

UW Strategic Plan 2022+

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Distilled Version of Strategic Plan

Mission

As Wyoming's land-grant and only public university, we honor our commitment to provide excellent and affordable education that spans the disciplines, support and promote outstanding research and scholarship that serves Wyoming and the world, engage with Wyoming stakeholders to cultivate and advance economic and cultural vitality, and be responsible stewards of our cultural, historical, and natural resources.

Values

1. Everyone **should have access to an affordable, top-tier education** in a **supportive, inclusive, and personalized learning community**.
2. Wyoming's **wild and working lands are a shared asset** the UW community works to understand, celebrate, and steward.
3. We value **real-world education, connected to place**, where **students learn by doing**.
4. A **meaningful learning community** requires an environment of **integrity, inclusivity, and respect**.
5. The **individual and collective growth, health, and leadership capacity** of all members of the university community is essential to our success.
6. We are committed to being an engine for economic growth in Wyoming.

Value Propositions

- Our scale is our strength— we are big enough to have a diverse, expansive range of perspectives, ideas, and skills, and small enough to foster a personal environment where accomplished researchers and educators have regular, meaningful interactions with students and each other.
- We embody the transdisciplinary collaboration that creates new knowledge and new approaches to the most complex challenges in our region and the world.
- UW embraces its standing as Wyoming's only 4-year, public university, and welcomes our responsibility to create opportunity, steward resources, promote economic prosperity, contribute to health and well-being, and be a unifying force in the state.
- UW is an action-focused, intellectual powerhouse uniquely situated in one of the world's most intact wild and working landscapes and is rooted in a vibrant state where people learn, explore, create, and work together toward a better future.

For all these reasons, UW strives to be the first-choice university for motivated and talented students, faculty, and staff.

UW's Next-Stage Goals

These goals have been developed from the major outcomes of over 200 campus dialogues. They are a product of campus input and numerous past and on-going visioning efforts.

As Wyoming's land-grant university, UW commits to the following goals:

1. **Enhanced Student Experience and Success.** Provide access to an excellent liberal education that integrates classroom study and experiential learning to produce the transferable skills required for life, work, citizenship, and adaptation to the needs of a changing world, while promoting success for our students, both while they are students and throughout their lives.
2. **Supportive Community.** Foster a university culture of community that values and cares for our students, faculty, and staff.
3. **Service to the State.** Sustain and enhance our extensive service to and engagement with the state through efforts to improve the whole health and wellbeing of our state and its citizens.
4. **Institutional Excellence.** Foster institutional excellence by nurturing a culture of idea and knowledge creation that promotes teaching and learning, community engagement, economic development, and world-class research to address the grand challenges facing Wyoming and the world.
5. **Financial Stability and Diversification.** Ensure our long-term vitality through diversification and growth of revenue streams and the effective application of resources, infrastructure, and processes.

See **Annex 3** for a **detailed discussion of these goals, associated metrics, and projected timelines**. Before we detail these, we share the process used to produce them in **Annex 1**. **Annex 2** summarizes the **results** of that process.

Annexes

Annex 1: Purpose of a Strategic Plan

A. Why engage in a strategic planning process?

Strategic planning is a “deliberative, disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why” (Bryson 2011, 7–9). We “plan strategically” to clarify and align our goals, ensure continuity of effort toward them, and establish KPIs to help us meet them. In other words, we do strategic planning because it will help us decide what the University of Wyoming should be doing, why we should be doing it, and how it will be accomplished.

B. History of Strategic Planning on Campus

The university developed a “Long-Range Strategic Plan” in 1978, but strategic planning was first systematized in 1998 when former President Philip Dubois initiated a more sustained approach to regular strategic planning. In May 1998, the UW Trustees approved UW’s first academic plan (*AP1*), and five years later, they approved UW’s second academic plan (*AP2*). President Dubois’s plans focused primarily on the academic side of the house; former President Tom Buchanan expanded strategic planning to the entire university. In 2009, the first University of Wyoming Strategic Plan (*University Plan 3* or *UP3*) was approved. Effectively, *UP3* was our guiding plan through 2016, when former President Laurie Nichols initiated the process for *Breaking Through: A Strategic Plan for the University of Wyoming*, approved in 2017. Under President Ed Seidel, UW’s current phase of strategic planning commenced in 2021-2022. The new plan will be presented to the UW Board of Trustees later in 2022, after consultation with a wide range of internal and external stakeholders.

C. Charge of the group and processes used.

The framework and charge from UW Provost Kevin Carman to the Strategic Planning Team was to develop a strategic plan for UW that details:

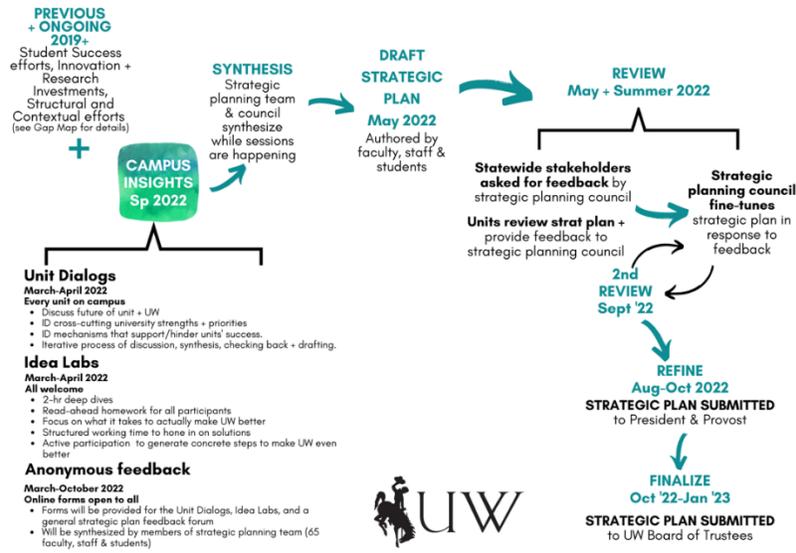
- UW’s value proposition to our stakeholders in support of our mission, along with priorities for action that emerge from unit dialogues.
- The mechanisms, infrastructure, and systems that need to be in place in order to accomplish these priorities.
- The processes that we need to calibrate, eliminate, add, or change – including the way we work - in order to integrate the mechanisms and systems identified above, and how to change structures so that we can better incentivize and reward those in our workplace.
- A set of metrics and performance indicators to measure progress towards the goals and priorities identified.
- An implementation and resourcing plan.

The [Strategic Planning Team](#) collected data and information from UW faculty, students, and staff. The SPT engaged in deep, meaningful, and authentic dialogues with nearly 200 distinct groups of faculty, staff, and students. The SPT was charged with drawing on those dialogues to identify: our value to stakeholders, UW’s strategic threats and opportunities, and priorities for our future investment, as well as the mechanisms and processes that need to be in place to accomplish these priorities.

