

Support
Services Plan II



2005
2010

UNIVERSITY
WYOMING

Web site:
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Mission Statement

The University of Wyoming aspires to be one of the nation's finest public land-grant research universities, dedicated to serving 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 teach and educate students, 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 *Academic Plan*, *Support Services Plan*, and *Capital Facilities Plan*, each revised periodically.

University of Wyoming Support Services Plan II 2005-2010

Table of Contents

- I. Introduction**
 - Planning Process
- II. Areas of Critical Administrative Focus**
 - Information Technology Infrastructure and Computing Environment
 - Human Resources and Employee Development
 - Business and Regulatory Process Improvement
- III. Institutional Issues: The Learning Environment**
 - Preparation
 - Living/Learning Environment
 - Assessment
- IV: Institutional Issues: Diversity, Internationalization, and Access**
 - Diversity
 - Internationalization
 - Access – Financial Issues
- V: Institutional Issues: Structure of the Curriculum**
- VI: Institutional Issues: Faculty and Program Planning**
- VII: Institutional Issues: Educational Infrastructure**
 - Facilities
 - Equipment
- VIII: Institutional Issues: Outreach, Extension and Community Service**
 - Facilities
 - Services
- IX: Institutional Issues: Enrollment Management**
 - Recruitment and Retention

I. Introduction

The purpose of UW's support services planning process is to guide the University of Wyoming in support of its fundamental academic mission.

Support Services Planning at UW was initiated in fall 1999 under the leadership of a Support Services Planning Steering Committee (SSPSC) and a Coordinating Committee to Review Support Services Plans (CCRSSP). The purpose of the CCRSSP was to review support services planning guidelines, review division plans as they became available, and provide feedback to the president, vice presidents and directors representing support units.

The first step of support services planning was to consider action items enumerated within Academic Plan I, determining the role, either direct or indirect, for support services in their implementation. Additionally, support units could recommend supplementary action items.

The second step for support units was development of self-studies to consider: 1) unit roles and services or products delivered to fulfill those roles; 2) the institutional need for those services; 3) the quality, cost, and efficiency of delivery; 4) and whether or not alternative delivery systems are available and should be considered. An open invitation was issued to the UW community to help identify issues and opportunities to be considered in the self studies.

Following the development of initial drafts and revisions, final drafts of the division plans were submitted to the Executive Council and the university president.

Academic Plan II 2004-2009, was approved by the University of Wyoming Board of Trustees in May 2004. In August 2004, the university community began work on Support Services Plan 2005-2010 (SSPII) to refine the scope and purpose of administrative units and the services they provide in support of the university's mission and Academic Plan II.

The framework established for SSPII consisted of a series of university-level planning themes developed by the Executive Council in June 2004: People and Process Issues; Financial and Budget Issues; Customer Service Issues; Centralized and Decentralized Services; Technology Infrastructure; Regulatory Environment and Compliance; and UW Across Wyoming. Central planning themes were distributed for comment and feedback.

Additionally, units across UW were tasked with developing self studies that would assess strengths, weaknesses, opportunities, and threats, as well as unique abilities or services provided by individual administrative units. Perceived weaknesses were accompanied by narratives discussing plans and alternatives to mitigate weaknesses by reallocation rather than through budget enhancements. Opportunities to enhance

programs and operations were fully explored. Self studies also described actions taken, abandoned, or deferred from the original support services planning materials.

Planning Process

Support services planning creates a series of documents that operates on three levels – university, division, and unit. The university SSPII is the primary support services document, and the one to which other levels must conform. This plan identifies issues and areas of critical administrative focus during the years 2005-2010, addresses high value action items, and requires broad support across divisions and units for implementation. While several units might be involved in addressing an action item, one division or unit is designated as having primary responsibility for implementation of the action item.

Support service divisions include Administration; Budget and Planning; Government, Community and Legal Affairs; Information Technology; Institutional Advancement; and Student Affairs. Other divisions, including the Academic Affairs, Research and Economic Development, and Intercollegiate Athletics, have been actively involved in the planning process and will be involved throughout the plan and implementation.

Division plans provide detail to areas of critical administrative focus and support for institutional issues identified within APII. They also identify specific action items that support the division. Unit plans also identify and provide specificity to issues that support the division or unit, but generally require only the resources of individual units for implementation.

Action items contained within support services plans at all three levels will be prioritized for accomplishment yearly throughout the period 2005-2010.

As priorities established within APII guide decisions about the allocation of resources in support of academic programs, so priorities within SSPII should guide similar decisions about the funding of support services. Where possible, implementation of action items identified within division and unit support services plans should be accomplished using existing resources, adjusted through internal reallocation. Action items that require additional funding will be considered within the university's normal budget process.

Reports will be prepared annually for the September meeting of the UW Board of Trustees detailing which priority action items within the university and division support services plans have been accomplished or are in progress.

During July 2005, the Executive Council discussed action items proposed by division vice presidents for inclusion in the university Support Services Plan. Action items were categorized into one or more of the seven initial planning themes. Subsequently, the Executive Council evaluated action items that required broad support across divisions and/or a major commitment of university resources for implementation.

Since the focus of SSPII is, predominantly, to support the goals of APII, the university Support Services Plan has been organized parallel to AP II. Areas of Critical Administrative Focus mirror APII's "Areas of Distinction." SSPII action items that support APII "Institutional Issues" are organized within the same designations.

II. Areas of Critical Administrative Focus

SSPII supports the goals of AP II, most of which are organized within a series of eight "Institutional Issues" that address particular areas of academic significance: The Learning Environment; Scholarship and Graduate Education; Diversity, Internationalization, and Access; Structure of the Curriculum; Faculty and Program Planning; Educational Infrastructure; Outreach, Extension and Community Service; and Enrollment Management.

There also are broad institutional issues that support the essential, effective and efficient operation of the university that do not, per se, address those "Institutional Issues." For the purposes of SSPII, they are designated as "Areas of Critical Administrative Focus": Information Technology Infrastructure and Computing Environment, Human Resources and Employee Development, and Business and Regulatory Process Improvement.

Information Technology Infrastructure and Computing Environment

The information technology environment has changed dramatically during the past 10 years. Growing demand for electronic access to university resources, coupled with the deployment of administrative systems, has created fiscal impacts for Information Technology and other university units. These impacts range from continued upgrade and expansion of centralized systems and student computer labs to increasing the capacity of the data network and replacing desktop computers. It is essential to plan for changes in information technology and infrastructure to support the university community. The planning focus for this issue addresses broad areas including systems, planning, services, and financial challenges.

Systems

The university's new Student Information System (SIS) will streamline the administration of many student services and provide personalized, connected online services that enhance the academic experience. *WyoWeb*, the Web portal being implemented in connection with SIS, will increase student engagement by allowing them to organize and manage their transactions and activities in a simple and convenient manner. Through *WyoWeb*, a student's critical information, such as UW e-mail account, and on-line calendar are brought into a single location that he or she can access from anywhere in the world where there is Internet access. *WyoWeb* also can help involve students in the academic life of the university by facilitating access to opportunities such as LeaRN, research, learning communities (Freshman Interest Groups and others) the Honors Program, student organizations, UW READ, academic competition, study abroad, distance learning opportunities, and e-portfolios. *WyoWeb* also will extend an array of

personalized services to faculty, staff, and, over time, other individuals and groups affiliated with UW.

Action Item 1 (SIS/WyoWeb portal technology.). Information Technology and Student Affairs, leading a university-wide team, will implement the new Student Information System and WyoWeb portal.

