

UNIVERSITY OF WYOMING

Office of Graduate Education**Division of Academic Affairs**

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MEMO

DATE: October 23, 2020
TO: Academic Deans, Department Heads, Program Directors & Graduate Coordinators
FROM: Jim Ahern, AVP for Graduate Education
RE: Request for Proposals – UW URDM & Women in Graduate Education (WGE) GTA Initiatives

In support of the goals of UW's strategic plan, *Breaking Through*, the Office of Graduate Education is pleased to announce the availability of two Graduate Teaching Assistantship funding initiatives directed at recruiting domestic minorities and women into graduate fields where they are underrepresented nationally and at the University of Wyoming.

Please see the attached RFPs.

Request for Proposals
Underrepresented Domestic Minority (URDM) Graduate Student Recruitment Initiative,
AY2021-22
October 2020

The Office of Graduate Education is pleased to announce the availability of diversity GTA (graduate teaching assistant) allocations for AY2021-22. This year we emphasize efforts by departments to seek, employ and mentor underrepresented domestic minority (URDM) graduate students to enhance graduate student diversity campus-wide and foster an inclusive atmosphere among graduate programs. **Departments or individual faculty may apply for support to diversify their applicant pool for new graduate students who will matriculate at UW in Fall 2021.** *For full consideration, proposals must be submitted to the Office of Graduate Education by 5 pm, **Friday, November 20, 2020.** Later proposals will be considered depending on availability of funds.*

The goal of the URDM GTA Initiative, in compliment with the Women in Graduate Education (WGE) Initiative, is to expand the diversity of the pool of applicants to UW graduate programs and to bolster inclusiveness on campus. This RFP is not intended to support research on topics of diversity but to accomplish greater diversity of graduate students within our classrooms. The URDM GTA position requires a teaching component comparable to other state-supported Graduate Teaching Assistants.

URDM students are defined as: students whose ethnicity at UW is significantly below national population means (Tables 1 & 2, below). Graduate degree-seeking applicants that diversify UW populations include students of African American, Hispanic/Latinx, American Indian/ Alaskan native/ Native Hawaiian/Pacific Islander, or Asian descent. International students are not eligible for this program.

For GTA funding to address the underrepresentation of women in graduate programs, please see the Women in Graduate Education (WGE) Recruitment Initiative.

Proposal

This RFP asks submitting **faculty or academic units** to submit proposals (<2 pages) explaining how you will expand the diversity of applicants for graduate positions within your program(s), make personal contacts with diversity applicants to enhance the pool of URDM applicants to UW graduate programs and provide support sources to potential URDM awardees.

Clearly state:

- A graduate recruiting plan to diversify the applicant pool.
- Support tactics for the search process to ensure all applicants receive personal contact and timely responses.

- Professional development for faculty mentors and departmental staff that will bolster the unit's ability to support URDM students.
- Mentoring and inclusiveness efforts that will be used to support the new student.
- The mentoring faculty's:
 - record of successful graduate student completion and student publication;
 - all prior Women and Minority and URDM awards in the past five years and the outcomes of the awards and success of each student.
- The graduate degree program's:
 - most current Assessment Tier ranking (department heads should have this information);
 - current support for any diversity students already in place;
 - domestic diversity within your department in comparison with domestic diversity within the discipline, nationally.
- The new student's:
 - intended graduate degree and completion date;
 - teaching responsibilities associated with the GTA position;
 - research/creative activities as part of their graduate degree program.

Please see Table 3 (below) for the URDM Recruitment Initiative proposal evaluation rubric.

Any recruiting announcements should include the following statements:

"The University of Wyoming offers Graduate Assistantships that are intended to increase access to and opportunities for graduate education for U.S. students from underrepresented/underserved populations and to increase student diversity in our graduate degree programs on a competitive basis. The University of Wyoming is an affirmative action/equal opportunity employer and institution and does not discriminate on the basis of race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, gender identity, genetic information, creed, ancestry, political belief, or any other applicable protected category or participation in any protected activity in any aspect of employment or services. For more information see <http://www.uwyo.edu/diversity/fairness/index.html>.

Preference will be given to:

- mentors with a demonstrated record of timely student degree completion and publication;
- doctoral degree programs that submit for doctoral students or master's degree programs in disciplines where the degree is considered a terminal one. *Considerations for terminal degrees within particular disciplines should be explained fully in your proposal; and*
- faculty or academic units with matching funds (non-Academic Affairs/Graduate Education) to support the student's academic pursuits (e.g., Foundation funding, research/creative project funding).