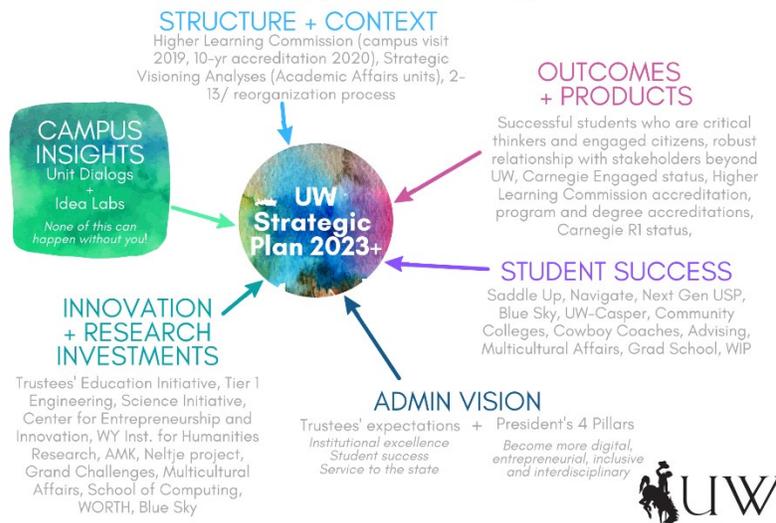
These dialogues were conducted in two primary fora:

- Academic unit and support unit conversations. Two “unit dialogues” were conducted with each unit on campus. The first dialogue focused on hearing the strategic threats that UW faces, and the second focused on the future directions and strategic strengths of UW.
- Idea Labs focused on the land-grant mission of providing transformative learning opportunities, providing discovery and innovation through scholarship and creative activities, and having societal impact on Wyoming and beyond.

UW Strategic Planning 2022+



How Unit Dialogs fit into UW Strategic Planning 2022+



See the UW strategic planning website for full-size, downloadable versions of this graphic:
<http://www.uwyo.edu/acadaffairs/plans/team/index.html>

Annex 2: Summary of Results of Campus Unit Dialogues

Results of extensive campus-wide dialogues indicate UW has three major strengths we can and should capitalize on. These include: (a) people and community, (b) experiential learning, and (c) recognizing and celebrating that we have substantial opportunity at UW, if UW's people are fully supported. And, just as the dialogues helped us identify UW's major strengths, they also helped us identify several strategic threats of considerable, immediate concern for UW. Acknowledging, addressing, and resolving these issues as soon as possible should be a top strategic priority. These strategic threats include: (a) burnout, (b) future UW students, (c) financial support, (d) centralized processes, (e) communications and transparency, (f) culture, (g) budget, and (h) facilities. The results of these dialogues were essential in informing the strategic goals, actions, and commitments, and KPIs that follow in Annex 3. For details of these dialogues results, please see Appendix 2.

Annex 3: Goal-Specific KPI's

KPI's denoted with a * were derived in part from the Strategic Alignment recommendations developed by Faculty Senate and administration.

Goal 1: Enhanced Student Experience and Success. Provide access to an excellent liberal education that integrates classroom study and experiential learning to produce the transferable skills required for life, work, citizenship, and adaptation to the needs of a changing world, while promoting success for our students, both while they are students and throughout their lives.		
Actions/Commitments	KPIs	Information Sources
<p><i>Commit to being “student ready.” We believe in the capacity of all our admitted students – first-generation students, transfer students, graduate students, traditional, and post-traditional students - to learn and achieve their goals and will build a culture and ecosystem that help students grow and learn.</i></p> <p><i>Adopt Felten and Lambert’s (2021) framework for a student-centered culture that includes these aspirations:</i></p> <ol style="list-style-type: none"> <i>1. Every student experiences genuine welcome and deep care.</i> <i>2. Every student develops a web of significant relationships.</i> <i>3. Every student is inspired to learn.</i> <i>4. Every student explores questions of meaning and purpose.</i> 	<p>Maintain and improve student support while strategically growing enrollment in a financially responsible fashion by 2025.</p>	<p>Vice Provost for Enrollment Management, Vice Provost for Undergraduate Education, Vice President for Student Affairs, Office of Institutional Analysis</p>
	<p>Achieve 20% representation (currently 15%) of underrepresented minority students in the entering class (First-Time Incoming and Transfers) by 2026.</p>	<p>Office of Institutional Analysis</p>
	<p>Achieve 40% representation of underrepresented minority and underserved students (Pell eligible, first generation, and veterans) in the entering class (First-Time Incoming and Transfers) by 2026.</p>	<p>Office of Institutional Analysis</p>
	<p>Increase international student representation to 8% (from 4.5%) by 2026.</p>	<p>Vice Provost for Global Engagement, International Students and Scholars, Office of Institutional Analysis</p>
	<p>Return number of students participating in education abroad to pre-pandemic levels by AY 2024-25 and grow annually 1-2% thereafter.</p>	<p>Vice Provost for Global Engagement, Education Abroad, Office of Institutional Analysis</p>
	<p>Increase undergraduate student participation in the Cowboy Coaching mentorship program by 50% by 2025.</p>	<p>AVP for Student Success and Graduation</p>
	<p>Increase on-campus students in Living Learning Communities to 75% by 2025.</p>	<p>Student Affairs</p>
	<p>Increase on-campus student employment and implement a staff-student mentorship/ apprenticeship program.</p>	<p>Human Resources</p>
<p>Leverage the resources and knowledge of the LeaRN program, SEO, College Academic Advising Centers, Colleges, and Student Affairs to build a new probationary student support system by 2024.</p>	<p>LeaRN, SEO, ACES, OTR, Advising Managers, Student Affairs</p>	
<p>By investing in stronger support and scaffolded learning structures, leveraging Navigate for data-driven holistic advising,</p>		