Action Item 2 (WyoWeb as a communications tool.). Student Affairs, in collaboration with appropriate university units, will refine recruiting and retention initiatives and engage new and continuing UW students with academic support services via WyoWeb.

Safeguarding the privacy of individuals has been a growing concern for universities nationwide. UW will make all appropriate efforts to secure and protect private information through the new SIS system, which will use a unique identification number rather than a Social Security number for each student, and manage information through technology to keep data secure. Other university systems also will be modified, wherever possible, to eliminate the use of Social Security numbers as identification numbers for faculty and staff.

Action Item 3 (Protecting privacy and personal data.). Information Technology, in collaboration with appropriate university units, will, wherever possible, eliminate the use of Social Security numbers for general identification.

The demand for remote access to the UW network is evolving from computers used at the office and at home to increased use of wireless access for laptops and personal digital assistants. While faculty, staff, and student respondents to Information Technology's 2004 Spring Survey indicated a high level of satisfaction with the university's wireless network, all groups ranked having more wireless access points on campus as a high priority. As more students use laptop computers to access university computing resources through the remote student computing lab system, ubiquitous wireless access becomes more critical and a natural extension of the university's network.

Action Item 4 (Expand remote network access.). Information Technology will expand and improve remote access service capabilities, including wireless technologies and alternative high-speed connectivity services.

Planning

A comprehensive institutional approach to evaluating, prioritizing, and implementing technology offers the potential for saving costs, leveraging resources, and accelerating implementation. Such an approach also permits the institution to identify and prioritize the growing management and preservation issues inherent with digital records. The key component for this approach is an institution-wide evaluation process. It will be guided by a high-level, broad-based committee responsible for establishing criteria, methods, and policies for evaluating and implementing information technology

initiatives; and for evaluating proposals for scope, total cost of ownership, and cost-benefit relationship.

Action Item 5 (UW Technology Planning Team.). Information Technology, in collaboration with other divisions, will establish a UW Technology Planning Team.

Services

A university-wide review of information technology services was conducted in 2004 by the consulting firm of RSM McGladrey, Inc. They identified issues and vulnerabilities that affect the university community and developed recommendations that align technology with the university's objectives. Action items from that study are included in Information Technology's divisional plan. They focus on developing comprehensive institutional strategies for information technology, improving security and increasing cost efficiencies. However, university-wide exploration of information technology service alternatives is appropriately included within the university Support Services Plan.

Action Item 6 (Information Technology services review.). Information Technology, in collaboration with other units, will implement strategic initiatives resulting from the Information Technology Services Review and recommended strategies supported by the Technology Planning Team, the University President and the Executive Council.

Financial Challenges

Information Technology initiatives that make a significant difference usually are costly and difficult to implement. The growth of networking during the past few years has significantly increased network maintenance costs and, as we know, network technology must constantly be upgraded. During the same time, student long-distance telephone revenues that historically funded the network dramatically declined. Network upgrades have been accomplished through non-permanent Plus Budget allocations and the shifting of other resources. Establishing a permanent funding source for information technology infrastructure is essential to the maintenance and future expansion of the network, will help create certainty for the future of the university's network, and will guide other information technology decisions dependent upon infrastructure.

Action Item 7 (Network funding.). Information Technology will request, within the university's budget process, funding for UW's network infrastructure.

Strategic investment in UW's information technology infrastructure can be accomplished through incremental upgrades based upon priorities collaboratively developed by the university community. The lack of permanent funding, however, has been a barrier to developing a replacement schedule for equipment across the institution. Establishing permanent funding for information technology replacement will allow incremental replacement of mission critical equipment.

Action Item 8 (Funding for equipment replacement.). Information Technology, in collaboration with Budget and Planning and Administration will recommend a permanent funding mechanism for the replacement of UW's central information technology equipment.

The university has made a substantial investment in financial and human resource applications purchased from PeopleSoft to manage university business processes. The resources to implement these applications and to perform major upgrades have been funded on an ad hoc basis. While much has been accomplished, the nature of periodic upgrades and the effects of Oracle's acquisition of PeopleSoft must now be considered in the funding strategy for these applications. The total cost model needs to be fully evaluated.

Action Item 9 (Support for PeopleSoft applications.). Information Technology, in collaboration with Budget and Planning, will develop a total cost of ownership model to support PeopleSoft Financial and Human Resource Management System (HRMS)/Payroll applications and recommend appropriate funding for consideration within the university budget process.

Human Resources and Employee Development

UW support units employ thousands of staff (including student workers) and provide an array of services in support of the university mission. The focus for this issue addresses people and process management, employee development, and employee welfare.

People and Process Management

The University of Wyoming employs 1,600 benefited staff employees who work in a wide variety of classified and professional positions. A benchmarking study, comparing the allocation of employees at UW with similar institutions is needed to better evaluate staff deployment. It also is necessary to consider the appropriate mix of employees in different job classifications, within individual units, divisions, or across the university.

Action Item 10 (Benchmarking the administrative workforce.). Budget and Planning, in collaboration with all divisions, will develop benchmarks regarding the allocation of the non-academic workforce.

The university has six major categories of employees: classified staff, administrators, administrative professionals, contract employees, faculty, and academic professionals. It is not clear which offices have human resource management process responsibility for each of these categories. For example, an academic professional experiencing conflict with a supervisor might call Human Resources, when the correct office would be Academic Affairs. Similarly, a dean who wants to waive an employment search might call Human Resources when the request properly should go to Employment Practices.

Fragmented responsibility can lead to inconsistency in management, which can result in suboptimal performance or institutional liability. The responsibility to advertise, hire, maintain employee files, resolve supervisor-employee conflict, and establish job category criteria for different types of employees should be clearly established.

Action Item 11 (Job category review.). Human Resources will lead a university-wide initiative to review, clarify, and promulgate personnel management policies and processes for job categories.

Security, particularly of minors, is a serious institutional concern. Children are enrolled at the Lab School on the Laramie campus, and a variety of athletic and academic summer camps for minors are sponsored by the university or university employees. Many of these functions use UW residence halls for housing. Appropriate background checks for a variety of criminal activities will not only help safeguard minors attending university functions but also help avoid fraudulent credentialing, institutional liability, and social risk.

Action Item 12 (Background checks.). Human Resources, in collaboration with appropriate units, will develop and implement procedures for criminal and other job-appropriate background checks for employees of and applicants for employment to UW.

Employee Development

The quality of the university's workforce is a function not only of the knowledge, skills, and abilities that employees bring to the university at the beginning of their employment but also those that they develop during their employment. In a rapidly changing environment for higher education, it is appropriate to assume that any employee's position will change over time. It is to the university's benefit that employees are encouraged to take advantage of opportunities for professional development, not only to enhance their upward mobility within the university but also to support the university's current mission and meet emerging challenges.

Action Item 13 (Professional development.). Human Resources, in collaboration with other divisions, will create a needs assessment for professional development and, within the university budget process, assist in identifying possible resources with which to expand professional development opportunities.

Several UNIREGs (5, 30, 174 and 690) address the issue of sexual harassment. UNIREG 5, which addresses "Civil Rights Discrimination," states that "Training and informational programs support the University's desire to create a work environment for faculty and staff and an educational environment for students that fosters career and educational goals based on factors such as ability, performance and equal access." UW employment practices guidelines provide for mandatory training for managers and supervisors, with training available during new employee orientation and on an as-needed

basis. However, the university currently does not have in place a universal program for sexual harassment training.