Submit your final proposal to the Office of Graduate Education, Academic Affairs, as a PDF file with “[**faculty last name-dept.**] **URDM2021**” in the file name. Proposals must be submitted to Michele Peck (mpeck@uwyo.edu), by 5:00 p.m. Friday, November 20, 2020. Late proposals will be considered depending upon available funds.

Award process for successful proposals:

Proposals will be reviewed by a committee comprising members from Graduate Council, the AVP for Graduate Education (or representative thereof) and UW’s Chief Diversity Officer (or representative thereof). Table 3 provides the evaluation rubric. Once review of proposals is completed, faculty or academic units will be notified that they may proceed with active URDM GTA recruitment. Final award of URDM GTA funding is contingent upon approval of the AVP for Graduate Education.

We intend to announce successful proposals by December 11, 2020. At that time, the Office of Graduate Education will provide more details for obtaining approval for an URDM GTA. The URDM GTA awards are contingent on the successful recruitment of newly matriculating students in Fall 2021, or competitive URDM undergraduate scholars already at UW who will transition to UW graduate studies. Current UW undergrads must compete with external applicants and your graduate recruiting effort must be announced broadly. Each GTA allocation will be approved only after the Office of Graduate Education approves an applicant; approval is contingent on receipt of all application materials, including a personal statement from applicant.

The students’ application materials must be uploaded into the Salesforce CRM system for review and approval. URDM GTA stipends are typically allocated for 2 years, depending on available funds, GTA teaching, GTA evaluations, and reported project success.

All GTA positions funded by the Office of Graduate Education include teaching requirements. Please consult the following:

[Graduate Fellowships & Assistantships Policy](#)

[GA Job Description and Time Limits](#)

UW Contacts, Centers for Diversity Services and References:

- Office of Diversity, Equity, and Inclusion; Chief Diversity Officer Dr. Emily Monago, emonago@uwyo.edu, and Christy Carter, rcarter9@uwyo.edu, 766-6672.
- Multicultural Affairs; 766-6193.
- Nontraditional & Gender Programs: uwma@uwyo.edu, 766-6191.
- Women in Math, Science & Engineering, WiMSE; Dr. Shawna McBride, smcbride@uwyo.edu, 766-2987.
- McNair Scholars National List: Susan Stoddard, sjs@uwyo.edu, 766-6189.
- GRE National Search Services, Grad. Education; Eric Penicka, epenicka@uwyo.edu, 766-6430.

Table 1. National and UW enrollment on the Laramie campus: U.S. citizens by race/ethnicity. National data from the 2016 and 2019 [CGS/GRE Survey of Graduate Enrollment and Degrees](#) and Fall 2018 and Fall 2020 UW data ([UW Business Intelligence](#)). For URDM data specific to a UW degree program, please contact Eric Penicka (epenicka@uwyo.edu) in UW's Office of Graduate Education.

Ethnicity	National graduate students – 2016	National graduate students – 2019	UW graduate students – Fa. 2018 (%)	UW graduate students – Fa. 2020 (%)
Hispanic/ Latino	10.9%	11.3%	3.7%	3.1%
American Indian/Alaskan native	0.5%	0.5%	0.5%	1.0%
Asian	7.1%	6.9%	2.4%	1.5%
Black/African American	11.8%	12.7%	0.9%	1.25%
Native Hawaiian/Pacific Islander	0.2%	0.2%	0.1%	0.2%
White	60.7%	59.9%	66.6%	78.7%
Two or more races	3.0%	3%	3.1%	4.3%
Race/Ethnicity unknown	5.9%	5.5%	22.7%	10%

Table 2. National graduate enrollments by broad field and race/ethnicity, Fall 2016. Source: *CGS/GRE Survey of Graduate Enrollments and Degrees*.

