

General Information for *University of Wyoming FY 2015 Annual Report*

(July 1, 2014 - June 30, 2015)

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Other Locations

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

Year Established

1886

Statutory References

Wyoming Constitution (1890) Article 7, Section 1, Sections 15 through 17 and Section 23; W.S. 9-2-118; W.S. 9-2-123; W.S. 9-4-719; W.S. 9-4-1003; W.S. 19-14-106; W.S. 21-7-601; W.S. 21-16-201 and 21-16-202; W.S. 21-16-501 through 21-16-505; W.S. 21-16-901 through 21-16-904; W.S. 21-16-1001 through 21-16-1003; W.S. 21-16-1201 through 21-16-1204; W.S. 21-16-1301 through 21-16-1310; W.S. 21-16-1401 through 21-16-1403; W.S. 21-16-1501; W.S. 21-16-1601 through 21-16-1603; W.S. 21-17-101 through 21-17-450; W.S. 21-19-101 through 21-19-106; W.S. 41-2-125

Number of Authorized Personnel

Does not apply.

Organization Structure

Board of Trustees, President's Office, Athletics, Academic Affairs, Administration, Governmental and Community Affairs, General Counsel, Information Technology, Institutional Advancement, Research & Economic Development and Student Affairs (see chart for details).

Clients Served

Enrolled undergraduate, graduate and non-degree students, continuing education participants, high school students, alumni, business assistance clients, community assistance clients, clients requesting information, agricultural assistance clients, research clients, health care patients, cultural programs patrons, athletics fans, public radio listeners and donors, and other Wyoming citizens.

Budget Information Fiscal Year 2015 (authorized by the Board of Trustees)

Total Revenue / Sources - FY 2015	
General Fund	213,735,253
UW Income Fund	60,518,627
Athletics (Augmenting Revenue)	2,379,045
Sales & Services	4,570,805
Federal Mineral Royalties	13,365,000
Fed. Funds -- Ag. Coll. Research	1,350,000
Fed. Funds -- Ag. Coll. Extension	1,107,809
Land Income Fund -- University	682,000
Land Income Fund -- Ag. College	460,000
Foundation and Gifts	35,225,910
Clinic Income	5,343,031
Grants and Contracts -- Fed. Funds AML through DEQ	-
Grants and Contracts -- Other Federal Funds	83,573,471
Grants and Contracts -- State Funds	12,000,000
Grants and Contracts -- Other Funds	5,416,895
Auxiliary, Enterprise and Other University Funds	89,009,933
Other Government Agency Funds	-
Total	528,737,779
Total Expenditures / Uses - FY 2015	
Full-time Personal Services (1000)	180,084,188
Overtime (1100)	89,298
Part-time Personal Services (1200)	26,452,658
Graduate Assistant (1400)	14,194,225
Employer Paid Benefits (1900)	81,684,989
Total Personnel Services	302,505,357
Support Services (2000)	142,913,972
Grant & Aid Payment (6000)	53,366,156
Non-op. Expenditure (8000)	24,116,251
Total	522,901,737

Mission and Philosophy

The University of Wyoming (UW) aspires to be one of the nation's finest public land-grant research universities. It serves 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 its primary mission to promote learning, the university seeks to provide academic and co-curricular opportunities that will:

- Expose students to the frontiers of scholarship and creative activity and the complexities of an interdependent world;
- Ensure individual interactions among students, faculty, and staff;

- Nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and
- Promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the university community.

As Wyoming's only public university, UW is committed to outreach and service that extends its human talent and technological capacity to serve the people in the communities, the state, the nation, and the world. The primary vehicles for identifying the specific actions and resource allocations needed to achieve this complex mission are the university's strategic plans, revised periodically.

Results of Outcomes

The University of Wyoming FY 2015 Annual Report submission includes information about the University of Wyoming and the Medical Education program. Additional information about the university is available in the UW Dashboard, which can be found at: <http://www.uwyo.edu/dashboard/>.

Adopted in May 2009 by the Board of Trustees, the university's institutional plan (University Plan 3, or UP3) served as the guiding strategic plan for the period 2009-2014. Six areas of distinction were initially identified in the first UW academic plan (1999-2003) and the same thrusts for distinction were reinforced, refined and advanced during the second academic plan (2004-2009) and then during UP3. The plan guided the allocation of the university's resources in periods of both budget growth and budget reduction. The discussion that follows in this report is based on UP3.

As of July 2013, UW entered the final year of UP3, and planning for University Plan 4 (UP4) is nearing completion. At President McGinity's direction, all units, departments, colleges and divisions across campus engaged in various planning activities and meetings, including development of draft academic and administrative unit plans. Feedback was obtained from the Board of Trustees, the university's faculty, staff, administrators, and students. The final draft of the new strategic plan (UP4) is currently in progress and will be available early in FY 2016.

Accomplishing University Plan 3

UW systematically reviewed and reported progress annually on the University Plan (UP3). Each year's "report card" was distributed widely and posted on the Academic Affairs website at: <http://www.uwyo.edu/acadaffairs/plans/09-14/>. UP3 was built around five planning motifs, which provided structure and focus for the university's goals and specific action items:

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

FY 2014 was the final year of UP3. Many of the action items in UP3 were completed ahead of schedule, such that only nine action items remained at the beginning of FY 2014. At the conclusion of the plan, all of these remaining action items could be categorized as completed, progress made or no longer applicable.

GOAL 1: BUILDING DEPTH

UW has many academically distinguished programs. Few, however, enjoy the faculty depth, numbers of graduate assistantships, or other resources to which they aspire. Planning is a vehicle by which the university can build genuine depth in elements of its mission where it has struggled to do so for decades.

GOAL 2: REINFORCING AND REFINING AREAS OF DISTINCTION

Adopted in May 2009 by the Board of Trustees after more than a year of effort, including substantial public input, UP3 served as the guiding strategic plan for the period 2009-2014. Six areas of distinction were initially identified in the first UW academic plan (1999-2003) and the same thrusts for distinction were reinforced, refined and advanced during the second academic plan (2004-2009) and then during UP3. In alphabetical order, the areas of distinction are as follows: (1) critical areas of science and technology; (2) cultural assets, arts, and humanities; (3) environment and natural resources; (4) history and culture of the Rocky Mountain region; (5) life sciences; and (6) professions critical to the state and region.

These areas are far from arbitrary. They are arguably the areas that Wyoming must cultivate to build enduring communities and a vibrant economy. Wyoming and the region will be richer environments for personal growth, economic development, cultural depth, and intellectual leadership if UW adheres to a stable, relevant, carefully crafted set of academic directions that involve all of its colleges and that enjoy national and international recognition.

Private gifts, the state's financial support, the other university funds and specific actions identified in the UP3 are directed to strengthen the university in identified areas. During FY 2015, nearly 23,000 University of Wyoming alumni and friends contributed over \$35 million in annual fund and gifts/pledges. In addition contributions to the University of Wyoming included \$3.6 million in in-kind gifts, over \$3 million in realized estate giving, and \$4.4 million in unrealized planned gifts for a preliminary total of \$46 million.

Accreditation

UW is fully accredited by the Higher Learning Commission through 2019. Of the University of Wyoming colleges and programs for which accreditation is sought from national accrediting bodies, 100 percent hold current accreditation. The colleges of Business, Education, and Law have college-specific accreditation. In contrast, Arts and Sciences, Agriculture and Natural Resources, Engineering and Applied Science, and Health Sciences are not reviewed for accreditation at the college level. Program-specific accreditation is currently in place for numerous individual programs, including dietetics, rangeland ecology and watershed management, the Wyoming State Veterinary Laboratory, chemistry, music education, clinical psychology, counselor education, architectural engineering, chemical engineering, civil engineering, computer engineering, computer sciences, electrical engineering, energy systems engineering, mechanical engineering, petroleum engineering, dental hygiene, family practice programs in Casper and Cheyenne, nursing, pharmacy, kinesiology and health, communication disorders (speech pathology), and the social work bachelor's and master's programs. In addition, the Student Health Service is accredited by the Accreditation Association for Ambulatory Health Care, Inc.

Licensure Examination Pass Rates/Scores

Another gauge of programmatic quality relative to external measures is the comparison of pass rates/scores on licensure examinations for programs in which such examinations are available and administered. In 2014-2015, twelve programs at UW had examinations with national comparisons. For these programs, eight had pass rates or scores greater than or equal to the national averages for the examination. (Some of the comparator scores are not available for one or two years after the examinations are taken. The engineering and business examinations are given two times each year.) Results for students in UW programs compared with national average percentages or actual scores are as follows:

- Business students' major field test (spring 2015), 166 mean score compared with 151 mean nationally.
- Examination for Registered Dietitians (calendar year 2014) one hundred percent passed compared to eighty-five percent nationally.
- Counselor education students (academic year 2013), 118 average score compared with 96 nationally.
- Engineering students (academic year 2014), seventy-five percent passed compared with seventy-six percent nationally.
- Family medicine residency students in both Casper (calendar year 2015) and Cheyenne was one hundred percent compared with ninety-two percent nationally (first time test takers).
- Nursing students (academic year 2014), in the accelerated program exam scored eighty percent compared with eighty-four percent nationally and in the Nursing BSN program exam sixty-seven percent compared with eighty-four percent nationally.
- Pharmacy students at UW (calendar year 2014) scored one-hundred percent compared with ninety-five percent nationally on the NAPLEX exam and 96.4% on the MPJE exam (pharmacy law) compared with ninety-five percent nationally.
- Speech-language pathology students (academic year 2014-15) scored one hundred percent compared with ninety-three percent nationally.
- Dental Hygiene students (calendar year 2014) scored ninety percent compared with ninety-five percent nationally.