Action Item 14 (Sexual harassment training.). Employment Practices will develop and, in collaboration with appropriate units, implement a sexual harassment training program for all UW employees.

Welfare

UW's benefits programs have grown incrementally and in an ad hoc manner. Institutional policies resulting from the incremental development of UW's leave (vacation, sick, bereavement, etc.) plans have resulted in inflexibility for employees, administrative difficulty for supervisors, and inordinate complexity and administrative cost. Engaging a consultant in the systematic review of leave plans as well as the administration of other benefits is a high priority.

Action Item 15 (Benefits review.). Human Resources, in collaboration with divisions across the university, will conduct a benefits review study aimed at leave consolidation, household coverage, a paid time-off policy, and more functional leave plans.

High quality services for students with disabilities are readily available within the university. Similar processes and services for addressing disabilities among faculty and staff are much less refined. UW students, faculty and staff with certified disabilities have increased from 180 in FY 2000 to 272 in FY 2004, a 31 percent increase. A wide-ranging study of ADA issues will identify needs, both of individuals and units, for disability services and identify alternative methods for providing these services.

Action Item 16 (Disability services.). University Disability Support Services, in collaboration with Human Resources and divisions across the university, will establish a comprehensive plan to assess disability accommodation requests and deliver services to UW employees, students and visitors with disabilities.

Personal problems affecting employees and their families can significantly affect work performance at the university. A project designed to identify areas in which employees need assistance, from financial management to personal or family counseling, should be undertaken. This project also will identify alternative ways to provide assistance services.

Action Item 17 (Employee assistance.). Human Resources, in collaboration with divisions across the university, will explore development of an Employee Assistance Program.

Business and Regulatory Process Improvement

Universities are complex institutions with multiple sources of finance, multiple constituencies – including government agencies at the federal, state, and local levels – growing numbers of employees and “customers,” and processes to manage the interactions of all of their activities. The planning focus for this issue addresses institutional complexity involving business process improvement, regulatory process improvement – including university regulations – and emergency management.

Business Process Improvement

The university’s budget process is complex, involving resources from the state of Wyoming, the federal government, self-generated revenues, the research enterprise, and private donations. Allocations are equally diverse, ranging from student support to basic operations such as lighting and heat, maintenance, construction of new facilities, and salaries and benefits. The source of revenue often restricts its use to specific purposes. A better understanding of the budget process across the institution will help administrators and staff better understand how resources are allocated.

Action Item 18 (Budget process.). The Budget Office, in collaboration with the Division of Administration, will develop a more comprehensive budget document and reporting structure.

The skills of personnel at UW who are employed in accounting positions vary widely. Many have a range of bookkeeping skills but not the skills normally associated with complex accounting systems. Accordingly, it is incumbent upon the university to identify and recommend improvements where there are internal control and accounting weaknesses.

Action Item 19 (Assessment of accounting skills.). The Controller’s Office will lead a university-wide project to assess the level of accounting skills required in units of different types and sizes, assess existing skills across the university, and recommend methods to address insufficiencies.

Financial objectives for auxiliary services ranging from Fleet Operations to the University Bookstore can include subsidization (from central or appropriated funds), break-even operations, or contributory systems. For example, the Campus Express I.D. card system is subsidized. Campus vending is, overall, a break-even operation. The university’s contract for beverage pouring is structured as a contributory operation. Because the university community has not accepted a financial standard for many of its services, conflict and frustration persist, and many units are not able to move toward an appropriate standard.

Action Item 20 (Financial and operating standards.). The Division of Administration and Student Affairs, in collaboration with other divisions across the university, will lead development of an institutional standard for financial and operating performance for auxiliary enterprises.

Electronic commerce is rapidly becoming the standard that people expect from their employers and financial institutions (direct deposit and on-line banking), retailers (e-businesses and on-line auction sites), and services (such as Ticketmaster). It can serve to increase the level of business being conducted by units as diverse as the University Bookstore and the Athletics Ticket Office, ease otherwise labor-intensive processes such as payroll (via direct deposit), and speed customer service.

Action Item 21 (Electronic commerce.). The Controller's Office, in collaboration with Information Technology and other divisions across the university, will take the lead in pursuing implementation of electronic commerce initiatives.

Impediments to effective customer service caused by structural barriers – such as ill-conceived or executed policies or cumbersome procedures – diminish the ability of UW employees to support the university's mission. The planning focus for this issue includes streamlining processes for purchasing and use of forms; enhancing electronic access and processing (including annual employee renewal of certain purchased services, such as parking and campus recreation); reaffirming FERPA compliance; improving problem resolution at the initial service level; increasing awareness and implementation of good customer service practices; and measuring customer satisfaction.

The Business Analysis Unit (BAU) within the Division of Budget and Planning can assist with the analysis and recommended changes that could streamline business operations and improve customer service. UW's administrative software may be capable of processing electronic transactions and reducing or eliminating paper-intensive processes.

Action Item 22 (Streamlining processes.). Business Analysis, and Information Technology, in collaboration with appropriate divisions, will review business processes that can be automated through PeopleSoft systems and prioritize the implementation of those enhancements.

The World Wide Web offers UW a significant opportunity to increase awareness of its offerings. Elements of academic courses are increasingly offered on the Web, and university departments rely upon the Web for communication, information, and marketing. Additional support is needed for Web site development, content management, and on-line course management if UW is to take full advantage of the Web's potential. This includes support for skills development and may include support for additional personnel.

Action Item 23 (UW's Web presence.). Information Technology, in collaboration with units including Public Relation, Student Affairs and Outreach will enhance on-line, Web-based services and continue to improve the university's Web presence.

Regulatory Process Improvement

September 11, 2001 dramatically changed the country's regulatory environment. Creation of the Department of Homeland Security and consolidation of federal regulatory entities have increased the burden upon UW in terms of federal oversight and regulatory compliance. Additional requirements also are being imposed with respect to financial reporting and control. It is important to have a thoughtful approach to dealing with this changing environment and, in particular, for addressing the impact increasing regulation has on UW goals for access, diversity, and internationalization.

The Sarbanes-Oxley Act, passed in 2002 in the wake of major corporate accounting scandals, does not presently apply directly to colleges and universities. However, it does redefine best practices in fiscal management and officer and board accountability.

Security of personal data has become an increasingly serious issue. We have a legal, as well as a moral, obligation to safeguard personal data of employees and students, including financial data, an issue that previously has been addressed in this plan under the area of critical administrative focus for Technology Infrastructure and Computing Environment.

As custodians and disbursers of student loan funds, we are responsible not only for meeting all federal regulations regarding eligibility and disbursement, but also for the efficient and effective use of those monies to help increase access to the university.

Action Item 24 (Federal regulatory compliance.). The Controller's Office, in collaboration with appropriate divisions across the university, will develop compliance practices to address Sarbanes-Oxley (with the Board of Trustees Audit and Fiscal Integrity Committee); Gramm-Leach-Bliley and FTC regulations to safeguard financial information; and Perkins and institutional loan programs to meet requirements and improve institutional loan use.

In addition to regulation at the federal and state levels, the University of Wyoming is guided by a series of Information Circulars, Trustees Regulations, and more than 100 University Regulations (UNIREGs) that govern university policies and operations. Many UNIREGs are difficult to understand on their own, and more so when they refer to other UNIREGs for "clarification" or added meaning. Some UNIREGs are in conflict with each other, are unnecessarily redundant, or lack clarity in their scope of application. The university needs to eliminate archaic and duplicative provisions, develop a more convenient structure for UNIREGs, and work toward substantive review and modification of UNIREGs that are identified as needing review.

