest single research grant ever awarded to UW.

In 2009-2010 Dr. Hermann Schatzl joined UW as the Wyoming Excellence chair in prion biology. Dr. Schatzl is a renowned scholar with the research background to lead the University of Wyoming's studies of chronic wasting disease and related animal and human prion diseases.

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.

External awards - The University of Wyoming's reputation hinges in part 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 FY10, UW reached a new record in external funding,

\$124 million. This total includes \$22.6 million in direct student loans, and \$13.8 million in stimulus funds for research projects continuing through 2012. The total average research dollars per tenure-track faculty (excluding financial aid funding) was \$127,664. In FY04, this number was \$88,571.

Institutional awards - The University received \$83.9 million in new Abandoned Mine Lands funding in support of the School of Energy Resources, clean coal research, uranium research, the High Plains Gasification Advanced Technology Center, and other American Recovery and Reinvestment Act state funds.

Technology transfer - The Research Product Center has heightened the level of technology transfer, with 11 provisional patent applications filed (USPTO); 17 utility patent applications filed (US, foreign or PCT); 4 patents issued; and 3 option, license or assignment agreements signed that convey rights to university-owned patents.

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. While UW's culture of excellence in hiring has grown more robust over the past decade, several issues related to retention and advancement are persistent sources of concern.

The Ellbogen Center for Teaching and Learning continued its programming for faculty development in FY 2010 (<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 2009 the Ellbogen Center for Teaching and Learning sponsored a Reading Institute for secondary, community college and university instructors with the Wyoming School-University Partnership.

Building excellence in capital facilities and infrastructure

UW is committed to the capital facilities planning process begun in 2000. The University will continue to update that plan and to push for the high-priority projects that it identifies, to the extent that realistic funding strategies permit.

UW's buildings and grounds, its offices, laboratories, libraries, and studios, as well as its equipment and software systems compose the educational infrastructure. The University of Wyoming's new Information Technology Center (ITC) opened for business in 2009. The ITC, funded for construction by the Wyoming Legislature, houses a state-of-the-art data center, 24 hour/7 day student computing lab, and other technology services that support the computing needs of the university, including those of all students, faculty, researchers, and staff. Because technology needs continue to escalate rapidly, it became critical to take an institutional approach to technology service provisioning to gain efficiencies now and for the future. At the President's request, a university-wide review of technology resources was initiated in 2009 to capture

efficiencies, eliminate redundancies and develop depth of technology support through consolidation of appropriate resources under the Division of Information Technology. A pilot consolidation project with the Division of Student Affairs was successfully implemented. Reviews of other university departments are in process and in various stages of implementation.

Space constraints have plagued several departments in the College of Arts and Sciences. The Wyoming Legislature approved issuing revenue bonds for the Visual Arts Facility project. The bonds are to be paid for by UW's share of federal mineral royalties, which are restricted by law to use for capital facilities purposes. The Visual Arts Facility will be located east of the Centennial Complex building that houses the UW Art Museum and American Heritage Center. It will replace overcrowded and out-of-date facilities for visual arts and will include studios for ceramics, drawing, painting, printmaking, graphic design, art history and sculpture. Subsequent phases will entail renovation of the current Fine Arts Building for the Departments of Music and Theater and Dance.

An expanded and renovated College of Business will be open for classes in fall 2010. The Berry Biodiversity Conservation Center is scheduled for completion in fall 2010, along with War Memorial Stadium suites, club seats and other improvements. Deconstruction projects included the Summit View Apartments (South of Willett Drive) and the old Albertsons/Osco (15th and Spring Creek Streets). The deconstruction contractor separated interior materials for recycle/re-use where possible.

In January 2010 following a year of discussions and work with campus and community groups, the University of Wyoming approved a Long Range Development Plan (LRDP). The LRDP will enhance campus connectivity, guide the use of open spaces and the location of future construction, and support existing campus services. During 2009-2010 work continued on the Six Year Capital Facilities Plan (CFP). Projects in the CFP conform to the principles in the LRDP, but the CFP will contain the strategic priorities for facility development at the university. CFP will continue as the authoritative statement of information regarding priorities, sequencing and timing of all UW facilities.

GOAL 5: CULTIVATING LEADERSHIP

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 make good leaders. This mandate seldom appears explicitly in a university's curriculum or in any enumeration of its research or service accomplishments. A key goal for 2009-2014 will be to weave this motif more tightly into the fabric of our students' experiences and our employees' careers.

Few states look so consistently to their flagship universities for leadership. 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
- Law

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.