GOAL 3: PROMOTING ACCESS TO HIGHER EDUCATION

As a public land-grant institution, the university has an historic commitment to access to higher education. Wyoming

is a national leader in this arena primarily due to the ground-breaking Hathaway scholarship program, a tradition of cooperation among the university and Wyoming community colleges, and high levels of state support for higher education which keep tuition and fees among the lowest in the nation in comparison to other public doctoral-granting universities.

In November 2014, the Board of Trustees adopted a new tuition policy to help bring transparency and some predictability for students and their parents to plan for tuition increases. In general, each year the administration will bring forward a 4% tuition policy for consideration by the Board and associated tuition revenue will be used for salaries, academic unit support budgets, and libraries and IT costs. The policy does not bind the administration or the Board to a certain action, but provides for a starting point for the Board's deliberations. The new policy is subject to review no later than November 2018.

Whereas access traditionally refers to UW's commitment to serve learners throughout Wyoming and beyond, it also implies a responsibility to guide and challenge students intellectually and to hold UW accountable for how well they learn. Access is a multidimensional goal. It includes cost of attendance, education throughout Wyoming, student preparation and success, internationalization, and diversity.

Attendance

The State of Wyoming's Hathaway scholarship program represents a remarkable policy achievement in lowering the cost barrier to a college education, but it does not eliminate that barrier for all students. UW has considerable resources, in the form of publicly and privately funded scholarships, with which to complement the Hathaway program.

The following data gives a snapshot of enrollment statistics over the last year:

- **Total student enrollments** (end of the fall semester) - Total fall 2014 semester headcounts, including professional development, outreach and online students, was 13,551.
- **New-student enrollments** (first-time freshmen and transfers) - 2,620.
- **Minority and international student enrollments** - 17 percent of student enrollment.
- **Third-semester retention rate** - The third-semester retention rate for the freshman cohort entering in the fall of 2013 and returning in fall of 2014 was 75.4 percent. (Standardized retention data are always delayed one year.)
- **Six-year graduation rate** - The six-year graduation rate for first-time, full-time freshmen matriculating in the fall of 2008 and graduating by the summer of 2014 was 54 percent.
- **Six-year graduation rate for student-athletes** - The six-year graduation rate for student athletes (entering in fall 2008 and graduating by the summer of 2014) was 58.7 percent compared to the overall student body, 54.0 percent.

The Wyoming College Advising Corps (WyCAC) places recent college graduates in Wyoming high schools to provide a variety of college preparatory advising and programming intended to increase college aspirations and to promote a college-going culture in host schools. WyCAC held its inaugural College Application Events in Kemmerer, Evanston, Powell, Rawlins, Sheridan, Cheyenne East, and Riverton high schools, as well as the Shoshone Learning Center in Powell. Presentations to juniors, seniors and parents and families included the benefits of earning a post-secondary degree, picking the right college, the costs of college, and how to pay for college. Nearly 400 students participated and the events resulted in 276 applications submitted to post-secondary institutions. In addition, the Wyoming Transfer Advance program provides automatic admission to Wyoming Community College students and provides academic advising, financial aid counseling and helps answer questions for students who are currently at a Wyoming community college and plan to transfer to UW.

Success in bringing students to UW is only meaningful if the university retains students who earn a degree. Annually, the Summit "Cowboy Connect" Transition Program is held in August to assist new students, through programming, with the transition to college life. Transfer/non-traditional students and veterans are also encouraged to participate in events designed specifically for their needs.

Synergy, a UW learning community for conditionally admitted students, has been expanded into two programs. Students are able to use an on-line selection process to make a decision between the two programs to enable them to

choose the program that is best suited to their academic needs. Synergy requires intensive and highly coordinated academic work for students conditionally admitted to UW because of gaps in their high school preparation. Approximately 300 students participated in the Synergy program in FY 2015.

Education throughout Wyoming

UW's land-grant mission carries with it a responsibility to serve the larger community. As a result, UW's infrastructure extends far beyond the UW-Laramie campus and planning for that infrastructure must be statewide in scope. UW's statewide commitment is carried out through the Outreach School, University of Wyoming Extension, Student Educational Opportunity, and the economic development units of the Office of Research and Economic Development (e.g., Wyoming Small Business Development Centers and Manufacturing Works). UW has facilities projects statewide. Among the newer facilities, construction of the joint facility to be shared by the University of Wyoming and Casper College was completed in January 2014. This building serves both schools' goals to continue to provide quality higher education opportunities to students in Wyoming. The facility houses the Casper College student union and provides a technology-rich learning environment for UW undergraduate and graduate students in Casper. UW will also occupy space in a new facility in Cheyenne currently being planned by LCCC.

Similar to institutions nationwide, UW delivers a large portion of its curriculum to students statewide through distance technologies. These students are served through the university's Outreach School. In FY 2015, 22 percent of UW's approximately thirteen thousand five hundred students were enrolled through Outreach. In addition, multi-institution and multi-state collaborations for delivery of distance-delivered courses are becoming critically important for broadening and deepening course and degree options.

Since 1914, UW Extension has helped Wyoming citizens and communities respond to challenges and changes, with offices in each of the state's 23 counties and the Wind River Indian Reservation. Although its roots are in agriculture, UW Extension has broadened its educational mission to encompass many of the contemporary challenges facing Wyoming's people and its rural communities. For federal fiscal year ending September 30, 2014, UW Extension had total direct contacts of 358,097. These contacts can be disaggregated into 281,230 contacts in Wyoming counties and 76,867 contacts statewide, in multiple states, nationally and internationally. Total direct contact numbers include all Cooperative Extension Initiative Program areas including educational efforts in horticulture, cent\$ible nutrition, community development, 4-H/youth development, nutrition and food safety, range management, and profitable and sustainable agriculture systems.

Wyoming Public Media (WPM) extends UW Outreach School's service statewide and globally with four channels and streams, Wyoming Public Radio, Classical Wyoming Radio, Jazz, Wyoming Radio, and <http://wyomingpublicmedia.org/> WPM provides radio signal to over 90 percent of Wyoming and penetrates into contiguous states. Over 58,000 Wyoming residents listen to WPM's radio broadcasts (5 year rolling average). The online service generates close to 29,000 visits monthly, many from national and international locations. WPM's programming provides life-long learning through media with news, public affairs and cultural content from national and local sources. WPM's nationally recognized News Department is the recipient of a variety of grants and awards, including three prestigious Edward R. Murrow awards for News Excellence. Wyoming Public Media is the sole radio source for National Public Radio (NPR) programs in Wyoming.

Enhancing Student Preparation

Access without a reasonable chance at success is a hollow benefit. UW must work across the spectrum of Wyoming's educational system to ensure that students enter college with the right preparation, begin their college careers with the right courses, and have access to the right tools and resources to succeed.

In FY 2015, UW accelerated work with Wyoming community colleges to enhance student preparation, particularly in developing program-level articulation agreements (2+2 plans) to help make transfer simpler for students. As part of this effort, UW has also developed four-year degree plans in all undergraduate academic programs that can be easily accessed by prospective students and their families.

Enhancing Student Success

Owing to its size and culture, UW is fertile ground for the adoption of measures that can enhance students' learning environment beyond the traditional classroom, laboratory, and studio activities. The University of Wyoming conducts

three broad-based surveys focusing on student satisfaction on a biennial basis. The Noel-Levitz (NL) Student Satisfaction Inventory is administered to roughly half the student sample, while another one-half completes the ACT Student Opinion Survey. A third survey, the University of Wyoming Student Opinion Survey (UWSOS), composed of items developed largely by Student Affairs and Academic Affairs, is administered to the entire student sample (approximately 1,500 respondents per survey year).

The 2014 report highlights include:

- University of Wyoming students remain very satisfied with their university experience. Fully ninety-four percent are pleased with their education at UW. (UWSOS)
- UW students rate campus safety and security significantly higher than their counterparts at other public universities. Only five percent expressed dissatisfaction with campus safety. (NL)
- Satisfaction with the UW library continues to be high, with ninety-two percent indicating they are either satisfied or very satisfied with the library and less than one percent indicating dissatisfaction. (ACT)
- Computer facilities receive high marks too—eighty-one percent express satisfaction while only five percent express dissatisfaction. (ACT)
- The Wyoming Union had high rates of satisfaction with 83 percent satisfied or very satisfied. (ACT)
- The largest improvement since 1998 has been in student satisfaction with residence hall food service, followed by a strong improvement in weekend activities. (NL)
- Nearly three-quarters of UW students find tuition to be a “worthwhile” investment, while only eleven percent do not. (NL)
- Students are positive about athletic contributions to school spirit by a margin of fifty-seven percent positive to sixteen percent negative. (NL)
- UW students are considerably more likely to be involved in recreational or intramural programs than students at other public universities, and they are significantly more satisfied. (NL)

Internationalization

The UW community thinks of internationalization as a three-legged stool:

- Cultivate an environment that attracts international scholars and students. UW’s colleges routinely conduct faculty searches that are international in scope, and many departments recruit students from around the world.
- Enhance UW students’ global awareness through the curriculum.
- Expand opportunities for UW students to study abroad. In Academic Year 2013-14, over 400 UW undergraduate and graduate students studied, did research, or had an internship abroad. Over \$220,000 in scholarships were awarded by UW to support student experiences abroad last year.