	<p>via access to certificates, minors and/or direct enhancement in existing degree programs, by 2025.</p> <p>Build employer partnerships to support degree completion by boosting internships, co-ops, externships, and other professional experiences with local employers (including private for profit, nonprofit, and governmental entities) leading to fast tracks for graduates to be employed by participating employers by 2025.</p> <p>Develop flexible credentialing options and innovative online programs with excellent student support and services, instructional design support, and marketing by 2025.</p> <p>Develop and enhance lifelong learning opportunities for UW alumni, including targeted courses, and lectures, along with opportunities for alumni to mentor current UW students. Hire a Vice Provost for Online and Continuing Education by 2023. This Vice Provost will be responsible for, among other things:</p> <ul style="list-style-type: none">• Establishing, in collaboration with Financial Affairs and the Board of Trustees, a more competitive online program tuition structure for undergraduate programs and dynamic market-based tuition for professional and graduate programs.• Reexamining the university approval process for certificate approval.	
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Goal 2: Supportive Community. Foster a university culture of community, valuing and caring for our students, our faculty, and our staff.		
Actions/Commitments	KPIs	Information sources
<i>Review business processes/ optimize processes that prevent us from being as successful and creative as we should be.</i>	<p>By 2024, conduct internal process “audits” with staff and relevant other users (faculty, students, stakeholders) to identify process bottlenecks that are having an outsized, negative effect on productivity and morale. Prioritize addressing these process issues to demonstrate institutional commitment to enhancing employees’ sense of workplace self-efficacy. *</p> <p>Evaluate number of steps to completion, time to completion, and effectiveness of outcomes for these identified processes by 2025</p>	All process owners, including but not limited to Human Resources, Senior Vice Provost, Financial Affairs, et al
<i>Build ladders of opportunity for staff.</i>	Using outcomes of staffing analysis, identify implementation timeline and funding to build ladders for staff. E.g., when they complete additional education, training, or credentialing, they would be eligible for modification in pay or title. Establish these mechanisms as an institution-wide practice and calibrate appropriate duties and classifications by 2025.	Staffing analysis, HR, Financial Affairs
<i>To promote institutional excellence, retain and hire excellent staff and faculty in sufficient numbers to build up the foundation required to value and deliver on all activities that support our core land-grant mission.</i>	<p>Assess data for and develop standard data set to perform gap analysis to understand minimum staffing for sustainability of programs and units, minimum staffing for healthy functioning units, and aspirational staffing for an R1 designation by 2024. *</p> <p>Prioritize retention and hiring in high-performing areas with identified staffing deficits by 2025. *</p> <p>Develop long-term plan for retention pool by 2024. *</p> <p>Build research support structures in ORED to support research across all disciplines, including social sciences, arts, humanities, and applied research.</p>	<p>Office of Institutional Analysis, Provost’s Office</p> <p>Financial Affairs, Provost’s Office</p> <p>President’s Office, Provost’s Office</p> <p>Research and Economic Development Division, academic departments</p>
<i>Support and build resources that enhance resilience, physical wellbeing, and mental wellbeing for our university community.</i>	<p>Starting at Saddle Up and beyond, embed physical and mental wellness resource touchpoints into places students will find them (e.g., FYS) by 2025.</p> <p>Measure utilization of services and satisfaction, analyze impact of utilization on retention & persistence by 2025.</p> <p>By 2024, develop innovative and effective interventions for student mental wellness, resilience, and suicide prevention.</p>	<p>AVP for Student Success and Graduation, Vice Provost for Undergraduate Education</p> <p>AVP for Student Success and Graduation</p> <p>Student Affairs</p>

	<p>By 2024, develop interventions that can be deployed by supervisors and department heads to assist faculty and staff in navigating resources for wellness, including financial, mental, and physical.</p>	<p>HR, Senior Vice Provost</p>
<p><i>Commit to a culture of accountability, continuous improvement, transparency, and inclusion.</i></p>	<p>Develop an effective, inclusive strategy for celebrating and publicizing the ongoing initiatives and successes of UW units and specific employees, and for sharing these communications with internal and external stakeholders.</p> <p>Include representation from Senates on the President’s cabinet by 2022. *</p> <p>Build in routine and regular campus contacts between administration and campus constituents, including informal and formal interactions by 2023. *</p> <p>Develop a transparent and inclusive communications strategy for administration to use when responding to external political or social issues, legislative priorities, and large institutional change. This plan should include touch points with front-line workers on the nature of messages prior to release so that they can respond to constituent questions by 2023. *</p> <p>Hire VP of DEI and prioritize and resource DEI efforts by 2023.</p> <p>Annual, transparent communication from administration regarding personnel decisions; e.g., faculty, staff losses and where new hires are targeted. *</p>	<p>Institutional Marketing and Communications</p> <p>Senate chairs and presidents, President’s Office</p> <p>Senate chairs and presidents, President’s Office, Provost’s Office</p> <p>Senate chairs and presidents, President’s Office, Provost’s Office, Institutional Marketing and Communications, Government and Community Relations</p> <p>President’s Office</p> <p>Provost’s Office, HR</p>

Goal 3: Service to the State. Sustain and enhance our extensive service to and engagement with the state through efforts to improve the whole health and wellbeing of our state and its citizens		
Actions/Commitments	KPIs	Information Sources
<i>Invest in and leverage UW Extension.</i>	<p>Invest in facilities and supplies/material budgets by 2025.</p> <p>Strengthen extension-research and extension-teaching links across the campus and state by 2025.</p> <p>Prioritize hiring specialist support staff for each geographic area in Extension's primary program areas (4H and youth, community vitality and health, agricultural and natural resources educators) by 2024.</p>	Dean of Agriculture and Life Sciences, Provost's Office
<i>Capitalize on investments in health.</i>	Sustain and grow support for the Family Medical Residency Program, WWAMI and WYDENT, and College of Health Sciences programs in telehealth and other College of Health Sciences community partnerships in health, including prioritizing rural health initiatives, by 2026.	Dean of Health Sciences, Provost's Office
<i>Support and celebrate our people and programs at UW Casper and in Wyoming communities.</i>	<p>Leverage the expertise and assets of UW-Casper, SEO programs, and other UW programs working directly with communities which enhance Wyomingites' educational and personal opportunities.</p> <p>Recognize and leverage community connections developed and nurtured by UW's current fine arts, cultural, educational, health, extension, and athletics community outreach and engagement activities.</p>	<p>Dean of UW Casper, R&E Centers, SEO program, Deans</p> <p>Responsible units, e.g. Athletics, Theater and Dance, Art Museum</p>
<i>Support Wyoming's economic development, support activation of new economic sectors, and identify ways to add value to existing Wyoming economic sectors.</i>	Develop academic programs, research, and extension-like programs to support the development of current and future economic sectors in Wyoming by 2023 and continue to monitor changes to Wyoming's economic sectors for input to curriculum development.	Wyoming Innovation Partnership, ORED, Provost's Office
<i>Grow and sustain activities as part of the Wyoming Innovation Partnership</i>	<p>Develop and implement at least 10 programs by 2025 in collaboration with the community colleges, school systems, Wyoming Business Council, Wyoming Business Alliance, the Governor's Office, and other organizations, consistent with WIP goals to advance the state.</p> <p>Obtain extramural funding from agencies and foundations, especially noting new programs commencing from the CHIPS and Science Act, both across the state and region with at least five applications submitted by 2025</p>	Research and Economic Development Division, Deans, President's Office

	<p>Develop and implement at least five activities by 2025 for developing entrepreneurship culture in different parts of the state in collaboration with local and regional institutions</p> <p>Expand the Impact 307 incubators by attracting at least 10 new businesses by 2025</p>	
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Goal 4: Institutional Excellence. Foster institutional excellence by nurturing a culture of idea and knowledge creation that promotes teaching and learning, community engagement, economic development, and world-class research addressing the grand challenges facing Wyoming and the world.

