

UNIVERSITY OF WYOMING

School of Graduate Education

Division of Academic Affairs

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MEMO

DATE: October 10, 2022
TO: Academic Deans, Department Heads, Program Directors & Graduate Coordinators
FROM: Jim Ahern, VP & Dean, School of 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 School 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,
AY2023-24
October 2022

The School of Graduate Education is pleased to announce the availability of diversity GTA (graduate teaching assistant) allocations for AY2023-24. 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 2023.** For full consideration, proposals must be submitted to the School of Graduate Education by 5 pm, **Monday, October 31, 2022**. 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 School of Graduate Education, as a PDF file with “[**faculty last name-dept.**] URDM2023” in the file name. Proposals must be submitted to **Michele Peck**

mpeck@uwyo.edu), by 5:00 p.m. Monday, October 31, 2022. 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 VP/Dean for Graduate Education (or representative thereof) and UW’s Vice President for Diversity, Equity, and Inclusion (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 VP/Dean for Graduate Education.

We intend to announce successful proposals by November 30, 2022. At that time, the School 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 2023, 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 School 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 School 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.
- 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, ajs@uwyo.edu, 766-6189.
- GRE National Search Services, Grad. Education; Eric Penicka, epenicka@uwyo.edu, 314-4406.

Table 1. National and UW Laramie Campus graduate degree-seeking enrollment (non-professional degrees): U.S. persons by race/ethnicity. National data from the 2016 and 2020 [CGS/GRE Survey of Graduate Enrollment and Degrees](#) and Fall 2019 and Fall 2022 UW data ([UW](#)

[Business Intelligence](#)). For URDM data specific to a UW degree program, please contact Eric Penicka (epenicka@uwyo.edu) in UW’s School of Graduate Education.

Ethnicity	National graduate students – 2016	National graduate students – 2020	UW graduate students – Fa. 2018 (%)	UW graduate students – Fa. 2022 (%)
Hispanic/ Latino	10.9%	12.0%	7.4%	8.9%
American Indian/Alaskan native	0.5%	0.5%	0.3%	0.7%
Asian	7.1%	7.3%	2.2%	2.8%
Black/African American	11.8%	12.8%	0.5%	0.9%
Native Hawaiian/Pacific Islander	0.2%	0.2%	0.0%	0.0%
White	60.7%	59.1%	73.7%	75.8%
Two or more races	3.0%	3.1%	4.8%	3.8%
Race/Ethnicity unknown	5.9%	5.0%	11.2%	7.1%

Table 2. National graduate enrollments by broad field and race/ethnicity (U.S. Citizens and Permanent Residents Only), Fall 2020. Source: *CGS/GRE Survey of Graduate Enrollments and Degrees*.