In spring of 2013, UW completed a two-year invitation-only project, the American Council on Education (ACE) Internationalization Lab. The team from across UW met with faculty, students, staff, and communities around the state to gather data, assess the state of international education and research in Wyoming, and develop recommendations for action to bring internationalization efforts to the next level. The recommendations have guided strategic planning around global perspectives for the UW community, including:

- Strengthen support funding for faculty and staff development in international activities;
- Develop a UW English-language center; the UW English Language Center, UW ELC, has a new Director in place, and students will begin studying through the UW ELC beginning summer 2015.
- Explore opportunities for providing substantial critical language learning and augmenting language offerings;
- Sustain and expand outreach to Wyoming communities and enhanced commitments to P-16 partnerships in international education; and
- Develop global learning outcomes, including a Global Certificate Program that will integrate global perspectives on an ongoing basis into UW’s curriculum and co-curriculum activities. Development of the Certificate program is ongoing, with meetings held across the colleges to discuss appropriate curricula and requirements.

In FY 2015, UW hosted a variety of delegations from international partners, including Shanghai Normal University, Shanghai University, Beijing Foreign Studies University, and the Military Medical University (China), Saitama University and Kobe College (Japan), Saratov State University (Russia), Pforzheim University (Germany), and the Taipei Economic and Cultural Office and UK Consul General’s Office. In turn, UW sent delegations of faculty, students, and administrators to visit partners in the United Kingdom, Australia, Guatemala, India, Russia, Iceland, and

China, among others. UW also hosted its third Fulbright Russian International Education Administrators fellow, in partnership with the University of Indiana. One student from UW won a Fulbright Student Program award to do research in Nepal; another was awarded a National Security Education Program Boren Scholarship to study in Senegal. Three faculty were awarded Fulbright Scholar Awards to Ireland, Romania, and the Netherlands. UW also hosted several international dignitaries, including Russian chess champion and political activist Garry Kasparov, former US Ambassador Nicholas Platt, long-time United Nations diplomat Dr. Ahmed Rhazaoui of Morocco, and Tata Chemicals CEO Martin Keighley.

UW faculty led 32 international field courses around the world this past year, and international service learning projects were offered in Honduras, Germany and Poland, Costa Rica, Trinidad & Tobago, and Jamaica. UW's international student population topped an all-time high of over 850 students, hailing from over 90 countries around the world, and more than 100 international scholars. The student body elected the first international candidate to win the Associated Students of the University of Wyoming (ASUW) presidency who served during the 2014-2015 academic year. UW hosted nearly 200 students from around Wyoming for the second annual World Languages Day, and the UW MBA program sent its second-year students to Germany for one week of international business meetings for the fifth year in a row. Faculty from UW participated in international research collaborations, conferences, seminars, and symposia across the globe.

Diversity

Diversity is interwoven with UW's goals to prepare graduates to compete in a competitive global economy, provide academic excellence, and engage the state's stakeholders. UW must cultivate the diverse and heterogeneous society that graduates will find as they enter increasingly multicultural workplaces and communities. UW strives to maintain an inclusive environment for teaching and learning and provide access for those for whom opportunity may not come so easily: students of color, women in underrepresented fields, returning veterans, students of limited economic means, individuals who are LGBTQ, individuals with disabilities, adult learners, and students who have never dreamed of going to college. UW's highlights from last year include:

Preparing our Graduates: Enrollment of domestic minorities at UW increased to 11% in fall 2014. Multicultural Affairs (MA) provided diversity training for athletics, selected classes, student employees in the Dean of Students Office, and student organizations and partnered to bring Dr. Kersonya Whitehead's workshop on privilege to campus. MA provided funding for diversity-related student organizations to co-sponsor cultural programming for the campus community. MA also hosted a speaker series featuring the work of UW faculty and co-chaired the Martin Luther King, Jr. /Days of Dialogue event. The Multicultural Resource Center serves as a safe, student gathering space for diverse students on campus. Student government leaders and leaders in student organizations in 2014-15 were products of the Multicultural Student Leadership Initiative Program which prepares diverse student leaders. UW's multicultural graduation in the fall and spring highlights diverse graduates from both domestic and international backgrounds. The Science Math Teaching Center provided a summer internship program where four diverse students (two from rural parts of the state and graduates of Western Wyoming Community College and Central Wyoming College, respectively) and two from Morehouse University in Atlanta worked in summer camps at the School of Energy Resources, Teton Science Schools, and Starbase. The Women in Math Science & Engineering (WiMSE) prepared and supported over 80 undergraduate and graduate female students in STEM disciplines to graduate in their STEM fields. The Women's Leadership Program hosted its largest Women's Leadership Conference in fall 2014 with about 200 attendees learning about women's issues. The Rainbow Leadership Series prepared 18 students for leadership roles. TRiO and GEAR UP programs are federally funded outreach and student services programs designed to identify students from disadvantaged backgrounds and provide college access and success services to individuals and their families. Their success rates continue to improve access to education for their participants. The Office of Academic Affairs created the Underrepresented Domestic Minority (URDM) graduate assistantship program to prepare masters and doctoral level students in fields that are underrepresented for minorities and women this past year. Selections of graduate assistantships were made, and implementation work begins in fall 2015.

Academic Excellence: UW's African American & Diaspora Studies (AADS) is preparing to offer a BA undergraduate degree beginning in fall 2015. In addition, AADS faculty and students have conducted training in microaggressions for students, faculty, and staff at UW this past year, an outgrowth of AADS class projects. Several faculty and staff published articles/book chapters this year as a culmination of a Faculty of Color Writing Workshop. Latino/a Studies, in partnership with American Indian Studies, EPSCOR, Religious Studies, English, and Northern New Mexico College, inaugurated a course culminating in a Spirituality Week exchange for UW students including a pilgrimage

to Chimayo, New Mexico, participation in a sweat lodge, and workshops on indigeneity and ancient water systems which allowed students to experience the interconnectedness between indigenous and Latino communities.

Statewide Engagement of Stakeholders: UW's Human Resources Office (HR) successfully sponsored and implemented the first ever Ability Job Fair in Albany County in April 2015. The Fair afforded UW the opportunity to work with numerous agencies and make contacts with community members who are actively working to secure integrated employment for individuals with disabilities. The attendees of the job fair were able to network, meet local employers and explore job opportunities. This event reinforced the fact that UW is an equal opportunity employer, welcoming and supporting employees of all abilities. The job fair coincided with the creation of the Workforce Enrichment Initiative (SEE: <http://www.uwyo.edu/hr/diversity/workforce%20enrichment%20initiative.html>), encouraging UW hiring managers to reach out to community agencies who work with diverse populations when they have job opportunities.

HR also conducted training on working with veteran employees. UW's Veterans Services Center (VSC) held the first ever Wyoming Veterans Conference for UW, community colleges, and proprietary schools to receive training on veteran services and network on statewide issues in summer 2014 and then helped Northern Wyoming Community College at Gillette host a second conference in summer 2015. The VSC project, "She Served..." brought attention to the impact females have within the military and as role models in military families. Over 70 women who served or are serving in the Armed Forces had stories submitted by family or friends highlighting their service. The project was presented during UW's women's month activities and drew a crowd of over 100 spectators with four military women addressing the crowd.

University of Wyoming Athletics enjoyed one of its most successful seasons on and off the field of competition in the 2014-15 academic year. Leading the way was the Cowboy Basketball team that captured the 2015 Mountain West Conference Tournament Championship and earned an automatic berth to the 2015 NCAA Men's Basketball Tournament. Along the way, the Pokes posted a 25-10 record. Senior Larry Nance earned First Team All-Conference honors and was named the league's Co-Defensive Player of the Year. Junior Josh Adams was voted the Mountain West Tournament MVP for his outstanding play. Other teams that excelled during the past year included the women's soccer and women's tennis teams. Both squads advanced to the Mountain West Conference Championship Match for their respective sports. For soccer, it was only the second time in school history that a Cowgirl Soccer squad advanced to the conference championship match. For tennis, it marked the first time in school history. Both soccer head coach Pete Cuadrado and tennis head coach Dean Clower were voted Mountain West Coaches of the Year. Kaitlyn Lomsnes of Cowgirl Soccer earned Mountain West Freshman of the Year and Offensive Player of the Year honors. Wyoming Wrestling once again ranked among the Top 25 teams in the nation for the 2014-15 season, ending the regular season ranked Number 16 in the nation. The Pokes recorded big dual wins over Oklahoma, on the road, and at home over then Number 17 ranked Oregon State. Cowboy wrestling qualified six individuals for the 2015 NCAA National Championships.

In May, the NCAA released annual Division I Academic Progress Rate (APR) data, and eight of Wyoming's 17 NCAA-sanctioned athletic teams recorded their best scores since the NCAA began utilizing the APR as a measure of academic performance back in the 2003-04 academic year. The four-year averages released were based on two factors: the retention rate of scholarship student-athletes and the academic eligibility of scholarship student-athletes over the four-year period from 2010-11 through the 2013-14 academic years. Wyoming had two teams, men's golf and women's tennis, recording perfect scores of 1,000 for the four-year period. The other six UW teams that recorded their highest four-year average in the 10 years of the APR were: men's basketball with an APR of 951, football (960), men's swimming and diving (972), women's swimming and diving (983), women's indoor track and field (973) and women's outdoor track and field (975).

University of Wyoming student-athletes concluded the 2015 spring semester with a total of 233 UW student-athletes achieving a spring semester grade point average of 3.00 or better, while 131 of those individuals achieved a 3.50 or greater semester GPA and 43 posted perfect 4.00 GPAs for the spring semester. There were 370 student-athletes on UW rosters during the 2014-15 academic year. The 233 who earned 3.00 or higher GPA's for the spring semester equates to 63.0 percent of the total student-athlete population at UW this past year. All of Wyoming's athletic teams had representatives on the list of individuals achieving a 3.00 or better semester GPA. A total of 10 different sports were represented on the list of individuals who had a 4.00 GPA. The 233 student-athletes are pursuing degrees in 63 different majors.