UW has a natural leadership role in professional development and statewide articulation with all sectors of the educational system, both to address the growing shortage of secondary teachers in critical subjects and to build a more seamless P-16 (pre-school through baccalaureate) system. The P-16 Council is working to develop consensus for state seamless K-12 and post-secondary education programs based on the 2010 Wyoming Senate Enrolled Act 52. The P-16 Council is working in close collaboration with a Leadership Team and the consultants contracted to write the final report, encompassing the requirements specified in SEA 52, Sect. 2 (a) – (c), to ensure that consensus building discussions provide comprehensive input and information in the specified areas. The Council contributed to implementation of a long-term study of the Hathaway Scholarship Program and Success Curriculum impacts on high school, post-secondary school and the Wyoming workforce. During FY 2010 the Council also supported development and distribution of a P-16 dashboard as well as course comparison charts for mathematics, science, social studies, world languages and writing created by Wyoming secondary and postsecondary teachers. The Wyoming Legislature funded the Wyoming Teacher Shortage Loan Repayment Program (WTSLRP) to help recruit special education, mathematics, science, and language teachers. The College of Education also filled the Wyoming Excellence Chair in Mathematics Education by hiring Dr. Larry Hatfield. Dr. Hatfield comes to UW from the University of Georgia, where he held for several years the Josiah T. Meigs Distinguished Teaching Professor of Mathematics Education position. He is widely recognized for his research and teaching in the development of mathematics concepts and influencing school reform through mathematics instruction.

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. 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. A central issue for enticing UW students to pursue a Doctor of Medicine (M.D.) is expense. The Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) program—through which Wyoming pays the University of Washington for seats for Wyoming students in its medical school—provides for loan forgiveness for those graduates who practice medicine in Wyoming. The funding of the Western Interstate Commission for Higher Education (WICHE) medical students, by which UW students receive preferential access and tuition from WICHE-participating institutions, carries with it no requirement or incentives for graduating physicians to practice in Wyoming.

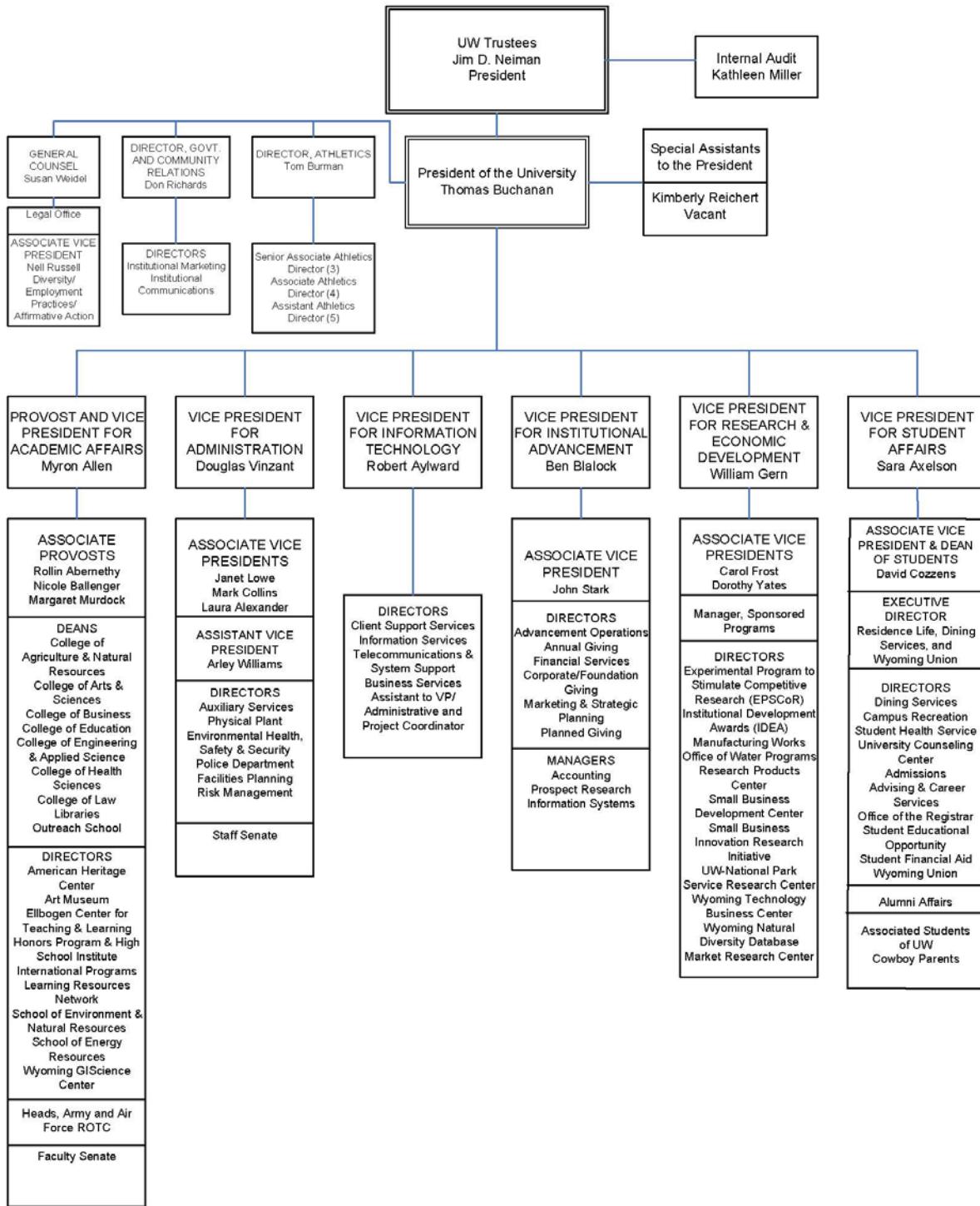


Figure 1 2010