Actions/Commitments	KPIs	Information Sources
<p><i>Reward and value all contributions to our mission: transformative teaching and learning experiences; creation, innovation, research, and economic development; and service and engagement to and for our communities.</i></p>	<p>Review and revise reward structures to promote interdisciplinary and inter-professional teaching and research by 2025.</p> <p>Review and revise reward structures to promote innovation, creation, applied research, and economic development by 2025.</p> <p>Review and revise reward structures to promote university and community service, community engagement, extension education, and societal impact by 2025.</p> <p>Evaluate incentives and accountability for effective, engaging teaching, with emphasis on instructional capacity in design of course-based research, community-engaged courses, and quality, consistent use of our learning management system by 2024.</p> <p>Eliminate disincentives to co-instruction and joint instruction across disciplines by 2024.</p> <p>Establish new degrees and track the number of faculty with joint appointments with School of Computing by 2024. Establish an independent School of Computing with a dean by 2027.</p> <p>Through the Center for Entrepreneurship and Innovation, grow the statewide entrepreneurship and innovation network; expand concept, programming, and start-up initiatives; create a resource base of at least 50 mentors for entrepreneurs</p> <p>Through the Wyoming Outdoor Recreation, Tourism, and Hospitality (WORTH) center and WIP, by 2024, further develop and expand degree offerings and short-term certificates and credentialing; and improve coordination of tourism/hospitality training, expertise, and information across the state.</p> <p>Invest in AMK Ranch infrastructure to get it into good working order for use in interdisciplinary programs by 2025 as demonstrated by at least 20 new projects conducted at the AMK Ranch by 2025 and at least one international partnership by 2025</p>	<p>Provost's Office, Deans, Faculty Senate, Research and Economic Development Division</p>

	Build programs and infrastructure to support the Neltje Center and Jentel.	
<i>Develop and strengthen reciprocal relationships and community presence. Commit to building and nurturing our relationships with communities, governmental partners, and external stakeholders.</i>	<p>Apply for and achieve Carnegie Community Engagement Status in 2023-24.</p> <p>Incentivize and assess reciprocally designed community-engaged research and community-based courses.</p> <p>Advance efforts in a digital and data-driven alumni engagement strategy that has a meaningful impact on the university. Invest in infrastructure to effectively capture comprehensive data about alumni and their ongoing engagement with UW to provide for tailored outreach when connecting both local and international alumni to the vast engagement opportunities made available through UW.</p>	<p>Provost's Office</p> <p>Provost's Office</p> <p>Student Affairs, Alumni Association</p>
<i>Enhance Excellence in Research, Scholarly Activities, and Teaching and Learning</i>	<p>Establish a distributed support structure in Research and Economic Development Division and in each College and research institutes for developing and submitting large extramurally funded grants as well as helping individual scholars by 2024.</p> <p>Enhance support for interdisciplinary research by creating at least two effective research institutes that report to the VPRED by 2025.</p> <p>Host at least one major national event and five focused workshops at UW for enhancing UW's visibility and impact internationally.</p> <p>Provide focused support for fostering scholarship in humanities by providing at least 15 seed grants and enhancing their outcomes through extramural funding by grants writing training.</p> <p>Establish at least ten new research partnerships with universities, companies or national laboratories by 2025.</p>	<p>Research and Economic Development Division</p> <p>Research and Economic Development Division</p> <p>Research and Economic Development Division, Provost's Office, Deans</p> <p>Research and Economic Development Division</p> <p>Research and Economic Development Division</p> <p>Research and Economic Development Division</p>

	<p>Develop a robust and strategic seed grants program and accompanying grants writing assistance for increasing the number of proposal submissions by 20% by 2025.</p> <p>Increase the number of graduate fellowship applications by 20% by 2025 and submit at least three proposals for graduate training grants by 2025.</p> <p>By 2025, establish at least five new endowed chairs or professorships for retention and recruitment of top faculty.</p>	<p>Research and Economic Development Division, Vice Provost and Dean for Graduate Education</p> <p>Research and Economic Development Division, Provost's Office, Deans</p>
<p><i>Raise UW's scholarly profile and visibility nationally and internationally</i></p>	<p>Support and assist UW faculty in achieving recognition for their work by providing them with conduits to positions on national and international advisory committees, fellowships in societies, and nominations for more national awards.</p>	<p>Research and Economic Development Division, Provost's Office, Deans</p>

Goal 5: Financial Stability and Diversification. Ensure our long-term vitality through diversification and growth of revenue streams and the effective application of resources, infrastructure, and processes.

Actions/Commitments	KPIs	Information Sources
<p><i>Foster relations between UW Foundation and UW and explore a comprehensive campaign.</i></p>	<p>To enhance UW’s financial stability and expand our financial diversity, by 2024:</p> <ul style="list-style-type: none"> • Foster better understanding of the value and purpose of the UW Foundation, the Foundation’s management of endowments and gifts, and the policies around expenditures from those endowments and gifts. • Increase effectiveness of UW expenditures from endowments. • Working with deans and directors to set fundraising targets • Conduct a campaign feasibility study, design comprehensive campaign, and meet or exceed comprehensive campaign goal. 	<p>UW Foundation, Deans, Provost’s Office, President’s Office</p>
<p><i>Grow our external funding from agencies and foundations for research and scholarship across all domains</i></p>	<p>Increase the breadth and size of research and innovation enterprise at UW through increased extramural funding:</p> <ul style="list-style-type: none"> • Increase proposal submission by 20% by 2025. • Work with academic and research units to identify at least five targets of opportunity to grow faculty and staff in areas for which future growth is anticipated. • Establish robust and strategic seed grant activities for faculty, students, and staff to develop externally funded proposals with grants writing support and accountability measures. • Grow and enhance our graduate and postdoc programs. • Create more interdisciplinary institutes and support them for larger grant development. • Incentivize units to obtain more external funding by aligning their ability to obtain funding with faculty position allotment while still addressing teaching needs. 	<p>Research and Economic Development Division, Provost’s Office, Deans, UW Foundation</p>
<p><i>Invest in our greatest assets – our people and current facilities.</i></p>	<p>Position UW to invest in training, professional development, diversity, and leadership development to enhance our reputation as a desirable place for highly talented people to work by 2025</p> <p>Prioritize investment and maintenance of our current facilities and increase building services in Laramie and statewide by 2026.</p>	<p>HR, Senior Vice Provost</p> <p>Administration, Financial Affairs</p>