GOAL 4: FOSTERING EXCELLENCE

Many of UW's best opportunities to foster excellence reside in six areas of distinction. Focusing on areas of inquiry relevant to the state and region not only connects the university to its most important constituencies, but it also highlights Wyoming's role as a natural laboratory in which to explore many of the most pressing issues confronting the broader world. Other opportunities reside in the institution's responsibility to build excellence in human capital and facilities.

Areas of Distinction: Critical Areas of Science and Technology

Although UW has experts in a wide array of scientific and technological fields, three fields warrant special strategic emphasis:

- Computational science and engineering
- Earth and energy science and technology
- Water resources

Two other fields of science and technology, specifically environment and natural resources and life sciences, are separate areas of distinction discussed later.

UW's partnership with the National Center for Atmospheric Research (NCAR) created an opportunity for innovative initiatives. The Wyoming portion of NCAR Wyoming Super Computer (NYSC) computational resources allows scientists to address challenging science problems in the atmospheric and related sciences requiring capability computing, contribute to cross-disciplinary research in the geosciences and Earth System sciences, and help attain the goals of fostering substantive scientific and computational collaborations between UW and NCAR, EPSCoR state, or front-range researchers. The computer resources are available for both peer-reviewed researchers with NSF or other federal grants and UW graduate students and post-doctoral faculty working on future grant proposals. In addition, allocations may be given to support faculty's integration of high performance computing in their undergraduate and graduate courses. Resources may also be made available to a small number of projects funded by other government agencies or by the private sector.

The NCAR Wyoming Supercomputing Center (NWSC) represents collaboration between NCAR and the University of Wyoming, and through the Wyoming-NCAR Alliance (WNA) about 75 million core-hours per year is reserved for Wyoming-led projects in the atmospheric, earth system, geological and related sciences. Large allocations of capacity are overseen by the WNA Resource Advisory Panel (WRAP), a University of Wyoming-managed process. Among the universities that use NWSC, UW ranks first in the number of active projects, ahead of the University of Washington; first in total allocations, ahead of the Center for Ocean, Land and Atmospheric Studies (COLA); first in total users, ahead of University of Michigan and second in total usage, behind COLA, but ahead of University of Michigan and Cornell.

In February 2015, five Wyoming projects with applications to Wyoming issues - including water storage, snowpack accumulation, and wind turbine efficiency - were chosen to receive computational time and storage space on the supercomputer in Cheyenne. Each project was critically reviewed by an external panel of experts and evaluated on the experimental design, computational effectiveness, efficiency of resource use, and broader impacts of strengthening UW's research capacity, enhancing UW's computational programs, or involving research in a new or emerging field.

The Quaternary Period of Earth's geologic history spans the last 2.6 million years, and contains repeated climate changes (ice ages), large changes in the chemistry of Earth's atmosphere, massive extinctions and other evolutionary and ecological changes, the evolution of modern humans, and the emergence of civilization. These climatic, hydrologic, soils, landscape, ecological, evolutionary, and cultural changes offer a rich set of case studies that apply to many topics from Earth system science to natural resource management and economics. The Roy J. Shlemon Center is a cross-disciplinary intellectual community focused on using the rich geological, fossil and archeological record of the Quaternary Period to learn about how the Earth's environment changes and how such changes affect natural resources, such as water and forests, and societies. Few institutions have equal depth and excellence in this area. The current consortium of more than 20 faculty with Quaternary interest spans at least five departments (Anthropology, Botany, Geography, Geology and Geophysics, and Renewable Resources).

Energy-related teaching and research at UW continues to grow, and in the nine years since the University of Wyoming, School of Energy Resources (SER) was created, a great deal has been achieved. The academic program thrives even while the energy industry continues to be stressed. Student enrollment in SER academic programs is growing, and graduates are quickly employed upon graduation, many into enviable well-paying jobs. Enrollment for the Energy Resource Management and Development program reached an all-time high of 96 students enrolled in Fall 2014. Interest also continues in the energy MBA programs offered by the UW College of Business.

In FY15, UW joined the Center for Advanced Energy Studies, (CAES), a collaborative energy-focused organization composed of the University of Idaho, Idaho State University, Boise State University, and the DOE Idaho National Lab. This collaboration will leverage available expertise and resources and enhance UW's capability in the energy sector.

The Centers of Excellence (Centers) continued to conduct sophisticated applied research and analyses with their respective and often cross-cutting disciplines, while seeking funding to attain self-sufficiency. During the year, seven Centers were active. Three of the Centers have new directors - the Carbon Management Institute, the Center for Energy Economics and Public Policy, and the Enhanced Oil Recovery Institute. A new position, Deputy Director for Emerging Projects and Technology, has been appointed and will immediately focus on a new carbon engineering initiative, which will seek to develop new opportunities for coal utilization. The Shell 3-D Visualization laboratory is expanding its client base, engaging with entities throughout the UW campus.

SER's research program supports University of Wyoming faculty and students by assisting with leveraging external funds and providing the facilities and administration needed to conduct cutting edge energy research. In FY 2015, two SER Centers of Excellence released requests for proposals, funding 9 proposals and providing a total of \$820,000 to UW faculty and students. On behalf of the Energy Resources Council and the Advanced Conversion Technology Task Force, SER continues to administer several research programs and projects funded by the Wyoming State Legislature, including the Advanced Conversion Technologies (ACT) program, the In-Situ Recovery of Uranium (ISRU) research program, the Rare Earth Elements (REE) research program, and an Integrated Test Center (ITC) project. Of 47 projects funded for \$41 million through the ACT program, 41 have reached completion. The seven research projects funded through the ISRU program for \$1,405,408 have reached completion; all were presented at a UW research symposium held in April 2015.

The Energy Outreach Program, including social media coverage and direct contact with Wyoming students in grades kindergarten through 12, continues to reap reward. This effort includes hosted events, talks and discussions on topical issues with industry leaders and statesmen and continues to find new collaborations in which students and faculty can interact and engage. Many of these events are outward focused and also deeply connected regionally and internationally.

The Wyoming Governor's Energy, Engineering, STEM Integration Task Force (WGEESIT) and the university have been developing plans to raise the university's College of Engineering and Applied Science to the top quartile of engineering programs in the nation, in follow-up to the Task Force Report of 2012. The Task Force is composed of two legislative representatives as well as UW graduates who are some of the leading energy company executives in the nation. During the 2014 session, the Legislature appropriated \$8 million in operating funds to begin implementing a plan that will enhance the College of Engineering instruction and research that will eventually place the university in the top quartile of engineering degree programs in the nation. The university is also contributing funding for the initiative. The State of Wyoming has set aside funding to support construction of an Engineering Building renovation and expansion with a commitment from UW to raise additional funds from the private sector. During the 2014 budget session, the Legislature provided \$7.9 million for planning for this facility.

Additional planning for building construction as well as programmatic implementation are ongoing for this significant undertaking. Among the goals for this initiative: 1) Excellence in undergraduate education; 2) World-class research and graduate education; 3) Productive economic development for Wyoming through partnerships; and 4) science, technology, engineering and mathematics (STEM) education for both K-14 and UW students.

In FY 2014, initial work began on the UW Top-Tier Science Initiative, and planning for this initiative continued in FY 2015. The legislature challenged the university to achieve top-quartile science programs, with the overall goals of improving the prestige and quality of teaching and research in the sciences, enhancing employability of UW graduates

in the sciences, fostering opportunities for the creation of sustainable jobs in Wyoming and furthering economic development. In December 2014, the Wyoming Governor's UW Top-Tier Science Programs and Facilities Task Force released its report (available at <http://www.uwyo.edu/science-initiative/images/taskforce-report.pdf>). This report was developed with the collaboration of a Campus Leadership Team represented by leaders of the five core science programs: Botany, Chemistry, Molecular Biology, Physics and Astronomy, and Zoology and Physiology. The 2015 Wyoming legislature provided a one-time appropriation of \$750,000 for initial programmatic implementation of the UW Science Initiative along with \$3 million for Level II planning for facilities. In addition, the legislature appropriated \$30 million to begin setting aside a total of \$100 million for anticipated construction costs for Top-Tier Science Initiative facilities. Programmatic aspects of the Science Initiative began in FY 2015. During the spring of 2015, UW faculty, graduate students and undergraduate students visited several Wyoming communities to share the facility and programmatic plans for the Top-Tier Science Initiative. These visits included hands-on science activities at local middle or high schools, presentation and discussions to the local Rotary Club, and a time for informal discussions with the community. Visits were made to Gillette, Lander, Worland, Casper, Sheridan, Kemmerer, and Laramie. Additional visits will occur in the coming academic year. The initiative will continue on a larger scale in the next biennium.

Areas of Distinction: Cultural Assets, the Arts and Humanities

UW is Wyoming's hub for the fine and performing arts and creative endeavors in the humanities. Already home to the richest array of cultural assets in the state, UW enjoys a reputation in these areas that would be enviable even at larger, wealthier institutions. With award-winning academic programs in the studio and performing arts, a Masters of Fine Arts (MFA) program in creative writing, an art museum of increasing national prominence, and outstanding archives, the university has an impressive array of assets upon which to build a magnet environment for the arts and humanities.

During 2014-2015, the university's Eminent Writer in Residence was Bhanu Kapil. Bhanu Kapil teaches writing and thinking at Naropa University's Jack Kerouac School of Disembodied Poetics as well as Goddard College's low-residency MFA. Her works include *Schizophrene* and *Ban en Banieue*. Joy Williams continued as a part-time writer in residence. Funded by the Excellence in Higher Education Endowment established by the Wyoming State Legislature in 2006, the Eminent Writer in Residence Program invites "highly distinguished scholars and teachers" to spend time working with MFA students and the community during the semester. This senior faculty position is housed in the English Department's MFA in creative writing program.