Action Item 25 (Recodify existing regulations.). General Counsel, in collaboration with the university community, will develop a more cohesive framework for existing regulations and recodify them to improve clarity, eliminate redundancy, eliminate archaic and duplicative provisions, and develop a more convenient structure.

Emergency Management

Emergencies can occur within the university at any time. It is incumbent upon the university to strengthen its emergency response plan and to strengthen the university's real preparedness based upon implementation of the plan through practice. It is also essential that, following an emergency, the university have plans in place for recovery and continuity.

Action Item 26 (Emergency preparedness.). Risk Management and Environmental Health and Safety, in collaboration with divisions across university, will update the university's emergency response plans and collaborate with building managers and occupants to establish plans for each university facility.

Action Item 27 (Disaster recovery.). Risk Management and Environmental Health and Safety, in collaboration with divisions across the university, will develop a disaster recovery plan for the continuity of the university's mission, critical functions, and resources.

III. Institutional Issues: The Learning Environment

UW's fundamental mission is to provide outstanding opportunities for learning. Four themes define these opportunities: preparation of students at K-12, community colleges, and UW for university-level learning; providing better opportunities for personalized, connected education; determining the most effective structure for an academic success center that provides broad support for student learning; and building on a culture of individual course assessment for student learning.

Preparation

UW must build enrollment and increase college-going rates among Wyoming's residents. Multiple initiatives are needed to build the pipeline of Wyoming residents enrolling in and completing a baccalaureate degree, including initiatives for Wyoming's first-generation, low-income, minority, and adult learners. While APII notes that the university now enjoys a solid foundation for assessment, it also notes that our knowledge of educational performance at the K-12 level is more circumscribed. It is imperative that the university have more comprehensive data upon which to develop assessments of preparation. APII Action Item 38 proposes exploring opportunities with the Wyoming Department of Education to establish and coordinate data systems that longitudinally track Wyoming students' educational performance, including access, preparedness, and performance at each level, K-16.

Action Item 28 (Success curriculum.). Student Affairs and Academic Affairs will help the Wyoming Department of Education develop a "Success Curriculum" for Wyoming high school students. In addition, Student Affairs will monitor UW student enrollment and retention data for students who

complete a Success Curriculum and, as appropriate, provide the Department of Education with suggested refinements to the curriculum.

Action Item 29 (Track K-16 educational progress.). Academic Affairs, in collaboration with Student Affairs, Information Technology, and other university units will work with the Wyoming Department of Education to promote K-16 data systems, data elements, and reporting that can track educational progress and performance.

Living/Learning Environment

Successful transition to college from high school and between post-secondary institutions has been the focus of enrollment management literature for several decades. During the last year, UW has expanded its programs to assist students' transition into the university, including involvement in living/learning environments such as Freshmen Interest Groups (FIGs) and virtual communities such as the Learning Resource Network (LeaRN). APII action items 42 and 43 note the importance of greater support for and a system for assessing living/learning communities.

Action Item 30 (Current living/learning communities.). Academic Affairs, in collaboration with Student Affairs, will assess the effectiveness of co-curricular activities and retention efforts within existing learning communities.

Action Item 31 (Co Curricular Assessment.). Student Affairs in collaboration with Academic Affairs and the academic colleges, will initiate efforts to assess co-curricular learning outcomes as they relate to overall student success.

Assessment

Most students who receive "assured admission" to UW succeed. Those less well-prepared who receive a "conditional admission" often do not persist to earn a degree. APII calls for a review of enrollment-related issues including time to graduation, enrollment filtering and capping mechanisms. It will be valuable to develop a profile of new students – freshmen and transfers – on major indices such as number/type of classes, hours employed and level/type of involvement, etc., to better understand student experiences that lead to success at UW.

Action Item 32 (Admission standards.). The Enrollment Management Council will review UW's admission standards and recommend appropriate revisions.

Action Item 33 (Student profile.). Student Affairs, in collaboration with appropriate units, will develop a profile of new freshmen and transfer students.

IV. Institutional Issues: Diversity, Internationalization, and Access

APII notes that diversity, internationalization, and access share, as a common thread, the richness and inclusiveness of the UW community. These issues have important implications for UW's recruitment and retention practices, outreach efforts, and resource-allocation decisions. They also play significant roles in the UW curriculum.

This institutional issue addresses diversity, internationalization, and access based on financial considerations. Other access issues related to programs and processes regarding student preparation for university-level work are contained within **Institutional Issues: The Learning Environment**.

Diversity

UW faces persistent challenges in cultivating a diverse university community. APII deals with issues ranging from recruitment through assessment of success and failure in attracting and retaining a diverse faculty, awareness of employment practices, review of salary structure, and enhanced showcasing of diversity in university-wide cultural and intellectual events.

APII notes that one of the most important indicators of UW's academic commitment to diversity has been the creation of the American Indian Studies, African-American Studies, and Chicano Studies programs. However, it further notes that, despite the best of intentions, these programs do not enjoy the workforce commitments, national recognition, or student-demand characteristics of vibrant academic programs.

Action Item 34 (Equity Study.). The Divisions of Academic Affairs, Administration and Finance and Student Affairs in collaboration with The President's Advisory Council on Minority and Women's Affairs (PACMWA) will coordinate an equity study to determine if salary and benefits and work environment are equitable for UW faculty, staff and graduate students.

Action Item 35 (Diversity efforts.). Academic Affairs, Student Affairs, the Division of Administration, and Employment Practices will prepare a diversity plan including a compendium of efforts supporting diversity across the campus community and a system for tracking future efforts.

Action Item 36 (Support for diversity-related curricula.). Institutional Advancement will support initiatives to increase funding for diversity-related curricula as identified in the university and unit academic plans.

Action Item 37 (Expense plan for diversity-related gifts.). The President, in consultation with the President's Advisory Committee for Minority and Women's Affairs, will develop a plan for the annual use of expendable income generated by endowed accounts related to diversity. This plan will take into account the need for sustained support of the Matthew Shepard Symposium on Social Justice as well as other diversity-related initiatives, and will adhere to the

conditions set forth in the trust agreements accompanying the relevant endowments.

Internationalization

APII notes that the challenge of internationalization involves the recruitment of an international faculty and student body and the inclusion of international perspectives in teaching, research, and service. UW's ability to attract undergraduates, graduate students, and faculty members from around the world is critical to our efforts to sustain a world-class scholarly community.

Action Item 38 (International students.). Admissions and the Graduate School, in collaboration with other units involved with student recruitment, will increase UW's international population to more than 500 undergraduate and graduate students.

Federal regulations and practices have made it more difficult for UW to hire international employees. As a result, UW's current processes for hiring international employees no longer adequately support the institution's goals. UW should designate a single office to provide information and appropriate services, including legal guidance related to work eligibility, to international employees.

Action Item 39 (Immigration management.). International Students and Scholars will provide a broad range of assistance to international employees (including graduate assistants) including the timely processing of work documents, collaboration with Academic Affairs on the delivery of semi-annual immigration seminars, and referral to legal council for immigration needs requiring this level of response.

Action Item 40 (International faculty.). International Students and Scholars, in collaboration with Academic Affairs and academic colleges and departments, will assess current services to UW's international faculty and students and develop recommendations for appropriate enhancements.

As more university employees have begun to travel abroad for work purposes, problems related to health insurance, immunization, and worker's compensation have become more acute.