<p><i>Leverage and grow corporate partnerships.</i></p>	<p>Position UW as a strong educational and research partner with corporate partners by 2024. This involves corporate partnerships with academic, R&D, and philanthropic components.</p> <p>Develop a well-considered value proposition for companies to work more closely with UW, including clear opportunities for faculty, graduate students, undergraduate students, and postdocs to work with corporate partners.</p> <p>Develop plans for a research park and for companies to co-locate R&D and/or recruitment offices close to campus and assess business models</p>	<p>Research and Economic Development Division, including Center for Entrepreneurship and Innovation</p>
<p><i>Leverage and grow Wyoming Innovation Partnership (WIP)</i></p>	<p>Create revenue-generating opportunities and partnerships through WIP and its associated initiatives by 2024.</p>	
<p><i>Review budget model & chart of accounts.</i></p>	<p>Develop a refined budget model for UW that examines costs, financial incentives to grow programs, state funding, tuition, corporate partnerships, funding from agencies and foundations, and philanthropic support by 2024.</p> <p>Change revenue mix to reduce reliance on one source of funding by:</p> <ul style="list-style-type: none"> • Strategically increasing online degree program offerings with entrepreneurial market-based tuition structure by 2025. • Enhancing and capitalizing on Summer and J-Term sessions to increase use of campus facilities and assets by 2025. • Increasing international student representation to 8% (from 4.5%) by 2026. <p>Review revenue distribution model and explore revenue generation opportunities using current assets by 2024.</p>	<p>Financial Affairs, Provost's Office</p> <p>Financial Affairs, Provost's Office</p> <p>Financial Affairs, Provost's Office</p> <p>Financial Affairs, Provost's Office</p>
<p><i>Evaluate program offerings.</i></p>	<p>By 2025 and using a baseline for the current number of degree and certificate programs of 211, re-examine UW's process for evaluating, re-organizing, or discontinuing programs to allow UW to best serve our students and the State of Wyoming by allowing</p>	<p>Provost's Office</p>

	us to respond wisely and nimbly to changes in budgetary realities as well as changes in knowledge, disciplinary landscapes, and the structure of academic fields. *	
<i>Develop a Campus Energy Use Plan.</i>	Develop a Campus Energy Use Plan by 2025.	Administration
<i>Refine UW branding strategy and brand promise.</i>	Focusing on UW strengths and be cognizant of our strategic threats, refine UW's branding strategy by 2025.	Institutional Marketing and Communications

Annex 4: Idea Lab thematic results

Click [this link](#) to view Annex 4.

Appendices

Appendix 1: Implementation plan

Note: After consultation with internal and external stakeholders, we will finalize the implementation plan, which will include a resourcing plan and name the implementation team.

Appendix 2: Detailed Results and Qualitative Analysis of Unit Dialogues

A. Strengths of the Institution

Results of extensive campus-wide dialogues indicate UW has three major strengths we can and should capitalize on. These include: (a) people and community, (b) experiential learning, and (c) recognizing and celebrating that we have substantial opportunity at UW, if UW's people are fully supported.

- a. **People and community** - The major strength and resource of the University of Wyoming is our people. The institution has recently faced considerable challenges. Even so, UW's students, staff, and faculty have repeatedly indicated that UW is a great institution because of our colleagues and students. A wide range of units highlighted the importance of the student experience and how it can be honed to improve student retention. Community and "service-centeredness" were other strong themes, including partnerships/relationships with people across the state, a mutual appreciation for colleagues and a feeling of loyalty to UW, and the power of collaborations across campus in the context of a 'Goldilocks' scale professional community at UW that is just the right size. Interdisciplinarity and inclusion were widely noted as tangible, valued aspects of the way students, staff, and faculty experience UW. As a specific example of people-centered support, faculty and staff cited employee benefits and the opportunity for remote work. In general, support for people and engagement with communities — both on- and off-campus and globally — emerged as positive themes from the strategic planning process.
- b. **Experiential learning** – Experiential learning was a critical dimension of student experience that emerged from the strategic planning dialogues. There was broad appreciation for both on-campus and off-campus experiences, and student engagement and support were highlighted as crucial to the university's success. Internships and career placement opportunities were noted as generally important aspects of experiential learning. A wide range of stakeholders championed opportunities for growth in online education — although a (smaller) number voiced concerns about a lack of in-person learning. In general, well-supported, student-centered experiences that foster and broaden learning were considered an important aspect of, and objective for, the University of Wyoming educational experience.
- c. **Understanding, recognizing, and celebrating existing strengths** – Multiple units from across the university are paragons in their respective fields, including research, teaching, service, engagement, and outreach. Optimally, any strategic plan should emphasize an expectation that UW provides ample resources to support such units. Dialogues also suggested that these current institutional strengths can anchor further success. Growing from our existing exemplars can help spur the institution and effectually differentiate UW from peers in the region and beyond.

B. Strategic Threats and Opportunities

Just as the dialogues helped us identify UW's major strengths, they also helped us identify several strategic threats of considerable, immediate concern for UW. Acknowledging, addressing, and resolving these issues as soon as possible should be a top strategic priority. These strategic threats include: (a) burnout, (b) future UW students, (c) financial support, (d) processes, (e) communications and transparency, (f) culture, (g) budget, and (h) facilities.

- a. **Burnout** – While human capital is a strength of the University of Wyoming, the resilience of our people has been severely strained by a series of challenges over the past 8-10 years. To overcome the associated burnout, we need to invest in and support existing employees while also restructuring operations within the university to ensure we don't lose the essential human capital and institutional knowledge we currently enjoy. Perhaps the major theme that emerged during strategic planning dialogues was that many units feel they have insufficient staff and faculty to effectively fulfill the university's mission. Stakeholders across campus lamented the university's inability to retain faculty and staff, the time required to train new staff, and the lack of professional development and career growth opportunities for staff. There was broad agreement that necessary positions have not been refilled after resignations or retirements. At the same time, extra burdens are being imposed on the remaining faculty and staff — particularly obligations related to HCM or centralized processes. Additional concerns included maintaining accreditation without faculty and staff capacity and high teaching loads. Notably, faculty and staff alike worry that pursuit of R1 status could introduce additional workload issues without essential, accompanying reductions in existing duties.

- b. **Future Enrollment Stability** – While the educational experience provided to students by UW is a strategic asset, a common view heard during unit dialogues was that UW is unable to meet state employment demands in certain professions and that UW, like higher education generally, faces several imminent demographic and cultural headwinds. There are a rising number of Americans who question the value of higher education, and there is an expected demographic decline in high-school graduates impending nationwide. Collectively, these factors threaten the stability of our student body. Many stakeholders indicated strong support for expanding our market definition and student services and support ecosystem to include post-traditional students, lifelong learners, and those in the workforce who wish to or need to reskill in the face of economic disruption and change.

- c. **Financial Support** – It is difficult for faculty and staff to successfully pursue the university's mission without appropriate financial support from the institution and legislature. Faculty and staff often engage in work that exceeds their job descriptions for no additional compensation. Strong themes that emerged from strategic planning dialogues included meager financial support for units' efforts and a lack of competitive pay for faculty, staff and GAs. Insufficient compensation was linked to minimal raises, salary compression, and inflation. A broad view was that it is unfortunate that faculty and staff must test the job market or move across campus to obtain a raise. In general, faculty and staff feel overworked and underpaid.