UW also hosted seven visiting writers: Antonio Sacre, Julie Carr, Kent Nelson, Melanie Thon, Lance Olsen, Claudia Rankine, and Sonja Livingston. Antonio Sacre received the American Library Association's Notable Recipient Award, the Parent's Choice Gold and Silver awards and the National Association of Parenting Publications Gold Award. Julie Carr is an Assistant Professor of English at the University of Colorado, Boulder. Kent Nelson is the winner of the 2014 Drue Heinz Literature Prize. Melanie Thon received the Whiting Writers' Award, the Reading the West Book Award, and the Gina Berriault Award. Lance Olsen is a recipient of the Berlin Prize. Claudia Rankine received awards and fellowships from The Academy of American Poets, The Academy of Arts and Letters, the Lanan Foundation, Poets and Writers, and the National Endowment for the Arts. Sonja Livingston won an AWP Book Prize for Nonfiction, an Iowa Review Award, and an Arts and Letters Essay Prize.

During 2014-15, the university's Eminent Artists in residence in theater were three directors from "Actors from the London Stage". The "Actors from the London Stage" group consists of five British Shakespearean artists with connections to the Royal Shakespeare Company, the Royal National Theatre of Great Britain, and Shakespeare's Globe Theatre, among others.

The University of Wyoming Department of Art hosted several visiting artists, including Chuck Kelton (photography), Chris Dacre (multimedia), Catherine Chauvin (printmaking), Shane Weaver (ceramics), and Kathryn Spence (foundations), Jaimie Henthorn (photography), Mark Klett and Byron Wolfe (art history and photography), Chris Irick (metalsmithing), Hollis + Lana (Conor Hollis and Amorette Lana (painting/installation)), and Patrick Earle Hammie (painting/drawing).

In 2014-15 the Department of Music touring ensemble Opera in a Gym, presented a forty-minute opera composed, written, or adapted for young audiences to several Wyoming small rural schools in the hosting schools gyms. The Department also hosted two jazz musicians as part of the Jazz Festival. The musicians were Tierney Sutton and Lonnie

Smith. Sutton has received six Grammy nominations and has headlined in venues such as Carnegie Hall, the Kennedy Center, Jazz at Lincoln Center, and the Hollywood Bowl. Smith has been featured on more than 70 albums and has been inducted into the Buffalo Music Hall of Fame and also the Jazz Organ Fellowship's Hall of Fame.

The Department of Music also held the Boston Brass Summer intensive, a weeklong session featuring the world-renowned Boston Brass. The session was designed around performance and career development for brass players seeking advanced instruction of chamber music, audition preparation and guidance for those aspiring to a career in music performance. In addition, the Boston Brass performed in three concerts.

The University of Wyoming Collegiate Chorale collaborated with the Casper College Collegiate Chorale to present a concert "Shout and Give Glory" as part of the Department of Music's Premiere Ensemble Series. The concert was conducted by Zach Vreeman from Casper College and Nicole Lamartine from UW.

Areas of Distinction: Environment and Natural Resources

UW continued strengthening curricular connections among the Haub School of Environment and Natural Resources (ENR), the School of Energy Resources (SER), and the many academic units across the university that have depth in ENR-related disciplines.

The Wyoming Center for Environmental Hydrology and Geophysics (WyCEHG) was started in July 2012. The multidisciplinary center encompasses new physical and intellectual infrastructure that enables a comprehensive research program linking surface and subsurface watershed hydrology, geophysics, remote sensing, and computational modeling. The vision is for a center of excellence in environmental hydrology and geophysics that transforms science and watershed management in Wyoming by providing cutting-edge knowledge and tools to water resource managers and scientists in the public and private sectors. A grand challenge for water resources management is to optimize water allocation among stakeholders whose diverse needs range from watering crops to extracting fossil fuels, safeguarding drinking water, and delivering water to downstream communities. The Center publishes a newsletter which can be found at: <http://www.uwyo.edu/epscor/wycehg/newsletter-archive.html>.

The WyCEHG team acquired high resolution Light Detection And Ranging (LiDAR) data during several flights in southeastern Wyoming in fall 2014. The data is being used to construct terrain models and vegetation cover maps with higher resolution than previous data. The data will be used to better define watersheds, identify significant landscape features, and better understand geomorphic characteristics that were hard to distinguish with lower resolution data.

In fall 2014, Wyoming Geographic Information Science Center (WyGIS) launched the Wyoming Geospatial Hub (GeoHub), an internet-based technological infrastructure for discovering, accessing and sharing publicly available geospatial data created and maintained by various Wyoming organizations and groups including state, local and tribal governments, federal agencies and the private industry. According to the GeoHub website, the application "will reduce data redundancies, increase the sharing of data, and improve the coordination of policy initiatives across state agencies for the benefit of decision makers, business and industry, and the public at large." In fall 2014, WyGIS hosted its weekly Geospatial Seminar Series, featuring speakers from various departments across campus. During spring 2015, WyGIS jointly sponsored the Geography Brown Bag with the Department of Geography.

The Wyoming Conservation Corps (WCC) successfully completed its eighth year. The Corp partners with AmeriCorps to connect students to natural resource and environmental experiences while promoting leadership. WCC receives a federal AmeriCorps grant from the Corporation for National and Community Service through *Serve Wyoming*, the state commission of AmeriCorps. The program includes spring leadership training which includes technical, safety and outdoor living skills, National Days of Service on campus, and Wilderness First Responder certification. The summer field projects are located across Wyoming and are supported by several state agencies. Examples of field projects include new trails, wetlands restoration, and energy impact reduction. In spring 2015, WCC partnered with Laramie Rivers Conservation District to give elementary schools across Laramie the opportunity to garden. WCC helped build raised plant beds, which students used to plant vegetable gardens.

The Ruckelshaus Institute helped facilitate meetings of the Governor's Task Force on Forests. The Ruckelshaus Institute handled meeting logistics, developed agendas and organized information for effective use. The task force's final report was published in January 2015.

The Ruckelshaus Institute held the Wyoming Collaboration Workshop and Conference in Casper. The conference included a workshop on how collaborative problem solving can help organizations, companies, agencies, and communities. It also included keynote speakers and concurrent sessions on the theme of place-based collaboration, with an emphasis on using collaboration to address natural resource challenges related to forests, wildlife, and oil-and-gas development. In March 2015, the U.S. Forest Service engaged the Ruckelshaus Institute to conduct an assessment of prairie dog management on the Thunder Basin National Grassland.

As part of the Wyoming Open Spaces Initiative, the Ruckelshaus Institute published a study titled “Public Opinion on Natural Resource Conservation in Wyoming,” which provides results from a recent statewide poll of 500 likely voters on topics related to conservation and natural resources in the state. The poll showed “Wyoming voters viewed the loss of family farms and ranches, availability of water for farming and ranching, and the decline in numbers of big game animals as the top three most serious conservation issues facing the state.”

In FY 2015, the Haub School of Environment and Natural Resources received funding for the Knobloch Excellence Chair for Conservation Economics and Finance. The \$2 million endowment supports a professor to teach undergraduate courses that examine economics and finance for conservation and to conduct scholarly work in this field. Dr. Heidi Jo Albers was hired in fall 2014. As an economist with a natural science background, Dr. Albers’ research interests lie in two general areas: natural resource management in low-income countries with an emphasis on biodiversity conservation and poverty alleviation; and integrated bio-economic modeling of natural systems to generate spatially explicit management. Her work emphasizes the interactions between private and public resource managers in the provision of ecosystem services.

The Environment and Natural Resources Club hosted a Wilderness festival during FY 2015. The focus of the festival was on wilderness in Wyoming and the Rocky Mountains. The festival included film, music, a panel discussion, and an outdoor excursion.

UW’s Nordic ski team represented the United States at the World University Games in Strbske Pleso, Slovakia, and the team received a grant from the Haub School. The skiers used the trip as an opportunity to design an academic class, “Environmental Assessment of an international Athletic event”, which included readings, journal entries, and research, which athletes worked on between races. One group of students calculated the carbon footprint of their group’s travel to Slovakia and two week stay. Another group of students interviewed locals about the social aspect of the games and what effect it had on their lives. A third group of students measured the economic effect of the event of businesses, while a final group measured the accumulation of fluorocarbon on the snow from ski wax to assess possible environmental side effects. The team plans to prepare an article for possible publication.

Areas of Distinction: History and Culture of the Rocky Mountain Region

The American Heritage Center (AHC) is UW’s globally acclaimed manuscripts repository, rare book library, and official archives. Its collections, which document the Rocky Mountain West and select aspects of United States history, are used most intensively by UW undergraduates, but also by scholars from across the nation and around the world. AHC’s travel grants assist global scholars to visit Laramie for research, enhancing the reputation of UW as a center for study of Western history and culture.

The AHC continues to make original analog sources accessible to the world in the Internet through digitization. With the assistance of a grant from the Wyoming Cultural Trust Fund, AHC has begun a digitizing project titled “Wyoming Women Leading Change.” The project will digitize more than 600 files folders worth of material, including the complete collection of Edith K.O. Clark’s daily diaries from 1904 to 1936, detailing her life as a teacher, Wyoming Superintendent of Public Instruction, and homesteader. Also digitized will be correspondence and thirteen videocassette tapes and one 16mm motion picture film from the League of Women Voters of Wyoming, as well as files of Harriett Elizabeth Byrd, the state’s first black female legislator, and Sheila Arnold, a Wyoming state representative. In 2014-2015, nearly 24,000 patrons accessed the LUNA digital collection database of more than 100,000 primary sources on the AHC’s website.