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian	
Total	166,691	11.3%	7,339	0.5%	102,488	6.9%
Arts and Humanities	8,629	11.5%	431	0.6%	3,387	4.5%
Biological and Agricultural Sciences	7,563	10.4%	342	0.5%	6,665	9.2%
Business	23,473	10.7%	944	0.4%	19,194	8.7%
Education	33,866	12.5%	1,558	0.6%	8,756	3.2%
Engineering	8,058	10.6%	234	0.3%	10,040	13.2%
Health Sciences	19,668	8.7%	1,023	0.5%	17,689	7.9%
Mathematics and Computer Sciences	5,537	9.2%	143	0.2%	10,229	17.0%
Physical and Earth Sciences	3,313	9.8%	134	0.4%	2,488	7.3%
Public Administration and Services	10,495	13.9%	571	0.8%	2,485	3.3%
Social and Behavioral Sciences	15,133	13.7%	742	0.7%	6,001	5.4%
Other Fields	11,520	11.8%	655	0.7%	4,526	4.6%

Broad Field	Black/African American		Native Hawaiian/ Other Pacific Islander		White	Two or More Races	Race/Ethnicity Unknown			
Total	188,478	12.8%	3,039	0.2%	884,033	59.8%	44,488	3.0%	81,681	5.5%
Arts and Humanities	4,627	6.2%	135	0.2%	51,154	68.0%	2,794	3.7%	4,031	5.4%
Biological and Agricultural Sciences	4,428	6.1%	100	0.1%	47,739	65.7%	2,674	3.7%	3,197	4.4%
Business	31,669	14.4%	792	0.4%	123,938	56.4%	5,652	2.6%	13,956	6.4%
Education	37,348	13.8%	643	0.2%	167,877	62.2%	6,849	2.5%	13,143	4.9%
Engineering	4,359	5.7%	120	0.2%	47,344	62.1%	2,628	3.4%	3,515	4.6%
Health Sciences	27,970	12.4%	460	0.2%	139,132	61.8%	6,038	2.7%	13,182	5.9%
Mathematics and Computer Sciences	6,172	10.3%	136	0.2%	32,267	53.7%	1,948	3.2%	3,629	6.0%
Physical and Earth Sciences	1,261	3.7%	43	0.1%	24,171	71.4%	1,148	3.4%	1,318	3.9%
Public Administration and Services	15,632	20.7%	143	0.2%	40,519	53.7%	2,383	3.2%	3,276	4.3%
Social and Behavioral Sciences	14,776	13.4%	221	0.2%	63,655	57.7%	4,075	3.7%	5,802	5.3%
Other Fields	11,570	11.8%	202	0.2%	60,850	62.1%	3,029	3.1%	5,563	5.7%

Table 3. URDM Recruitment Initiative proposal evaluation rubric.

Criterion	Description	Scoring
a) Assessment Tier	Assessment tier ranking for the graduate degree program.	1 to 3 (1 = highest)
b) Previous Awards	Informative and quality reports on previous awards (Women and Minority, URDM) submitted.	1 to 3 (1 = highest)
c) Terminal degree	Recruitment for a doctoral or terminal master's degree.	1 = yes, 2 = no
d) Matching support	Indication of matching funding (non-Academic Affairs/Graduate Education) support for URDM student (e.g., research or travel funding; supplement to GTA stipend).	1 = yes and significant, 2 = yes, 3 = no
e) Diversity collaborator	Diversity collaborator(s) and collaboration plan/effectiveness.	1 to 3 (1 = highest)
f) Mentoring and inclusiveness efforts	Mentoring and inclusiveness efforts supported by professional development of faculty and staff that will bolster support for URDM students.	1 to 3 (1 = highest)
g) Record of student completion and success	Faculty Record of Student Completion & Publications/Successes.	1 to 3 (1 = highest)
h) Record of and plan for recruiting and supporting URDM	Clearly shows faculty can attract and mentor URDM student.	1 to 3 (1 = highest)
i) Teaching mentoring	Teaching responsibilities for the student and teaching mentoring plan.	1 to 3 (1 = highest)
j) Scholarship mentoring	Scholarship (research/creative endeavor) activities for the student and scholarship mentoring plan.	1 to 3 (1 = highest)

Request for Proposals
Women in Graduate Education Recruitment (WGE) Initiative, AY2021-22
October 2020

The Office of Graduate Education is pleased to announce the availability of GTA (graduate teaching assistant) allocations for AY2021-22 that will be dedicated to recruiting intended to offset the underrepresentation of domestic U.S. women in UW graduate degree programs. This initiative emphasizes efforts by departments to seek, employ and mentor women graduate students. **Departments or individual faculty may apply for support to increase the frequency of women in their applicant pool for new graduate students who will matriculate at UW in Fall 2020.** For full consideration, proposals must be submitted to the Office of Graduate Education by 5 pm, **Friday, November 20, 2020**. Proposals will be considered depending on availability of funds.