Action Item 41 (International travel.). International Students and Scholars will collaborate with Academic Affairs, Student Affairs and Administration to develop comprehensive institutional policies that resolve inadequacies in coverage under current health insurance policies for employees who are assigned to work abroad on university-related business or are on sabbatical leave.

The university should provide an increasing number of UW students and faculty members, especially those who are U.S. citizens, with enhanced opportunities to travel and study abroad to widen their international perspectives. Significant strategies may include finding ways to cushion the cost of studying abroad within existing or additional scholarship resources, assisting with pre-travel costs of study abroad, and developing collaborations to endow study abroad scholarships.

Action Item 42 (Funding availability for study abroad.). Institutional Advancement will support initiatives to increase funding for study-abroad scholarships in response to targets identified by Academic Affairs and its international units.

Access

Cost of attendance and the availability of student financial aid can be either significant barriers or invaluable keys for students seeking to access higher education. According to statistics developed by the Office of Academic Affairs, only about 18 percent of individuals in families with income less than \$25,000 earn associate or bachelor's degrees. Only 25 percent of high school graduates with high test scores – but from low-income families – go directly to college. Currently, Pell Grant maximum awards cover only 42 percent of a student's cost of attending a public, four-year college or university.

For many prospective students, financial incentives are important in their decision to enroll at UW. Although the overall cost of attending UW is relatively modest, it is substantial for many families, and cost will continue to be an issue in increasing access to the university, especially for low-income and first-generation families. The university has implemented a variety of tuition-discounting programs and provided scholarship programs to encourage the likelihood that students can enroll at UW.

In 2005, the Wyoming State Legislature authorized the Hathaway Scholarship Program that provides merit-based (and to a lesser extent need-based) scholarship funds to Wyoming residents.

Action Item 43 (Implement and market the Hathaway Scholarship Program.). Student Affairs, in collaboration with appropriate university units and state partners, will implement and market the Hathaway Scholarship Program.

Action Item 44 (Additional need-based student financial aid.). Institutional Advancement will support initiatives to increase funding for need-based student financial aid in collaboration with Student Affairs, Academic Affairs, and other appropriate university units.

Action Item 45 (Improve efficiency of financial aid distribution.). By fall 2006, Student Affairs will develop ways to use available student financial aid dollars in conjunction with Hathaway scholarships to attract the best Wyoming high school graduates to UW.

Action Item 46 (Scholarship awards.). The Financial Aid office will automate scholarship-awarding processes, and develop an econometric-based formula to use in awarding scholarship packages under the new scholarship reform initiative.

Action Item 47 (GEAR-UP.). Student Affairs will implement the state-wide GEAR-UP grant to build the pipeline of students entering and succeeding in higher education.

V. Institutional Issues: Structure of the Curriculum

UW's needs for institutional analysis have evolved, in part through the changing emphasis associated with academic planning. Meeting the challenges of APII will require some new types of analysis, such as sophisticated tracking of academic workforce distribution, measures of student learning, graduate program assessment, evaluation of progress in diversity and equity, more complete gauges of research productivity, and analyses of budgetary initiatives undertaken in these areas.

Action Item 48 (Reporting strategies and data access.). Institutional Analysis will take advantage of the implementation of the new SIS system to expand campus access to data, where appropriate, and to develop new reporting strategies and analyses that will ensure the best possible alignment of OIA resources to support institution-level planning initiatives.

VI. Institutional Issues: Faculty and Program Planning

A review of support service action items developed by Information Technology and Student Affairs leads to the clustering of action items that address technology issues and academic support services.

Information Technology will use surveys and consultations with academic units to identify specific academic technology needs of students, faculty and staff.

Action Item 49 (Academic program needs.). Information Technology will work in collaboration with Academic Affairs, Student Affairs, and other university units to identify academic areas where technology enhancements can better support teaching and learning.

In 2004, UW created its Learning Resource Network (LeaRN), which focuses on understanding more about student learning and providing examples of ways to assess learning. Close coordination between Academic Affairs and Student Affairs is necessary to minimize duplication of efforts and to maximize student benefit.

Action Item 50 (Coordination of student support services with LeaRN.). Student Affairs will coordinate student support services with those available through the LeaRN Center.

The Division of Budget and Planning will provide direct support for a variety of priorities within AP II that deal with faculty and program planning. One is separating WWAMI and Family Practice Center budgets from the UW block grant and placing them into a separate budget line. Another priority is downstream implementation of the differential tuition for the College of Law that was approved by the UW Board of Trustees in March 2005; Phase I was implemented fall 2005.

Action Item 51 (Funding for WWAMI and the Family Practice Residency Centers.). The Budget Office and the Vice President for Governmental, Community and Legal Affairs, in conjunction with the State Budget Office, will work to extract medical education components from within the university block grant and by the 2007-08 biennium have them placed into a separate budget line for legislative review and approval.

Action Item 52 (Tuition differential for the College of Law.). Budget and Planning, in collaboration with Academic Affairs, Law, and other appropriate university units, will develop a proposal to implement for fall 2006, Phase II of differential tuition for the College of Law.

In 2003, the UW Board of Trustees approved the implementation of tuition by credit hour. In previous years, undergraduate students paid the same tuition for enrolling in 12 to 18 credit-hours per semester. Trustees directed UW administrators to design a per-credit tuition structure that would be cost-neutral to students taking an average credit load, reduce the credit-hour cost for part-time students, and remain revenue neutral to the university. An anticipated consequence was that with students paying only for the educational services they consumed and not consuming free credits, they would be less likely to enroll for credits they did not intend to complete and would be less likely to enroll in classes they intended to drop later.

Action Item 53 (Analyze consequences of conversion to tuition by the credit hour.). Institutional Analysis will undertake a review of credit-taking behavior, part-time enrollments, and course withdrawals resulting from the tuition conversion actions of 2003.

As noted in Academic Plan II, appropriate enrollment filtering and screening mechanisms need to be consistently developed to manage enrollments. However, limiting enrollments in high-demand majors impacts UW's ability to increase enrollment and net tuition revenue. Filtering or screening mechanisms should not result in students leaving UW, but clearly we must be able to articulate options for students when they encounter enrollment caps for a college or an academic major.

Action Item 54 (Process review for enrollment caps or filters.). Academic Deans/Student Affairs Advisory Council (AD/SAAC) will assist Academic Affairs in reviewing university-wide issues and options prior to implementation

of appropriate recommendations of the APII Action Item 137 Task Force report.

Among the foci of APII is the concentration upon areas of distinction, one of which is environment and natural resources. Since the creation of the Ruckleshaus Institute of Environment and Natural Resources (RIENR) and the Haub School of Environment and Natural Resources (HSENR), the university has made great strides in ENR-related teaching and scholarship. As noted in APII, the university has added undergraduate and graduate degrees, provided basic funding, strengthened external support and visibility, increased development efforts, secured endowed chairs, found stable leadership, offered a forum to engage Wyoming citizens in ENR issues, and bolstered instructional and scholarly support via central position management.

Action Item 55 (Emphasis on ENR.). Institutional Advancement will support initiatives to increase funding for the Ruckleshaus Institute of Environment and Natural Resources (RIENR) and the Haub School of Environment and Natural Resources (HSENR) to targets developed by Academic Affairs and the President.

The American Heritage Center is discussed within APII as having a pivotal role in advancing distinction in cultural endeavors, the arts, and the humanities. APII urges the AHC to explore further avenues of cooperation, promoting even more vigorous contributions to UW's academic life, and increasing outreach to the state and the region, while noting that it faces challenges of scattered and inconsistently maintained collections, tension between research and public-education missions, space issues, evolving capabilities in statewide outreach, and rapidly emerging expectations for digital imaging and on-line access.