During September, the AHC sponsored a symposium titled “Where Are We Now: Immigration Policy and Its Impact from a Wyoming and U.S. Perspective.” Former U.S. Senator Alan K. Simpson, co-author of the 1986 Immigration Reform and Control Act, began the conference with his past and present reflections on the myriad of issues involved with immigration policy. The symposium also featured a discussion about Wyoming’s immigration issues led by UW

College of Law Assistant Professor Suzie Pritchett and UW History Professor Phil Roberts. Jose Antonio Vargas, a Pulitzer Prize-winning journalist, who in 2011 publicly revealed his status as an undocumented immigrant, presented a talk titled “Define American.” A session focusing on national immigration issues featured *Washington Post* columnist Ruben Navarrette, Dan Stein, President of the Federation for American Immigration Reform (FAIR), and Jessica Vaughan of the Center for Immigration Studies. The conference concluded with closing remarks from UW Latina/o Studies Director Cecilia Aragon, UW Professor of Law Noah Novogrodsky, FAIR president Dan Stein, and Colorado State University Associate Professor in Ethnic Studies Maricela DeMirjyn.

The AHC continues to collect material related to the history of Wyoming. Recently various ranching collections, including the Willson Family Papers which document the history of a ranch near Manville, and the Robert S. Cox Papers were added. Cox was the owner for many years of the T Cross Ranch. The collections of the Wyoming County Commissioners Association and the Wyoming Geological Association were also added. Finally, the AHC added the papers of Finis Mitchell, a mountaineer, photographer, and expert on the Wind River Range to its collection.

The AHC co-sponsored the “Our Place in the West . . . Beyond: Wyoming at 125 and Preserve Wyoming 2015” conference which celebrated the 125 anniversary of Wyoming statehood. The conference was mainly sponsored by the Wyoming State Historical Society and other co-sponsors included the University Libraries, the Wyoming Humanities Council, and the Wyoming State Historic Preservation Office.

Wyoming History Day had another successful year with students from around the state participating in the competition. Two hundred and seventy students in grades six through twelve competed at the state contest held at the university. Superintendent of Public Instruction Jillian Balow presented the awards at the contest. Fifty-eight Wyoming students participated in the National History Day contest held in June at the University of Maryland, College Park. The AHC also continues to sponsor the “We the People” contest in Wyoming.

The Marian H. Rochelle Gateway Center opened in October 2014, and the AHC contributed to exhibits about the history of the university located in the McMurry Legacy Hall. The UW Foundation provided funding which allowed the AHC to hire an historian to research, write, and illustrate the exhibits. AHC faculty assisted with the research.

Areas of Distinction: Life Sciences

The Biodiversity Institute presented programs of indoor vertical dance with music from “Lights Along the Shore” at the Berry Center. The dancers performed on the two story rock wall, accompanied by Moldovan music. The Biodiversity Institute also continued its citizen science program with various projects such as “Monarchs and Milkweeds”, “Moose Day”, “the Rocky Mountain Amphibian Project”, and “Pollinators of Wyoming”.

The Berry Prairie was remodeled and completed in August 2014. The prairie is divided into three distinct planting zones: alpine (mountains), foothills, and plains/prairie. The new roof has 2 berms to add some height and interest, as well as a larger plant list that includes plants native within a 200 mile radius, rather than a 25 mile radius as before. In addition, the prairie has a new irrigation system to be pop-up smart-sprinklers that can gauge wind speed, recent rainfall, humidity, etc. and change their sprinkling accordingly.

The Biodiversity Institute held BioBlitz 2015 in Cody. The event was co-hosted by Audubon Rockies, The Nature Conservancy, and UW Biodiversity Institute. BioBlitz is a 24-hour event in which teams of scientists, teachers, volunteers, environmental educators, and community members join forces to find, identify, and learn about as many local plant, insect, and animal species as possible.

The UW Life Sciences Program hosted the Junior Science and Humanities Symposium (JSHS) for Wyoming and Eastern Colorado. JSHS is funded by the Army, Navy, and Air Force of the United States of America in order to encourage high school students, grades 9 through 12 to enter college level studies in science and engineering. JSHS gives high school students the opportunity to present their scientific research work in front of an audience in much the same way as they would at a professional science meeting.

Graduate Education

One of the characteristics of world-class research institutions is a commitment to excellence in graduate education — a commitment that builds upon and bolsters the commitment to outstanding baccalaureate education. Indeed, one of UW’s most important contributions to human capital development is the training of graduate students who contribute

to the nation's supply of scientists, engineers, scholars, business leaders, teachers, health care providers, policy makers, and lawyers. Excellence in graduate education requires sustained faculty attention, not only to the painstaking mentorship endemic to teaching and learning at this level, but also to the external research funding and the priorities for private philanthropy needed to support students during their graduate school years.

In FY 2015, UW continued its initiatives to enhance recruiting of graduate students and to improve the graduate education experience. In an effort to expand the diversity of its graduate student population, the Office of Academic Affairs requested proposals for graduate assistantships that could be awarded to underrepresented domestic minority students.

UW has continued to devise approaches to recruiting the best graduate students to the university by providing interested departments with funds to recruit. Those departments that are successful in using these funds to recruit students (that is, those departments that demonstrate positive outcomes) are provided more support for graduate assistant positions.

External awards – Part of the University of Wyoming's reputation hinges on the robustness of its research enterprise and graduate education. UW faculty members have continued to receive national recognition for their research accomplishments to make the university a research institution of international standing. In FY 2014, UW estimated external funding was \$82.0 million. The total average estimated research dollars per tenure-track faculty (excluding financial aid funding) was nearly \$103,000. Compilation of data for FY 2015 is in progress as of the date of preparation of this report.

Institutional awards – In FY 2014, the university received approximately \$68.1 million from federal sources. Direct student loans were approximately \$59.4 million. Compilation of data for FY 2015 is in progress as of the date of preparation of this report.

Technology transfer - The Research Product Center has continued to maintain the level of technology transfer in FY 2014, with 12 utility patent applications filed (US, foreign or PCT), 14 United States Patent and Technology Office patents issued, and 6 option agreements, assignments or license agreements (including patent licenses, software licenses or copyright licenses).

Building Excellence in Human Capital

The foundation of an excellent university is excellent people. Developing the talents of students, faculty, and staff requires a consistent, institution-wide culture that encourages lifelong learning and professional development among all employees.

Among its provisions, in Section 320 of House Bill 1 (Chapter 26), the 2014 Legislature provided an appropriation of \$4.15 million from the General Fund for permanent compensation adjustments for University of Wyoming Section I employees, UW School of Energy Resources employees, UW Medical Education employees and Enhanced Oil Recovery Commission employees in FY 2015. In March 2014, the Board of Trustees (BOT) authorized tuition increases for FY 2015, and of the total projected revenue increase, the BOT authorized \$1 million for compensation increases. This action was taken to begin to address significant difficulties in attracting and retaining highly qualified faculty and staff. Eligible employees received a fixed market increase of 1.44%, and top performers received a merit increase (average of 1.53%).

Faculty hiring, retention and promotion practices are pivotal in determining UW's future. The Ellbogen Center for Teaching and Learning (ECTL) continued its programming for faculty development in FY 2015 (<http://uwadmnweb.uwyo.edu/ctl/>). ECTL continued to present its New Instructor Seminar Series for faculty and graduate teaching assistants. The seminar included topics such as creating cheating resistant assessments, unique approaches to classroom discussions, and dialogue on diversity in the classroom.

The ECTL hosted its sixth annual e-volution: Digital Communication in the 21st Century conference in fall 2014. The keynote speaker was Robbie Melton, the Associate Vice Chancellor for Mobilization and Emerging Technologies at the Tennessee Board of Regents. Prior year sessions are archived on the e-volution website at <http://www.wyoforum.org>.

ECTL introduced an online teaching series developed by the Ontario Institute for Studies in Education to further enhance the development and understanding of the principles of pedagogy. In addition, ECTL provided training

sessions for EvaluationKIT, as well as webinars which covered the use of the advanced tools in WyoCourses. ECTL also provided a 90 second video series to cover various topics in Canvas.

Building Excellence in Capital Facilities and Infrastructure

UW is committed to the capital facilities planning process, which began in 2000. The University will continue to update that plan and to advance high-priority projects, to the extent funding strategies permit.

The Marian H. Rochelle Gateway Center was completed in fall 2014, adding 67,000 new square feet of space to campus. Occupants include the University of Wyoming Foundation, Alumni Association, Career Services and Student Admissions. The total budget for the project was \$34.3 million, entirely funded from donations.

The Harry C. Vaughn University of Wyoming Planetarium renovation was completed in November 2014 and features a new projection dome, state-of-the-art projection and audio system, new carpet and paint, environmental graphics within the corridor and the lobby, new seating, lighting upgrades, way finding signage and interactive displays.

From July 2014 through early 2015, UW personnel focused on completion of the Level I document, which defines the scope for the Engineering Building expansion project. Essential to this effort was the appointment of new Engineering Building Leadership Team with members drawn from the College of Engineering and Applied Science (CEAS), the School of Energy Resources, the Science Initiative Leadership Team, the CEAS National Advisory Board, and the Wyoming Governor's Energy, Engineering and STEM Integration Task Force (WGEESIT). Working from the imperative to think and work across CEAS departmental lines and embrace and promote innovative educational and research initiatives, the Leadership Team members arrived at a building program to deliver modern educational and research spaces in a new building on the block north of Lewis Street between 11th and 12th Streets.

The Leadership Team completed efforts to develop a proposed engineering building program, and this plan was presented to and approved by WGEESIT during a March 30-31, 2015 retreat. The approved building program contains the following elements:

- Simulation lab,
- Student Innovation Center (SIC),
- SIC support area and adjoining student project/innovation spaces,
- Student Entrepreneur Center,
- Active learning classrooms (instructional and wet lab spaces),
- Modern, reconfigurable research lab spaces configured as pods to enable interdisciplinary research by multiple teams and supportive of dry and wet technology research endeavors, and
- Offices and collaborative work areas.