The goal of the WGE GTA Initiative, in compliment with the Underrepresented Domestic Minority (URDM) GTA Initiative, is to expand the diversity of the pool of applicants to UW graduate programs and to bolster inclusiveness on campus. The WGE RFP is not intended to support research on topics of gender but to accomplish greater access to graduate education for women in fields where they are underrepresented. The WGE GTA position requires a teaching component comparable to other state-supported Graduate Teaching Assistants.

UW graduate degree programs in disciplines where women are underrepresented nationally and/or at UW are eligible to apply for WGE GTA funding. National representation of women by broad field of study is given in Table 1, below. For gender counts in UW graduate degree programs, please contact Eric Penicka (epenicka@uwyo.edu) in the Office of Graduate Education. International students are not eligible for this program.

For GTA funding to address the underrepresentation of domestic minorities in graduate programs, please see the Underrepresented Domestic Minority (URDM) Recruitment Initiative.

Proposal

This RFP asks submitting **faculty or academic units** to submit proposals (<2 pages) explaining how you will increase the number of women applicants for graduate positions within your program(s), make personal contacts with women applicants to enhance the applicant pool, and provide support sources to potential WGE GTA awardees.

Clearly state:

- A graduate recruiting plan to increase the number of women in the applicant pool.
- Support tactics for the search process to ensure all applicants receive personal contact and timely responses.
- Professional development for faculty mentors and departmental staff that will bolster the unit's ability to support women students.
- Mentoring and inclusiveness efforts that will be used to support the new student(s).

- The mentoring faculty's:
 - record of successful graduate student completion and student publication;
 - all prior Women and Minority and URDM awards in the past five years and the outcomes of the awards and success of each student.
- The graduate degree program's:
 - most current Assessment Tier ranking (department heads should have this information);
 - current support for any women and diversity students already in place;
 - gender representation within the graduate degree program in comparison with gender representation within the discipline (or at least broad area of study, see Table 1), nationally.
- The new student's:
 - intended graduate degree and completion date;
 - teaching responsibilities associated with the GTA position;
 - research/creative activities as part of their graduate degree program.

Please see Table 2 (below) for the WGE Recruitment Initiative proposal evaluation rubric.

Any recruiting announcements should include the following statements:

"The University of Wyoming offers Graduate Teaching Assistantships that are intended to increase access to and opportunities for graduate education for U.S. students from underrepresented/underserved populations and to increase student diversity in our graduate degree programs on a competitive basis. The University of Wyoming is an affirmative action/equal opportunity employer and institution and does not discriminate on the basis of race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, gender identity, genetic information, creed, ancestry, political belief, or any other applicable protected category or participation in any protected activity in any aspect of employment or services. For more information see <http://www.uwyo.edu/diversity/fairness/index.html>.

Preference will be given to:

- Mentors with a demonstrated record of timely student degree completion and publication.
- Doctoral degree programs that submit for doctoral students or master's degree programs in disciplines where the degree is considered a terminal one. *Considerations for terminal degrees within particular disciplines should be explained fully in your proposal.*
- Faculty or academic units with matching funds (non-Academic Affairs/Graduate Education) to support the student's academic pursuits (e.g., Foundation funding, research/creative project funding).

Submit your final proposal to the Office of Graduate Education, Academic Affairs, as a PDF file with “[**faculty last name-dept.**] **WGE2021**” in the file name. Proposals must be submitted to Michele Peck (mpeck@uwyo.edu), by 5:00 p.m. Friday, November 20, 2020. Late proposals will be considered depending upon available funds.

Award process for successful proposals:

Proposals will be reviewed by a committee comprising members from Graduate Council, the AVP for Graduate Education (or representative thereof) and UW’s Chief Diversity Officer (or representative thereof). Table 2 provides the evaluation rubric. Once review of proposals is completed, faculty or academic units will be notified that they may proceed with active WGE GTA recruitment. Final award of WGE GTA funding is contingent upon approval of the AVP for Graduate Education.

We intend to announce successful proposals by December 11, 2020. At that time, the Office of Graduate Education will provide more details for obtaining approval for a WGE GTA. The WGE GTA awards are contingent on the successful recruitment of newly matriculating students in Fall 2021, or competitive women undergraduate scholars already at UW who will transition to UW graduate studies. Current UW undergrads must compete with external applicants and your graduate recruiting effort must be announced broadly. Each GTA allocation will be approved only after the Office of Graduate Education approves an applicant; approval is contingent on receipt of all application materials, including a personal statement from applicant.