- d. **Processes** – Inefficient and centralized processes contribute to issues with retention, feelings of being burdened, and a broad sense of being unable to capitalize on opportunities to further the university's mission. Strategic planning dialogues unearthed general agreement that too many processes were centralized at the university level that should instead be supported at the unit or college level. The most acute and widespread issues relate to HR processes, accounting, procurement, and grants handling. In general, many university-wide processes were considered too slow, outdated, insufficiently flexible or too bureaucratic.
 - 1. **Inefficiencies in processes** were considered a strategic threat — particularly due to staffing shortages in key offices where vital business processes are housed.. Accounting processes were similarly viewed as an area that needed to be streamlined or modernized.

 - 2. **Job descriptions are widely considered to be insufficiently flexible.** Some stakeholders felt that service — particularly to the state — and teaching were undervalued in annual, and tenure and promotion reviews. Others felt that research was sometimes too narrowly interpreted, rather than being broadly appreciated as entrepreneurial, creative effort. Overall, annual reviews conducted through WyoVita

were considered highly burdensome and duplicative — particularly as some information requested for the annual review appears to be redundant with data uploaded elsewhere on university systems.

3. **Processes related to obtaining, processing, and maintaining research grants** were also generally viewed negatively. Stakeholders felt that the overall grant establishment process was difficult, especially because of staffing shortages in ORED and OSP, and that there was negligible support outside of STEM. In general, there was a consensus that more support staff are needed for grant-writing and award maintenance. Undergraduate research was highlighted as another area that is a crucial part of the university's mission and that needs to be elevated, but that is lacking sufficient support.
- e. **Communications** — It is difficult to maintain a positive view of the university's mission when people feel confused, left out, or misled. Strategic planning dialogues revealed that communication between individual units is often inadequate or impaired. More broadly, constituents felt that university-wide communications lacked transparency and included misinformation or mixed messages. In addition, stakeholders believed that the university communications team should provide more support to help individual units market their contribution to the mission. Although it was felt that individual university and college administrators/leadership communicate well in some situations, there was a general concern that institutional and leadership communications do not always strive to provide objective and accurate information. And yet, it was widely felt that transparency and timely communications should be an important goal of an institute of higher education.
 - f. **Culture** — Overall, dialogues revealed that morale is currently low at the university, and that people don't feel valued, reflected, supported, or seen, for a wide range of reasons related to institutional culture. This low morale was apparent in marked uncertainty, a lack of trust in the institution, and a concern that leadership's priorities are not aligned with the university's mission.
 1. A distinct consensus emerged that there is **too much turnover in leadership, that leadership priorities change too much and too quickly** — possibly even to an unsustainable degree — and that too much emphasis is placed on “shiny new things.” Some units that didn't fit current or proposed models felt that they were overlooked by leadership. Rapid change hampers institutional memory, and a suggested solution was to increase internal hires into leadership positions.
 2. A related theme is a **desire for more, and more genuine, tangible shared governance** — many constituents felt that they didn't have a meaningful voice to influence the constant reorganizations galvanized by rapidly changing leadership. These issues make stakeholders cynical about the university's mission and various strategic planning processes. There is also widespread skepticism that ideas codified in the strategic plan might never be implemented. In general, there was a feeling of “leadership whiplash” and of a lack of accountability of leadership to the broader university community.
 3. **Widespread antipathy about the four pillars** is one significant manifestation of issues of shared governance and leadership whiplash which became apparent as the strategic planning dialogues also presented an opportunity for the community to comment on these pillars. Many constituents entirely rejected the pillars, suggesting the President's strategic priorities need to be completely reconsidered or at least better defined — i.e., many people asked what is actually *meant* by the term “entrepreneurial.” Some expressed concern that the pillars lacked a foundation in the institutional mission and thus elevated certain disciplines at the expense of more inclusive university investment. Other stakeholders thought the pillars needed to expand to include broader themes, such as community, people, service, the humanities, arts, social sciences, health, leadership, ethics, sustainability, equity, democracy, and internationalization. Although some constituents thought that expanding the pillars would dilute their

purpose, there seemed to be broad agreement that the pillars need to better reflect the value of a liberal education.

4. Another strong theme that emerged was that of **perverse incentives**. Many units feel that they are punished for their successes — for example, by having their institutional funding reduced if they garner substantial grant support. Overall, internal constituents felt that the university does not operate as a meritocracy, that there is a lack of appropriate recognition for good work in support of the institutional mission, that successful departments are not rewarded with autonomy, and that there is no connection between performance and resource allocation. At the same time, many units felt that they were compelled to compete with their institutional peers for similar resources, thus leading to a scarcity mindset rather than shared goals and supportive culture across the university.

- g. **Budget** — There is widespread concern about state budget reductions negatively impacting the institutional mission. Beyond the *size* of the budget, constituents were worried that the revenue model was inefficient and that both general revenue and revenue from tuition were not transparently distributed. The lack, and indeed, recent removal of, a mechanism for units to save money from year-to-year was seen as a major detriment to performance, particularly as state support fluctuates and the UW budget cycle is not aligned with the biennial state budget cycle, though unrestricted reserve accounts and several designated operating accounts carry forward balances year to year.. Some units noted that a particular issue is bridging year-to-year support for employees supported by soft money.

- h. **Facilities** — The UW community clearly values working on a beautiful campus with excellent custodial support and growing infrastructure. However, multiple concerns were expressed regarding a lack of investment in existing structures, the need for a plan to identify buildings that don't meet future needs and plan for their replacement, the high price of renting facilities such as the Gateway center, and insufficient facilities or poor upkeep of infrastructure — particularly at *off-campus* extension locations across the state. The dialogue process also revealed a lack of sufficient support funding for custodial equipment, salaries, and overall wellbeing.

Click [this link](#) to view the qualitative analysis behind these detailed results. The linked spreadsheet summarizes the most expressed themes and sentiments associated with those themes in the nearly 200 unit dialogues conducted by the Strategic Planning Team.

Appendix 3: Punch List/Immediate, near-term, and long-term to-do's or to-considers

This list was developed from the qualitative data analysis of unit dialogue notes. They represent key items, concerns, barriers, and ideas specific units mentioned that would help them in their day-to-day work or improve UW. Some are immediately actionable, but some are not. These latter can assist administration in developing an understanding of where to prioritize new investments and process improvements. This list captures ideas and concerns that were not captured in the high-level themes outlined and detailed in Appendix 3. Several items in this section relate to more than one of UW's Strategic Goals. They are presented here associated with one goal to reduce redundancy in the document. However, we note that the Strategic Planning Council and Team are cognizant of and will work with the Implementation Team to ensure these items are accounted for with respect to all relevant Strategic Goals.