Action Item 56 (AHC, Art Museum, and UW Libraries funding.). Institutional Advancement will support initiatives to increase funding for the American Heritage Center, Art Museum and UW Libraries to targets developed by Academic Affairs and the Office of the President.

VII. Institutional Issues: Educational Infrastructure

UW's educational infrastructure includes: grounds, buildings; offices, laboratories and studios that faculty, staff and students occupy, equipment, and software systems. APII particularly addresses issues regarding UW Libraries, the Division of Information Technology, and the allocation of space.

A review of support service action items developed by Administration, Budget and Planning, Information Technology, and Student Affairs, leads to the clustering of action items into the broad categories of facilities and equipment. In SSPII, issues dealing with information technology equipment, hardware, and systems are clustered within the area of critical administrative focus dealing with Technology Infrastructure and Computing Environment. Other building and space allocation issues are addressed within the Capital Facilities Plan.

Facilities

The Capital Facilities Plan (2002-2007) (CFP) addresses the vision of campus facilities for future generations. As the university grew during the past century, facilities were built to accommodate the needs for the student body, but at times with less attention placed on keeping elements of the academic core together. The CFP speaks to the overarching need to develop university facilities with greater cohesiveness. It also outlines an institutional blueprint with flexibility for future needs. However, with the completion of action items within the CFP, with the emergence of new opportunities arising from enhanced state revenues, and with a broad focus on its statewide responsibilities, it is incumbent upon UW to re-examine its capital facilities planning processes and priorities. A revised CFP for 2007-2012 should be presented to the UW Board of Trustees in FY 2007 for approval.

Action Item 57 (Second cycle of the Capital Facilities Plan.). Budget and Planning, with the assistance of Facilities Planning and other appropriate UW units, will develop a revised Capital Facilities Plan in FY 2006 and, in collaboration with Physical Plant, develop a long-range master plan, including renewal, renovation and replacement, for existing facilities.

A key component of the university's technology infrastructure is the central machine room that houses the computers providing essential university technology services, data storage, and backup for all UW's central computing systems. These functions are vital to the day-to-day operation of the university. UW also backs up on a daily basis the state of Wyoming's data. The basement location in the Iverson Building, sections of which date back to 1916, is subject to damage from plumbing failures, flooding, and natural disasters. It is also inadequate, too outdated to support today's computing environment, and unable to accommodate expansion. An up-to-date machine room built to current standards would reduce risk by providing a more stable and secure environment and allow Information Technology to increase the level of services offered to UW.

Action Item 58 (Information Technology building.). Information Technology, in collaboration with Budget and Planning, Facilities Planning, and other appropriate university units, will develop plans for an Information Technology building and provide expertise for the building's technologies throughout the design process.

Construction of a new facility for Information Technology would enable the university to address critical parking needs on the west side of campus by razing the Iverson Building. Legislation enacted during the 2005 session of the Wyoming State Legislature required the university to conduct a parking study to determine whether additional parking was needed and whether a parking structure might provide needed relief.

Action Item 59 (Parking structure and campus police station.). The Division of Administration, in collaboration with Budget and Planning, Facilities Planning, and other appropriate university units, will develop plans for a combined parking structure and campus police station.

The Denny J. Smith Seed Laboratory in Powell will need to be expanded for additional space to germinate seeds. An expansion of this facility should be undertaken during the 2007-2008 biennium.

Action Item 60 (Expansion of Powell Seed Laboratory.). Facilities Planning will develop plans and specifications for an addition to the Denny J. Smith Seed Laboratory.

Additional laboratory and research space for the Wyoming State Veterinary Laboratory (WSVL) and Sustainable Agriculture Research and Extension Center (SAREC) facilities also should be planned. The Wyoming State Vet Laboratory continues to handle diagnostic specimens and perform research that requires significant space in a Level 3 Biological Safety Laboratory (BSL-3). Complicating this issue are new regulations from the Center for Disease Control and the U.S. Department of Agriculture that describe how “select agents” (both biological organisms and toxins) must be handled. Current space is inadequate and if the WSVL is to continue to support its state and university missions new space must be made available.

The UW Board of Trustees committed proceeds from the sale of the Archer and Torrington agricultural research facilities and the proceeds from the sale of the balance of the Afton research facility to the construction of the SAREC near Lingle. All land acquisitions, even those originally contemplated over a longer horizon, have been completed and construction of facilities is continuing as planned. Construction and land acquisition costs have been sufficiently high that funds are insufficient to complete the wet lab planned for Phase II.

Action Item 61 (Planning for WSVL and SAREC Laboratory Facilities.). The Vice President for Budget and Planning, with the assistance of Facilities Planning and other appropriate university units, will develop plans and specifications for laboratory facilities for the WSVL and SAREC.

APII notes that several departments within the College of Arts and Sciences, most notably Art, Music, and Theatre and Dance are struggling with space constraints. There also appears to be an environmental conflict between fine art (which employ a variety of chemical processes) and performing arts within the Fine Arts Building.

Action Item 62 (Fine and performing arts buildings.). The Vice President for Budget and Planning, with assistance from Facilities Planning and fine and performing arts departments, will undertake program planning for a new building for the Department of Art and improvements to the Fine Arts Building for the Departments of Theatre and Dance and Music.

Action Item 63 (Funding for fine and performing arts buildings.). Institutional Advancement will support initiatives to raise private funds as required to targets developed by the administration for construction of a new building for the Department of Art and improvements to the Fine Arts Building for the Departments of Theatre and Dance and Music.

A renovation and expansion of the College of Business has been under consideration since 1990. The College of Business continues to experience substantial growth and demand for its programs from both business majors and non majors. Construction of an addition, as well as a major renovation of the existing building, are needed to accommodate program requirements.

Action Item 64 (Addition and renovation for the College of Business.). The Vice President for Budget and Planning, with assistance from Facilities Planning and the College of Business, will undertake program planning for an addition to, and renovation of, the College of Business building.

Phased renovations within the high-rise residence halls connected to the Washakie Dining Center will continue. The planning cycle for these renovations will require additional bonding authority during the 2007-2008 biennium. The university anticipates requesting legislative authorization during the 2007 legislative session to fund the next phase of renovations within White Hall. Offering safe, comfortable, and modern housing options for students is key to recruiting the best students to the university.

Action Item 65 (Renovation of White Hall.). The Vice President for Budget and Planning, with assistance from Facilities Planning, Residence Life and Dining Services, and other appropriate units, will undertake program planning for the renovation of White Hall.

APII proposed the establishment of a Learning Resource Network (LeaRN) as an academic success center. LeaRN is a distributed-expertise entity, weaving together a network of people and learning resources representing academic departments, the University Libraries, and existing student support services. However, APII also notes that LeaRN must have a physical home, with a hub to be located in renovated space within Coe Library as part of a larger plan to expand Coe for an Information, Learning and Library Center (IL²C). Funding for the center was appropriated during the 2005 legislative session.

Action Item 66 (Renovate Coe Library to accommodate LeaRN.). Facilities Planning will guide the planning team for the IL²C Project, including renovation for LeaRN, through finalizing the construction documents for the project and construction.

As noted within APII, the allocation of space can be among the most contentious issues at any college, and in that regard the University of Wyoming is no exception. With

new and renovated buildings coming on-line, it is anticipated that planning for subsequent space allocation will be a prominent issue.