Following receipt of WGEESIT approval for the Engineering Building program, UW began the Level II schematic design effort for the project in April 2015. Schematic design is scheduled for completion in June 2015, with design development to begin in July 2015. At present, UW estimates that construction of the new Engineering Building could begin in fall 2016. The building is anticipated to cost in excess of \$100 million.

In parallel with advancing the engineering building project, design consultants completed design of the High Bay Research Facility (HBRF) project. The design development phase for the project was completed in fall 2014, with the development of construction documents initiated immediately afterwards. The Guaranteed Maximum Price for the HBRF was approved by the UW Board of Trustees in March 2015. Construction of the HBRF began in June 2015 and is scheduled to be completed in late September 2016. Total cost is projected at approximately \$54.2 million, with another \$11.2 million for additional equipment per restricted donations.

Construction of the Michael B. Enzi STEM facility began in January 2014, with a total project cost of \$50 million. The new facility will house class laboratories for lower-division mathematics, physics, life sciences, and chemistry classes will be completed in fall 2015. The move into the new building will occur prior to the start of spring classes in 2016.

For the Half Acre Gym Addition & Renovation project, construction of the addition is complete, and renovation of the original Half Acre Gym building is underway. Completion of the renovation portion of the project is scheduled

for October 2015. Portions of the Half Acre Gym facility have remained operational during the construction process. This approximately \$29 million project is funded by student fees and legislative appropriation.

The Buchanan Center for the Performing Arts project consists of an addition and renovation to the former Fine Arts Building. Construction of the addition began in May 2013, and renovation of the former Fine Arts Building occurred during the summer of 2014. Completion of the Buchanan Center for the Performing Arts is scheduled for July 2015 at a cost of \$42 million. Construction of the new parking lot east of the building will be completed by August 2015. This building has also remained operational during the phased construction.

The Arena Auditorium renovation is a \$30 million, two-phase construction project funded by a combination of private funds and legislative appropriation. Phase I of the project rotated the orientation of the competition basketball court and expanded the floor area to include two half-court practice areas. The first phase also replaced the seating in the arena below the concourse level, provided new videoboards and improved lighting and sound systems, upgraded the men's and women's basketball locker rooms, and improved ADA accessibility. Phase I construction was completed in November 2014, and design for the Phase II work began in fall 2014. Completion of construction for the second phase of the project is anticipated by September 2017.

UW's commitment to design and construction of facilities to meet the U.S. Green Building Council's LEED Silver standard (or higher) continued in 2015. The LEED metric provides a basis to evaluate a facility's initial and long-term impact on the health of its users and the environment. The Marian H. Rochelle Gateway Center and Energy Innovation Center projects are in review, and LEED Silver certification is anticipated for both projects. The Half Acre Gymnasium Addition and Renovation project remains on track for LEED Gold certification. UW registered its first project under LEED for existing buildings with the Buchanan Performing Arts Center. UW currently has four LEED-certified facilities: College of Business (Gold), Bim Kendall House (Gold), Berry Biodiversity Conservation Center (Gold), and Visual Arts (Platinum). These new facilities provide more comfortable and healthier work environments, while reducing energy and other resource uses. Design and construction strategies include natural lighting, operable windows, exhaust air heat recovery, switches with light and motion sensors, diverting construction waste from the landfill, and incorporating products made from regional or recycled materials.

GOAL 5: CULTIVATING LEADERSHIP

As discussed in UP3, UW believes that the foundation of an excellent university is its people, including students, professors, and support staff.

In recent years, the university has relied heavily on its ability to cultivate leadership from within its ranks. Dr. Richard McGinity continued to serve as UW's President during FY 2015. It is anticipated that he will step down from this position at the end of FY 2016, and in spring 2015 the Board of Trustees began the process to initiate a national search for the university's next president. In the Office of Academic Affairs, several faculty members have stepped up to serve in temporary roles in the positions of Vice President and Associate Vice President, which has furthered the leadership knowledge, skills and abilities of the university's faculty. Also in FY 2015, UW successfully completed national searches with highly competent individuals hired to serve as Dean in the Colleges of Education, Engineering and Applied Science, Law, and Business.

Area of Distinction: Professions Critical to the Region's Future

UW is devoted to developing the professional and civic leaders that will strengthen our communities and benefit the entire state. Arguably more critical in Wyoming than in other states is the need to align a significant portion of the university's teaching, research, and service with the economic needs of the state and region.

UW continued to support and participate in the Wyoming School-University Partnership and the development of the Wyoming State Longitudinal Data System in order to enhance data sharing, to assess the Hathaway success curriculum, and to pursue a number of important avenues for enhancing articulation between UW's faculty and secondary school teachers.

UW continues to strengthen its role in statewide economic development, and the Office of Research and Economic Development provides much of the leadership in this arena. A number of entities administered by UW contribute further to the economic development of the state. Manufacturing-Works provides assistance to manufacturing businesses throughout the state helping them to cut costs and enhance productivity. The Research Products Center assists with

technology transfer through patenting and licensing of university-owned intellectual property. The Wyoming Technology Business Center, a not-for-profit business incubator, provides entrepreneurs with the expertise, networks, and tools needed to make their ventures successful. The Wyoming Small Business Development Center network provides consulting, training, and resources to businesses throughout Wyoming to help them become more successful and sustainable. The Wyoming SBIR/STTR Initiative (WSSI) assists all qualified Wyoming small businesses and individuals to access the funding opportunities provided by the federal Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) Programs.

Furthermore, UW is a partner with state government in many economic development initiatives, including water programs and energy-related projects. UW participates in the Wyoming Workforce Alliance, the Wyoming Business Council, and the Wyoming Economic Development Association.

UW plays a pivotal role in health care education for the state of Wyoming. It is the only degree granting public institution in the state and the UW College of Health Sciences administers programs critical to meeting the state's health care needs. The college has academic programs in Communication Disorders, Kinesiology and Health Medicine, Nursing, Pharmacy, and Social Work. It is the home to the Wyoming Institute for Disabilities (WIND) and the Wyoming Center on Aging which includes the federally funded Geriatric Education Center. The college also administers the Western Interstate Commission on Higher Education (WICHE) Professional Student Exchange Program (PSEP) which places Wyoming students in health professional programs not available in-state. Activities and distinctions that have occurred during the past year include:

- Wyoming Institute on Health. The Institute on Wyoming Health is being developed at the UW College of Health Sciences to better align the college's expertise in education, research and service with state needs utilizing an interprofessional approach. This concept has been part of the college's strategic plan and includes components of education, clinical care, service and research. College's faculty members have embraced this concept and are developing models.
- Interprofessional Education: The UW College of Health Sciences continues to build on its expertise in interprofessional education and collaborative practice experiences. The importance can be seen in the evolution of interprofessional education at the college from a small task force, to a standing committee and now to appointing a director of interprofessional education and a standing working group under the college's Institute on Wyoming Health.
- Doctor of Nursing Practice (DNP): The DNP degree will graduate its first class of 12 students in August 2015. All these graduates will have the family nurse practitioner focus. Additionally, the psychiatric/mental health focus DNP was started in the second class with 4 students. They will be very important in addressing Wyoming's psychiatric mental health care needs.
- Medical Laboratory Science (MLS): The new bachelor's degree in MLS is anticipated to admit the first students in the fall 2015. The program has hired a division head and is recruiting a faculty member. Affiliation agreements between UW-Casper and Casper College have been signed.
- Masters in Health Care Administration: This professional master's degree has been developed by the School of Pharmacy through the Outreach School and is designed to meet a healthcare market demand. This program builds evaluation, management, and leadership knowledge and skills that complement the clinical knowledge and skills provided by the Doctor of Pharmacy or other health profession degree program. It is intended for the health care practitioner desiring to move into leadership roles.
- ECHO state-wide site coordination: The college's Wyoming Institute for Disabilities (WIND) has become the coordination site for ECHO state-wide activities and is working with the Wyoming Departments of Health and Medicaid to establish additional ECHO sites. ECHO is a program that relies on distance capabilities to link experts with community practitioners to develop their knowledge and skills in specific health care areas. Essentially it provides clinical support and develops local experts in specific areas. WIND has developed an ECHO for assistive technology this is utilized throughout the state and the UW Center on Aging has also developed ECHO for geriatric health care.
- Articulation with Community Colleges: The College's Division of Kinesiology and Health has developed articulation agreements with all the community colleges for all of its degree programs. These degrees are among the 17 most frequent degrees sought by community college transfer students.
- ReNEW (Revolutionizing Nursing Education in Wyoming): This is a collaborative approach between UW and the community colleges, building upon strong associate degree nursing programs by aligning and standardizing the nursing curricula at the colleges with that of the baccalaureate program at UW for seamless

transition. The ReNEW curriculum is being adopted across the state with most colleges implementing the new curriculum in fall 2016 (NWCCD will most likely start a year later). The overall ReNEW curriculum is a BSN curriculum; however, the curriculum has an Associate Degree in Nursing (ADN) “benchmark” for community college students. Students graduate with their ADN and then students can complete the BSN at UW. In conjunction with the curricular changes and articulation processes related to ReNEW, nursing is also working on statewide recruitment, advising and teaching. The ReNEW curriculum includes BSN didactic courses and clinical experiences, and these faculty would be critical for teaching in the 4th year.

- Idea Network for Biomedical Research Excellence (INBRE): Funding renewed by the National Institutes for Health (NIH) for 5 years for over \$10 million total. This grant is administered by the College of Health Sciences and provides funding for research opportunities at the university and community colleges.