UW STRATEGIC GOALS	PUNCH LIST
<p>Goal 1: Provide access to an excellent liberal education that integrates classroom study and experiential learning to produce the transferable skills required for life, work, citizenship, and adaptation to the needs of a changing world. while promoting success for our students.</p>	<ol style="list-style-type: none"> 1. Provide reliable, frequent bus or shuttle service to the Visual Arts building. 2. Zoology and Physiology would like more connection with their alumni. 3. Launch an initiative to evaluate grading and assessment practices to make them more humane, informative, and useful. 4. Evaluate physical accessibility in spaces of Student Financial Services and Scholarships and Financial Aid, as well as in the Law school. 5. Increase grant getting support for Student Affairs. 6. More resources to take students out into the world and to bring other students here. 7. Freshman course that better prepares students for the expectations of college. 8. Decide on consistent residency criteria for in-state tuition – we keep moving the bar. 9. Establish a senior class to help transition students to the working world. 10. The current scholarship system is broken – reevaluate. 11. Reconsider whether transfer students need to go back and get USP courses if they don't come in with AA. 12. Coordinate virtual reality labs to avoid duplication. <p>13. Formal relationships</p> <ol style="list-style-type: none"> a. SMTC would really like to have a connection to a college. b. Reorganize the College of Education physically with the Lab School to consolidate operations. <p>14. Faculty job expectations and opportunities</p> <ol style="list-style-type: none"> a. Ability for faculty to co-teach interdisciplinary courses. b. Review job descriptions/workload: Reduce teaching loads and/or count independent/Group 2 instruction hours with students - give credit for what we do with students. c. Hire additional faculty, reduce teaching loads to 2/2 to allow more focus on research and students. d. Understand that course buy-outs are not as helpful to undergraduate only departments – need to develop other ways to provide incentives. e. Address teaching loads – those in the arts teach double those others on campus because of the nature of their classes. f. Need to recognize interdisciplinary work and projects alongside publications for T&P. <p>15. Support for arts, humanities, social, and applied sciences</p>

	<ul style="list-style-type: none"> a. Need to focus on arts and humanities in new USP. b. Stop using STEM and use STEAM – the emphasis seems to be on STEM to the exclusion of other disciplines. c. Include all departments in conversations about research and entrepreneurship. Arts and SER are involved in these areas too, but are often excluded from the conversations. <p>16. Students</p> <ul style="list-style-type: none"> a. Have faculty encourage more students to attend job fairs. b. Need a database to keep track of industry connections for internships and jobs – currently siloed. c. Consider establishing internships on campus in service units. Develop a mentoring and apprenticeship program for students with the staff who work in these units. d. Build one student services building. e. Put a shout out to the Business Resource Network and research resources into syllabi. f. Develop more micro-credentials and badges for community service and for credit. <p>17. Collaboration</p> <ul style="list-style-type: none"> a. Maintain a list or database of on-going research at UW to enable people to find collaborators. b. More opportunities to connect with other employees across the university. c. U Cross-like retreat or programs/events to bring together faculty from interdisciplinary fields across campus to collaborate. <p>18. Consider having institutionally supported collaborative grants across campus to enhance interdisciplinary work.</p>
<p>Goal 2: Foster a university culture of community, valuing and caring for our students, our faculty, and our staff.</p>	<ul style="list-style-type: none"> 1. Need better and more confidential space for the University Counseling Center. 2. UW emails are rather numerous. Review these flows of communication, as was done for student communication flow. <p>3. Leadership</p> <ul style="list-style-type: none"> a. Have leadership interact more frequently and intentionally with campus. <p>4. Faculty</p> <ul style="list-style-type: none"> a. Make sure service for our WWAMI faculty at University of Washington counts in their performance evaluations and harmonize teaching evaluations for those faculty with the University of Washington’s teaching evaluations. <p>5. All employees – faculty & staff</p> <ul style="list-style-type: none"> a. Explore parental leave policies, separate from FMLA. b. Reevaluate Employee evaluation process. c. Consider establishing an office of continuous improvement. d. Need to figure out a way to keep people – need to look at pay and shift work. e. Create ladders for promotion. f. Additional staffing and professional development. g. Mentoring from full professors to assistant/associate professors. h. Address housing issues for new faculty.

	<ul style="list-style-type: none"> i. Allow people to do one job effectively instead of multiple jobs less effectively. j. Enable and empower employees to spread their wings and give their best without micromanagement. <p>6. Staff</p> <ul style="list-style-type: none"> a. Consider giving staff spring break off. b. Don't forget our non-Laramie staff in decision making and be more mindful in considering how decisions might impact them. c. UWPD wants us to be aware and considerate that they work weird hours and do not fit within the exempt/non-exempt protocols. d. Increase clothing allowance for custodians. They currently cannot afford to buy gloves, coats, and the required number of uniforms with their current allowance. <p>7. Students</p> <ul style="list-style-type: none"> a. Consider a common report structure/body for advising – there is no central decision-maker currently. b. More mandatory trainings for advisors. c. Higher salaries for professional advisors to recruit those with Master’s Degrees. d. Develop mechanism to measure effective advising across campus. e. Need a better student support system for online and graduate students as well as international students. f. Consider establishing a probationary student support system. g. Expand Living Learning Communities. h. Leverage the Bridge program and 1st Generation Scholars program for key student success initiatives. i. Consider using Social Work resources and expertise in tackling student health and wellness. They would love to collaborate with Student Affairs. <p>8. DEIJ on campus</p> <ul style="list-style-type: none"> a. Could support more DEIJ and interdisciplinary efforts with more effective software. b. Have more DEIJ events and provide support for DEI committee and funding. c. Provide clear messaging on and institutional funding for DEIJ efforts. d. Inclusivity and diversity training for staff, leaders, and management across the institution.
<p>Goal 3: Sustain and enhance our extensive service to and engagement with the state through efforts to improve the whole health and wellbeing of our state and its citizens.</p>	<ul style="list-style-type: none"> 1. UW-Casper would like us to consider harmonizing our calendar in future with Casper College, in addition to LCCC-ACC and ACSD. 2. The finals schedule does not necessarily jive with UW-Casper's course schedule. A visit with OTR on this would be appreciated. 3. Extension needs access to expertise in Law School. 4. Use Extension and leverage it in engagement efforts. Better marketing of Extension as a resource. 5. When the President and Provost visit Casper or Cheyenne, don't forget the clinics and residency programs there. They would love to see you.