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian		Black/ African American	
Total	173,829	12.0%	6,849	0.5%	105,756	7.3%	185,116	12.8%
Arts and Humanities	8,137	11.8%	395	0.6%	3,115	4.5%	4,477	6.5%
Biological and Agricultural Sciences	7,964	11.3%	327	0.5%	6,544	9.2%	4,690	6.6%
Business	24,218	11.5%	824	0.4%	19,374	9.2%	28,647	13.5%
Education	31,127	12.4%	1,509	0.6%	7,769	3.1%	36,783	14.7%
Engineering	8,181	11.3%	236	0.3%	9,627	13.4%	4,435	6.2%
Health Sciences	22,355	10.1%	887	0.4%	17,734	8.0%	29,627	13.4%
Mathematics and Computer Sciences	6,231	9.9%	149	0.2%	11,488	18.3%	6,645	10.6%
Physical and Earth Sciences	3,346	10.4%	107	0.3%	2,445	7.6%	1,224	3.8%
Public Administration and Services	10,496	14.7%	501	0.7%	2,257	3.2%	14,532	20.3%
Social and Behavioral Sciences	14,032	14.0%	622	0.6%	5,422	5.4%	13,373	13.3%
Other Fields	11,066	12.0%	657	0.7%	4,153	4.5%	10,890	11.9%
Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/ Ethnicity Unknown	
Total	2,544	0.2%	855,386	59.1%	44,808	3.1%	72,324	5.0%
Arts and Humanities	123	0.2%	46,741	67.9%	2,637	3.8%	3,239	4.7%
Biological and Agricultural Sciences	116	0.2%	45,575	64.4%	2,677	3.8%	2,859	4.0%
Business	627	0.3%	120,695	57.1%	5,944	2.8%	11,119	5.3%
Education	532	0.2%	155,446	62.1%	6,323	2.5%	10,786	4.3%
Engineering	131	0.2%	43,967	61.0%	2,603	3.6%	2,932	4.1%
Health Sciences	456	0.2%	132,674	60.0%	6,028	2.7%	11,539	5.2%
Mathematics and Computer Sciences	125	0.2%	32,720	52.1%	2,076	3.3%	3,379	5.4%
Physical and Earth Sciences	64	0.2%	22,552	70.4%	1,151	3.6%	1,135	3.5%
Public Administration and Services	130	0.2%	38,618	53.9%	2,339	3.3%	2,761	3.9%
Social and Behavioral Sciences	178	0.2%	58,135	58.0%	3,804	3.8%	4,662	4.7%
Other Fields	184	0.2%	56,896	62.0%	3,015	3.3%	4,975	5.4%

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, AY2023-24
October 2022

The School of Graduate Education is pleased to announce the availability of GTA (graduate teaching assistant) allocations for AY2023-24 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 Fall2023.** For full consideration, proposals must be submitted to the School of Graduate Education by **5 pm, Monday, October 31, 2022**. 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 School 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 School of Graduate Education, as a PDF file with “[**faculty last name-dept.**] **WGE2023**” in the file name. Proposals must be submitted to **Michele Peck** (mpeck@uwyo.edu), by **5:00 p.m., Monday, October 31, 2022**. 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 VP/Dean for Graduate Education (or representative thereof) and UW’s Vice President for Diversity, Equity, and Inclusion (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 VP/Dean for Graduate Education.

We intend to announce successful proposals by November 30, 2022. At that time, the School 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 2023, 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 School 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 GTA positions funded by the School 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.
- 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, 314-4406.

Table 1. National first-time graduate enrollments by broad field and gender, Fall 2020. Source: CGS/GRE Survey of Graduate Enrollments and Degrees.

Table B.5: First-Time Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2020

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
Total	126,842	65.0%	68,203	35.0%	186,890	61.7%	116,035	38.3%
Arts and Humanities	6,785	78.4%	1,873	21.6%	9,572	76.7%	2,908	23.3%
Biological and Agricultural Sciences	7,258	81.1%	1,696	18.9%	11,482	80.5%	2,790	19.5%
Business	27,915	62.3%	16,880	37.7%	23,272	58.8%	16,292	41.2%
Education	7,736	46.6%	8,868	53.4%	24,270	44.2%	30,667	55.8%
Engineering	16,151	70.2%	6,858	29.8%	6,987	73.3%	2,546	26.7%
Health Sciences	9,617	69.3%	4,268	30.7%	33,898	63.7%	19,343	36.3%
Mathematics and Computer Sciences	11,201	57.9%	8,141	42.1%	6,041	61.6%	3,767	38.4%
Physical and Earth Sciences	4,856	88.3%	645	11.7%	3,745	85.5%	636	14.5%
Public Administration and Services	3,500	66.6%	1,754	33.4%	14,479	71.3%	5,842	28.7%
Social and Behavioral Sciences	8,762	73.0%	3,236	27.0%	17,019	73.6%	6,119	26.4%
Other Fields	7,126	64.7%	3,885	35.3%	12,171	60.7%	7,895	39.3%

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)