During summer 2014, the AHEC program hosted two summer healthcare camps intended to stimulate student interest in healthcare careers. The camps brought current 8th and 9th graders to UW in week one and current 10th and 11th graders in week two. This program allowed high school students to get exposure to various healthcare careers including nursing, pharmacy, medicine, surgical technology, forensics, dental hygiene, radiography, and ultrasonography. During the camp, 40 high school students from 21 Wyoming communities learned about the requirements necessary to pursue a health care career as well as the numerous job opportunities that will be available throughout Wyoming upon completion of their training. Activities took place on the UW campus, Laramie’s Ivinson Memorial Hospital, and Laramie County Community College in Cheyenne.

The UW Medical Education budget specifically focuses on the family practice residency centers in Casper and Cheyenne, the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) medical instruction program, the WY-DENT contract program with the Schools of Dentistry at the University of Nebraska and Creighton University, and the Accelerated Nursing Degree program. A central issue for enticing UW students to pursue a Doctor of Medicine (M.D.) is expense. The WWAMI program through which Wyoming pays the University of Washington for seats for Wyoming students in its medical school, provides for loan forgiveness for those graduates who practice medicine in Wyoming.

The University of Wyoming Family Medicine Residency Programs (UWFMRPs) established the Educational Health Center of Wyoming (EHCW) in 2012 as an umbrella organization to establish a Federally Qualified Health Center (FQHC) under Health Resources and Services Administration (HRSA). HRSA approved the FQHC application on August 2014. FQHC status provides a number of advantages including: enhanced reimbursement from Medicare and Medicaid, medical student loan repayment, and pharmacy 340b pricing to patients. The university continues to seek federal Graduate Medical Education (GME) funding.

Due to accreditation requirements, the University of Washington School of Medicine (UWSOM) is currently undergoing a substantive revision of its undergraduate medical curriculum with implications for the WWAMI program and its curriculum renewal. The new curriculum will emphasize more integration of clinical relevance to foundational science, more clinical skills instruction, a shift from lecture based methods to active learning, and a greater emphasis on primary care clinical preceptor experiences. The net result of these changes is the need for temporary contracts for clinical instruction, contracts with science faculty to help develop curriculum content and travel associated with faculty development.

During the 2014 legislative session, the legislature required:

“The University of Wyoming shall conduct a review of the changes in the curriculum for the WWAMI program. The review shall consider: 1. whether the changes favorably or adversely affect the medical education of WWAMI students and 2. shall consider if an appropriate balance is retained among relevant classroom education, practice including rural practice experience and teaching hospital experience... The panel may recommend that the university negotiate changes in the proposed curriculum, may recommend changes at the university to support the new curriculum and may recommend that the university consider affiliating with a different medical school.”

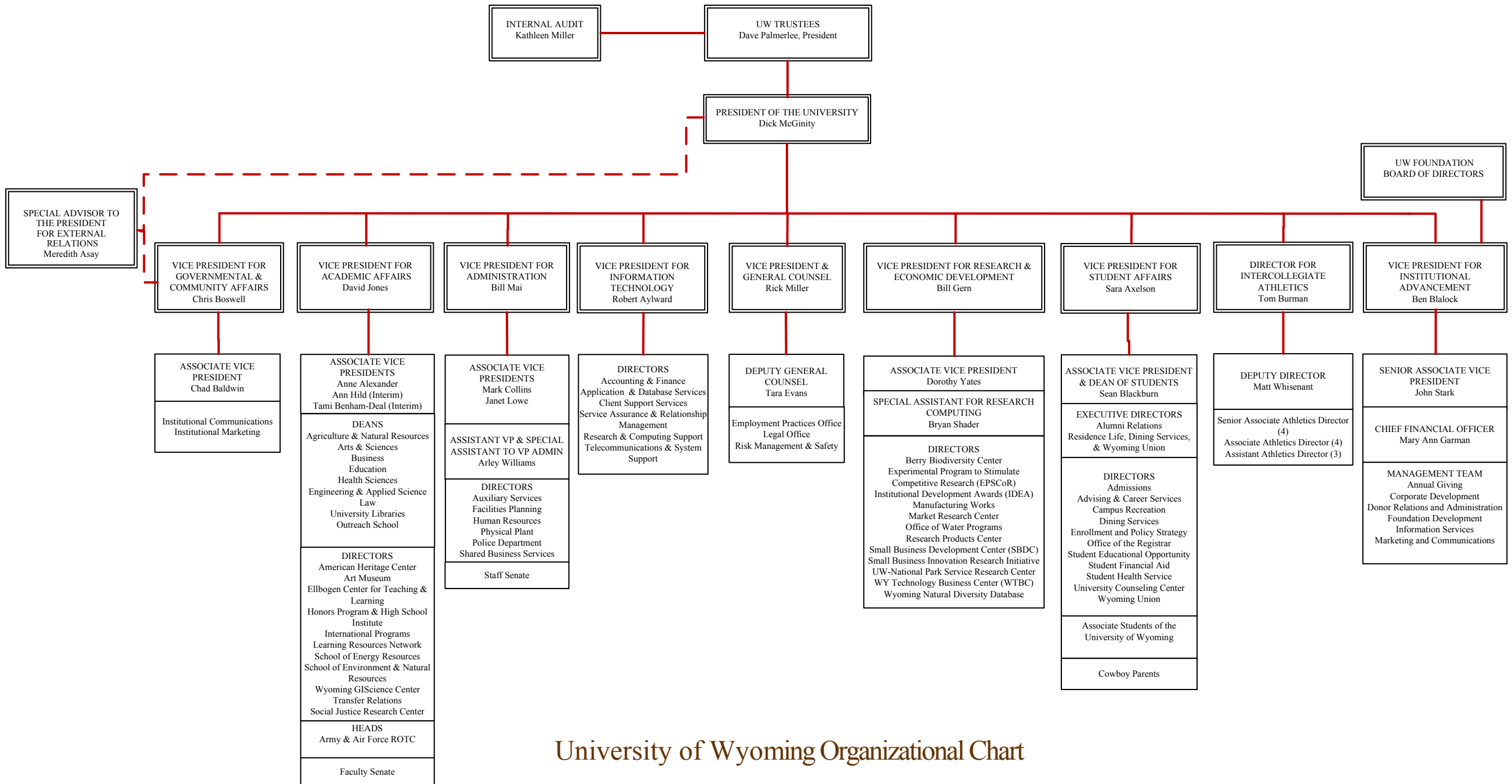
This report was submitted to the UW Board of Trustees at their September 2014 meeting and to the Joint Labor Health and Social Services Committee in October 2014. The WWAMI Curriculum Review Panel (WCRP) found:

- The proposed curriculum changes to be advantageous to the medical education of Wyoming students in the WWAMI program.

- That an appropriate balance is retained among relevant classroom education, rural practice experience and teaching hospital experience.
- That the current financial and space resources available to the WWAMI program are inadequate and that these resources should be increased.
- There is no reason to affiliate with a different medical school.
- The WCRP recommends that a WWAMI Advisory Council be established.

The WCRP also recommended the following changes in the structure of the new curriculum be negotiated with the UWSOM:

- The expansion of Foundations instruction from 12 to 18 months in Laramie should be delayed by two years, until the fall of 2017.
- All Wyoming WWAMI students will be required to spend clerkship rotations in tertiary care centers in Seattle.



University of Wyoming Organizational Chart

August 2015

Narrative for the Western Interstate Commission for Higher Education (WICHE)
FY 2015 Annual Report
(July 1, 2014 - June 30, 2015)

General Information

WICHE has no administrative staff or director. Administrative support for the agency is provided through staffing at the University of Wyoming.

Agency Contact

Joseph Steiner, Certifying Officer
University of Wyoming, College of Health Sciences.
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University of Wyoming
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Year Established

The Western Interstate Commission for Higher Education was established by statute in 1953.

Statutory References

Wyoming Statutes, Title 21, Chapter 16, Article 2.

Number of Authorized Personnel

There are three WICHE commissioners appointed by the Governor. In FY 2014, Wyoming's representatives were UW College of Agriculture and Natural Resources Dean Frank Galey, Laramie; Representative Sam Krone, Cody; and Western Wyoming Community College President Karla Leach, Rock Springs.

Organization Structure

WICHE is a separate operating entity funded by state legislative appropriation. The functions of the agency are performed by personnel within the University of Wyoming under the umbrella of the College of Health Sciences.

Clients Served

WICHE serves Wyoming residents from the undergraduate level through graduate and professional programs.

Budget Information

FY 2015 General Fund Expenditures \$2.5 million.

Meeting frequency

The WICHE Commission meets twice per year.

Mission and philosophy

The mission of WICHE, based upon its enabling legislation, is to provide residents within Wyoming and the other western states within the compact an opportunity to obtain high-quality, cost-effective education without replicating programs in every state.

Major Accomplishments/Efficiencies

The annual report published by the WICHE office is available on the web at: <http://www.wiche.edu/about> . Wyoming highlights are available at <http://www.wiche.edu/state-highlights/wyoming>.

Through WICHE's Professional Student Exchange Program (PSEP), Wyoming sent 110 students to out-of-state programs in 2014-15 in 9 different fields (medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, and physicians' assistant study). Wyoming sent 54 students to out-of-state institutions via the Western Regional Graduate Program, while receiving 2,994 Wyoming students

participated in Western Undergraduate Exchange (WUE), attending schools in other WICHE states while 1791 WUE students attended Wyoming institutions from other WICHE states.

The University of Wyoming is a member of WICHE's the Internet Course Exchange (ICE), an alliance of member institutions and systems that share distance delivered courses among two- and four-year institutions in the 16-state/island WICHE region, the Interstate Passport program to block transfer lower division general education courses, and has recently joined SARA, the State Authorization Reciprocity Agreement initiative that will make distance education more effective and accessible.

Wyoming's WICHE PSEP program instituted a contract and payback program for all students entering in 2013 except for those in veterinary medicine.