Action Item 67 (Analyze space assignments in each college.). Facilities Planning, in collaboration with units across the university, will develop a space allocation study.

APII advocates the relocation of the Survey Research Center and Wyoming Statistical Analysis Center which, as a result of APII, were merged to form the Wyoming Survey and Analysis Center.

Action Item 68 (Relocate the Survey Research and Wyoming Statistical Analysis Center.). Planning for the relocation of this unit is currently underway. Facilities Planning is working collaboratively with Academic Affairs to locate these two functions within the Office Annex.

Construction of the Information, Learning and Library Center (IL²C) as an expansion of Coe Library will require the space currently occupied by the Anthropology Building. As part of the university's 2005 legislative request, UW asked for and received bonding authority to construct a new Anthropology and Archaeology Resource Facility (A²RF) on space along Lewis St. between 12th and 13th streets currently occupied by a parking lot. Construction is scheduled to begin on the A²RF in fall 2005.

Action Item 69 (Relocate Anthropology.). Facilities Planning will complete the design for the A²RF facility and supervise construction of the new facility.

Construction of the IL²C anticipates the relocation of holdings from the Science Library, currently located in the basement of the Physical Sciences Building, to the expanded Coe Library. As a result of that relocation, space will be freed up in the basement of the Physical Sciences building for storage of little-used library material.

Action Item 70 (Use of vacated Science Library space.). Facilities Planning will continue to work with the IL²C planning team to create high-density storage in the space currently occupied by the Science Library.

As APII notes, the College of Education faces space-related issues. Its facilities are located in three separate buildings, with at least one having inferior office space and classroom space in comparison with current institutional guidelines.

Action Item 71 (College of Education facilities plan.). Facilities Planning will continue to assist the planning team that is working to develop a new facilities plan for the College of Education. Renovation must coincide with the completion of construction of the Anthropological and Archeological Resource Facility.

When the Centennial Complex was dedicated in 1993, Antoine Predock's visionary design was hailed by architecture critics nationwide. While it is visually stunning, this complex, built to hold the UW Art Museum and the American Heritage Center has experienced continuing problems with water leakage, potentially endangering collections and exhibits within the building. There is a need for additional improvements, such as to the building's electronic and mechanical security systems, which might require the raising of private funds.

Action Item 72 (Repair and improve the Centennial Complex.). Facilities Planning, in collaboration with the Physical Plant and the directors of the American Heritage Center and UW Art Museum, will complete roof repairs at the Centennial Complex and identify additional long-term maintenance necessary for the safekeeping of collections and borrowed objects essential to the missions of these units.

Action Item 73 (Centennial Complex Security Systems.). The Vice President for Administration in consultation with other appropriate university units (including the American Heritage Center and UW Art Museum) will identify security needs for the Centennial complex including personnel and equipment and will request, within the University's Budget process or through private gifts, funding to address identified needs.

APII notes that the remarkable and steady growth in UW's scientific research enterprise has placed increasing demands on space, particularly within the Physical and Biological Sciences buildings. The initial CFP envisions construction of a Science Teaching Laboratory Facility (STLF) to house instructional labs for large courses such as general chemistry, general biology, organic chemistry, entry-level physics, and other large enrollment laboratory courses.

Action Item 74 (Science Teaching Laboratory Facility scoping.). The Vice Presidents for Research and Economic Development and Academic Affairs, working with a group of affected department heads and deans, will develop a scoping study for the Science Teaching Laboratory Facility and for the renovation of vacated space making it suitable for the university's research missions. The purpose of this study will be to provide information to the Phase II planning study required for this facility and for vacated space.

Action Item 75 (Science Teaching Laboratory Facility planning.). The Vice President for Budget and Planning, with the assistance of Facilities Planning and other appropriate university units, will utilize information provided from the scoping study on the STLF facilities to charge a planning team for the construction of the project. Level II planning for the facility should be developed for submission to the 2008 legislative session.

Safety is a paramount issue for UW students, prospective students, and their families; UW employees; and visitors. The UW campus in Laramie is generally

considered safe, particularly in relation to comparator institutions. However, students have expressed concern that the university could make the Laramie campus safer through additional lighting and emergency telephones. A Campus Lighting and Emergency Telephone Team will biennially conduct a campus lighting survey with stakeholders, identify the most important lighting enhancements, and recommend placement and enhancement of e-phones and publicize their locations.

Action Item 76 (Lighting and emergency telephones.). Student Affairs will establish a Campus Lighting and Emergency Telephone Team in collaboration with ASUW and the Divisions of Administration and Budget and Planning.

APII notes that the demand for outreach education hinges on the aspirations of Wyoming citizens, their life circumstances, their interest in lifelong learning and UW's commitment to broad access. Outreach demand also is entwined with the changing economy of the state and region. APII also emphasizes the fact that as UW's outreach presence has increased, so have space needs outside the UW-Laramie campus. APII action items 128 and 129 address Outreach facilities.

Action Item 77 (Outreach facilities.). Facilities Planning, in cooperation with Academic Affairs, Administration, and state partners, will plan for Outreach School facilities in Casper and Cheyenne.

Action Item 78 (Outreach facilities funding.). Institutional Advancement, in cooperation with Academic Affairs and state partners, will secure funding for outreach facilities to targets developed by Academic Affairs.

The University of Wyoming has recently had the opportunity to enhance existing facilities and build new facilities. Despite these improvements to our physical structures, however, the institution does not effectively utilize its current space for two important reasons: units' perceptions of ownership of some facilities and decentralization of scheduling decisions for university facilities. As a result, individuals and groups, inside and outside the university, have no single, clearly identified source for information about facilities scheduling and use. There is a clear need for centralized university scheduling and a functional events planning office.

Action Item 79 (Centralized facilities scheduling.). The Vice Presidents of Administration and Budget and Planning will lead an institutional task force, to include representation from Academic Affairs, Student Affairs, Information Technology, and Intercollegiate Athletics, to design a centralized university scheduling process. Recommendations should address where to locate control of centralized scheduling, the software and support needed for effective centralized scheduling, and ways to implement centralized scheduling and a functional events planning office.

Equipment

APII addresses the need for coordinated service in the provision of basic audiovisual and sound equipment. It notes that the status quo of irregularly distributed services provided by individual units at their own cost of purchase and maintenance is untenable. APII further notes that the choice facing the university is one of either a decentralized system that places budgetary and support responsibilities on individual units or a centralized system that provides and maintains basic instructional equipment university-wide. Well-coordinated services and evenly distributed equipment will make it easier for instructors to locate and access these basic resources. This issue, which was identified in APII as Action Item 103, has been addressed by a task force, and is being studied by a committee composed of the Facilities Planning Office, the classroom coordinator, the Office of Academic Affairs and the Division of Information Technology.

Action Item 80 (Audiovisual equipment and instructional technology.). Budget and Planning, through Facilities Planning, will take the lead in implementing recommendations for audio-visual standards being developed in conjunction with the Classroom Building renovation and the needs of other university classrooms.

APII notes that access to information increasingly will become more important than ownership of information, whether that information is contained in databases, serials and monographs, on microfilm or microfiche, on the Laramie campus or elsewhere. With the recognition that access requires more sophisticated levels of information and electronic literacy, APII suggests a greater level of collaboration between UW Libraries and other institutions.

Action Item 81 (Digital archiving of scholarly work.). Information Technology, in collaboration with the American Heritage Center, the UW Libraries, and other university units, will develop digital storage and archiving standards.