The students’ application materials must be uploaded into the Salesforce CRM system for review and approval. WGE GTA stipends are typically allocated for 2 years, depending on available funds, GTA teaching, GTA evaluations, and reported project success.

All state GTA positions include teaching requirements. Please consult the following:

[Graduate Fellowships & Assistantships Policy](#)

[GA Job Description and Time Limits](#)

UW Contacts, Centers for Diversity Services and References:

- Office of Diversity, Equity, and Inclusion; Chief Diversity Officer Dr. Emily Monago, emonago@uwyo.edu, and Christy Carter, rcarter9@uwyo.edu, 766-6672.
- Multicultural Affairs; 766-6193.
- Nontraditional & Gender Programs: uwma@uwyo.edu, 766-6191.
- Women in Math, Science & Engineering, WiMSE; Dr. Shawna McBride, smcbride@uwyo.edu, 766-2987.
- McNair Scholars National List: Susan Stoddard, sjs@uwyo.edu, 766-6189.
- GRE National Search Services, Grad. Education; Eric Penicka, epenicka@uwyo.edu, 766-6430.

Table 1. National first-time graduate enrollments by broad field and gender, Fall 2019. Source: CGS/GRE Survey of Graduate Enrollments and Degrees.

Table B.5: First-Time Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2019

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
Total	145,732	70.3%	61,690	29.7%	194,656	64.5%	107,260	35.5%
Arts and Humanities	8,287	82.4%	1,774	17.6%	11,145	79.1%	2,946	20.9%
Biological and Agricultural Sciences	7,983	83.9%	1,531	16.1%	11,760	84.2%	2,208	15.8%
Business	29,012	66.5%	14,597	33.5%	24,970	64.3%	13,853	35.7%
Education	8,278	47.0%	9,338	53.0%	24,650	44.1%	31,291	55.9%
Engineering	24,712	79.9%	6,227	20.1%	10,230	81.8%	2,274	18.2%
Health Sciences	10,345	72.4%	3,945	27.6%	35,028	66.0%	18,008	34.0%
Mathematics and Computer Sciences	17,339	71.0%	7,073	29.0%	9,756	75.5%	3,160	24.5%
Physical and Earth Sciences	6,047	89.6%	700	10.4%	4,218	88.1%	571	11.9%
Public Administration and Services	3,714	65.8%	1,934	34.2%	15,024	70.2%	6,370	29.8%
Social and Behavioral Sciences	10,038	76.7%	3,043	23.3%	19,004	76.7%	5,763	23.3%
Other Fields	8,962	66.1%	4,605	33.9%	14,067	62.6%	8,415	37.4%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known attendance status. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2. WGE Recruitment Initiative proposal evaluation rubric.

Criterion	Description	Scoring
a) Assessment Tier	Assessment tier ranking for the graduate degree program.	1 to 3 (1 = highest)
b) Previous Awards	Informative and quality reports on previous awards (Women and Minority, URDM) submitted.	1 to 3 (1 = highest)
c) Terminal degree	Recruitment for a doctoral or terminal master's degree.	1 = yes, 2 = no
d) Matching support	Indication of matching funding (non-Academic Affairs/Graduate Education) support for WGE student (e.g., research or travel funding; supplement to GTA stipend).	1 = yes and significant, 2 = yes, 3 = no
e) Diversity collaborator	Diversity collaborator(s) and collaboration plan/effectiveness.	1 to 3 (1 = highest)
f) Mentoring and inclusiveness efforts	Mentoring and inclusiveness efforts supported by professional development of faculty and staff that will bolster support for women students.	1 to 3 (1 = highest)
g) Record of student completion and success	Faculty Record of Student Completion & Publications/Successes.	1 to 3 (1 = highest)
h) Record of and plan for recruiting and supporting URDM	Clearly shows faculty can attract and mentor a woman graduate student.	1 to 3 (1 = highest)
i) Teaching mentoring	Teaching responsibilities for the student and teaching mentoring plan.	1 to 3 (1 = highest)
j) Scholarship mentoring	Scholarship (research/creative endeavor) activities for the student and scholarship mentoring plan.	1 to 3 (1 = highest)