VIII: Institutional Issues: Outreach, Extension and Community Service

APII notes that inherent in UW's land-grant mission is a responsibility to serve the larger community, involving learning in the broadest sense whether led by the Outreach School, the Cooperative Extension Service, or other units within the university. Common challenges identified by APII include organizing and delivering appropriate and effective programming and service; identifying appropriate fiscal and reward structures; assessing the effectiveness of current services; and responding to new and evolving demands.

Some support service action items developed by the Division of Information Technology and by the Division of Student Affairs suggest including within this plan support for outreach; evaluation of the delivery of registration and advising and other services for off-campus students; and establishment of off-campus degree program target enrollments.

It should be noted that this institutional issue in large measure subsumes the original university-level planning theme of “UW Across Wyoming.”

As noted in APII, with support from the central university and academic colleges, the Outreach School has helped overcome many barriers faced by site-bound and nontraditional students, leading to increasing demand for outreach instruction, at least in the near-term. This observation is particularly important in planning for online courses. APII suggests that systematic accommodation of this trend will require sustainable links between the budget for outreach instruction and the budget for central position management, as well as appropriate management agreements between the Outreach School and academic colleges.

Action item 82 (Permanent support for faculty outreach positions.). Institutional Advancement will work with the dean of the Outreach School to increase funding for permanent faculty outreach position to address target areas developed by Academic Affairs and the President.

Facilities

The shift in the demographics of UW’s student population has produced an increasing demand for learning opportunities off the Laramie campus. This shift has produced new technology usage patterns, which have implications for the institution’s technology infrastructure and delivery. Delivering and supporting technology services such as streaming video, audio and video conferencing, and Internet-based classes (as well as hybrid online technologies combining these various delivery services) to a growing number of distance learning students becomes more complex as an increasing number and variety of academic degrees and certificate programs are offered. The need to provide academic support for distance learners, such as student services and library resources, also has increased the demand for technological support.

Action Item 83 (Support to outreach.). Information Technology, in collaboration with Academic Affairs, the state of Wyoming, and others as appropriate, will extend technology services to support UW students regardless of their physical location.

Services

UW is experiencing its largest enrollment growth from distance education students. Growth in academic programs and courses should be accompanied by growth and sophistication in student support services, emulating to the degree possible the services available to students enrolled on the Laramie campus.

Action Item 84 (Support services for off-campus students.). Student Affairs, in collaboration with divisions across the university, will enhance support services, including registration and advising, for off-campus students.

IX: Institutional Issues: Enrollment Management

APII notes that UW has made laudable progress in enrollment management since 1999, with the creation of an Enrollment Management Council, increasingly sophisticated recruitment, and better coordination between the Division of Student Affairs and the Office of Academic Affairs helping to reverse the trend of declining enrollment. Nevertheless, APII calls for refined recruiting and enrollment targets, better management of the budgetary implications of enrollment increases, and sound strategies for student retention.

A review of support service action items developed by the Division of Student Affairs leads to the clustering of action items that address recruitment and retention.

Recruitment and Retention

To compete with comparable universities that recruit in Wyoming and the region, UW likely will need additional resources to maintain and expand student enrollment and build the pipeline of students attending UW. Although the admissions budget was increased in FY 2000, marketing resources should grow to maintain and expand current efforts to attract undergraduate and graduate students. As noted in APII, UW also needs to review resources to recruit graduate students and expand graduate stipends.

Action Item 85 (Increase college-going rate among Wyoming high school graduates.). Student Affairs, in collaboration with divisions across the university, will coordinate a variety of recruitment and assessment strategies and tactics intended to increase the college-going rate among Wyoming high school graduates. Specific recruitment initiatives to accomplish this action item include:

Reviewing and revising UW enrollment policies and models that impact students at all stages of their enrollment.

Defining UW undergraduate enrollment goals, including enrollments by academic class, residency status, ethnicity, and gender.

Implementing the Hathaway Scholarship Program (see IV: Institutional Issues: Diversity, Internationalization, and Access.)

Involving constituencies statewide in the recruitment of Wyoming residents.

Using WyoWeb to increase student recruitment and retention.

It is also helpful to understand the types of the pre-college experiences that lead to student success at the University of Wyoming. This helps UW identify the types of support systems, programs, and services that need to be emphasized or developed to assist students in their successful transition to college. This type of information would also be of benefit to parents and potential students as they prepare for admission to UW.

Action Item 86 (Profiling pre-college experiences.). Student Affairs will develop a profile of new students –Freshman and transfers—on major indices such as number/type of classes, hours employed and level/type of involvement, etc. to better understand student experiences that lead to success at UW.

During the past five years, UW has significantly increased enrollment of nonresident undergraduates. APII challenges us to identify recruitment strategies to promote diversity, internationalize the student population and attract nonresident students from Wyoming's bordering states. As Wyoming high school graduates decline, it is increasingly important to expand regional recruiting efforts into Colorado, Nebraska, South Dakota and Montana. UW has a unique opportunity to expand enrollments among Colorado residents given Colorado's growing college-age population, inability to accommodate more students in postsecondary schools, and state higher education funding issues. Additional investments in this and other regional markets will maintain and/or expand UW's successes in the Denver market made during the past five years. The expansion of recruiting efforts to states beyond those that border Wyoming also is important. With projected population growths and out-migration rates of college-bound students in other WICHE states, UW should expand its recruitment programs and services to fruitful secondary markets such as Washington, Oregon, Alaska, and Illinois.

More challenging is increasing the national recognition of UW and its programs. UW has not developed the same level of national recognition as some of our competitor doctoral extensive institutions in this region. Our marketing and branding efforts have increased awareness in the region and must now extend to the nation. Also, UW must enhance and target its efforts to attract ethnically diverse students from across the region and nation; the development of diverse alumni constituencies will be needed to assist these efforts.

Institutional articulation agreements with higher education institutions in other countries including India, China, Japan, and Korea are an emerging approach to increasing internationalization of the UW community. Opening the ELS Language Center on the Laramie campus in 2004 helped bolster UW's connections with students from a number of other countries.

Action Item 87 (Expand recruitment of students outside Wyoming.). Student Affairs, in collaboration with divisions across the university, will expand the recruitment of prospective students in targeted markets outside of Wyoming and increase UW's regional, national and international recognition as a university of choice. Specific recruitment initiatives to accomplish this action item include:

Reviewing undergraduate admission categories and retention rates in relation to branding and marketing UW.

Developing and implementing articulation agreements with community colleges in bordering states and with international universities.

An area of critical interest to students and their families, and one by which many students measure their ultimate success in college, is employment or professional/graduate school admission at the end of their academic career. However, annual satisfaction surveys indicate that UW students desire more assistance in identifying future job opportunities and preparing them for the world of work. While UW does not offer career “placement” per se, the Center for advising and Career Services (CACS) has a core function career development and placement assistance. Efforts will be made to expand and enhance programs and services already in place in order to bolster student success in these areas.

Action Item 88 (Enhance career development services and programs.). Student Affairs, in collaboration with academic colleges, will enhance UW’s career development services and programs to assist UW students in selecting a career of choice and identifying employment opportunities after graduations. This will be accomplished through:

Promoting career exploration programs including career mentoring/shadowing opportunities.

Expanding internship and co-op opportunities for UW students.

Designing and implementing career programming tailored for freshmen, sophomores, non traditional students, etc. in line with best practices.

Increasing employer use of CACS by promoting and partnering with industry associations, the Wyoming Business Council, National Ambassadors, and UW alumni.

Expanding the “Career Preparation/Placement” course currently offered in the College of Business to the College of Arts and Sciences.