	<p>6. UW-Casper's facilities are UW facilities – they are an asset. Use them, friends!</p>
<p>Goal 4: Foster institutional excellence by nurturing a culture of idea and knowledge creation that promotes teaching and learning, community engagement, economic development, and world-class research addressing the grand challenges facing Wyoming and the world.</p>	<ol style="list-style-type: none"> 1. Understand and support the cost and value of research, education, service, and engagement in the arts, humanities, and social sciences. 2. There are some departments who are “R1 ready.” Leverage them. 3. Provide designated funding for International speakers, trips, and scholar/international VIP hosting. A fleet vehicle dedicated to GEO would also mitigate the transportation complexities GEO faces in hosting. 4. A more robust international research infrastructure is needed. 5. Build on relationships SPPAIS has with legislature and our DC delegation. 6. Provide continued support for blockchain initiatives. 7. Eminent artist programs. 8. Purchase or commission faculty artwork. 9. Provide staffing for mandating career counseling for students on academic probation. 10. Need lab technicians. 11. Allow lab managers to be full faculty (APRS, APL, Prof of Practice, etc.). 12. Provide financial incentives for departments to work with performing arts as a growth opportunity.
<p>Goal 5: Ensure our long-term vitality through diversification and growth of revenue streams and the effective application of resources, infrastructure, and processes..</p>	<ol style="list-style-type: none"> 1. Involve faculty and others in evaluation of the service units to get feedback on how to improve processes. 2. Digital infrastructure <ol style="list-style-type: none"> a. Move costs of large digital storage needs to the central pool/pay for it at institutional level rather than unit level. <ol style="list-style-type: none"> i. Similarly, institution-wide licenses for software licenses (e.g. for data analysis programs) should be moved to the central pool and institutionally supported. ii. In addition, security costs should be an institutional cost rather than a unit cost. b. More broad access to signature software, e.g. Adobe signature software. <ol style="list-style-type: none"> i. For electronic signatures on dissertations. ii. Electronic signature and routing for CARFs/CARF online. c. Have systems talk to each other – otherwise redundant manual inputs for multiple systems – leads to errors and time wasted. d. If we are going to spend money on new systems (webpages) then we need to resource people to use those systems. e. The Family Medical residency practices need a new electronic medical record system. Could the School of Computing or Computer Science help? f. Libraries would like ORED to consider financial support for the Web of Science. g. Unified data system and accounting system across the institution. h. Consider allowing the Market Research Center and other UW programs in the Business Resource Network to use/have access to library databases as they help Wyoming businesses. 3. IT and Institutional Marketing <ol style="list-style-type: none"> a. Use activation documents early in project planning to enlist the help of IT and Institutional Marketing.

	<ul style="list-style-type: none"> b. Sustain support for IT investments - no post-COVID let-up or we'll fall behind again. c. Don't rely solely on student support for IT. <p>4. HR</p> <ul style="list-style-type: none"> a. Decentralize HR to the units. b. An HR internal auditor is needed. c. Consider having a Vice President of human resources rather than an AVP reporting to the CFO. People are assets, not cost centers. d. More funding support into HR recruitment process. e. Focus on competitive compensation, healthy culture, DEIB commitment. f. Creating a strategy for staff consistency across the university. <p>5. Finances, Foundation and fundraising</p> <ul style="list-style-type: none"> a. Many units express concern that there's a lack of meritocracy and no current mechanism for rewarding units that do well. Units feel punished for doing well because of budget and revenue models. b. The College of Health Sciences needs a dedicated major gift officer. c. No mechanism exists to allow units to save money across FY's. This creates perverse incentives. Consider a 2-year budget cycle, as the state uses. d. Centralized fundraising model. e. One staff member for each unit on campus to help with fundraising. f. Unified vision for Giving Day. g. Financial transparency – if we recruit more students, should see more money. h. Increase communication/coordination/relationship building with UW-Foundation and campus. i. Hire more staff to allow faculty time to go after grants. j. Dedicated person and resources in the Office of Research for arts and humanities. k. Create culture where Deans are involved with the Foundation. l. Develop relationships between administration and Foundation. m. Define points of excellence across institution – then can raise money for it. <p>6. Physical infrastructure</p> <ul style="list-style-type: none"> a. Expand staff, major maintenance and custodial staff to match construction. b. Have a grid or combined heat/power production for all of campus. c. Do building control internally instead of bringing in people from outside of Wyoming. d. Identify those buildings that do not serve our goals and slate for demolition. e. Air conditioning in Knight Hall. f. Focus investment into existing buildings, not just new buildings. g. Need to fund support for people maintaining equipment. h. Need resources for better equipment.
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	<ul style="list-style-type: none"> i. Parking – anytime a new building comes on-line, require an underground parking deck. j. Consider building a centralized animal facility. k. Build one student services building. l. Evaluate physical accessibility in spaces of Student Financial Services and Scholarships and Financial Aid, as well as in the Law school. <p>7. Pay attention to in-house skills</p> <ul style="list-style-type: none"> a. Promote people from within. b. The institutional archive function of the American Heritage Center for UW’s documents (electronic and hard copy) should be honored and enforced. AHC is charged with ensuring the “long-term preservation of administratively and historically valuable material” for UW. c. UW-Casper's facilities are UW facilities – they are an asset. Use them, friends! d. Use Extension and leverage it in engagement efforts. Better marketing of Extension as a resource. e. There are some departments who are “R1 ready.” Leverage them. f. Consider using Social Work resources and expertise in tackling student health and wellness. They would love to collaborate with Student Affairs.
<p>Transcendent considerations and targeted actions.</p>	<ol style="list-style-type: none"> 1. Consider a marketing and communication specialist for alignment/reorg exercises. 2. Broaden university pillars to encompass this strategic plan and current UW strategic priorities and strengths. 3. There is a significant shortage of dry ice on campus. 4. Streamline procurement.

Appendix 4: Context on Refined Mission, Vision, and Values

A. Why refine and restate the UW mission, vision, and values?

Through the campus dialogues process, it has become clear that the campus community wants a clear, focused, and inspiring statement about UW's shared sense of purpose. Such a statement needs to authentically articulate who we are and what we do. Further, the strategic planning team and council felt it was essential that this statement presents UW's purpose to the world in such clear, compelling terms that it will resonate with everyone who works with, learns at, or looks to UW for support, meaning, and leadership in Wyoming and beyond.

To accomplish a refinement of UW's mission, vision, and values statements, we identified a subset of the strategic planning council to review how other entities (in higher education and beyond) articulate their purpose and work. As examples, we considered institutions ranging from universities and Wyoming Department of Transportation to global shoe companies and TED Talks, and many more. We cross-referenced this work with the SPC's intensive review of the data gathered during the Unit Dialogues and Idea Labs.

Consistently, emergent themes pointed to:

- concise, transparent, inclusive, and inspirational language, and
- language that explicitly defines and distinguishes the entity from its competitors and peers.

Thus, we have endeavored to refine UW's current statements into language that compellingly and succinctly articulate what UW is and can be. We have also emphasized (1) the unique, important situation that we occupy as Wyoming's only land grant institution and (2) UW's role as a regional, national, and global leader in several areas of research, teaching, and community engagement.

In concert with the strategic plan – which is being derived from extensive campus-community dialogues and feedback cycles – we anticipate these refined statements can help UW meet internal and external communication, cooperation, and next-stage goals.

As you read, please keep in mind the following:

- MVVs and similar statements or materials are most effective when they help a stakeholder to realize or imagine themselves achieving their vision of themselves through an association with the brand, company, entity, or institution.
- For example: TED Talks (Spread Ideas), Nike (Just do it), UC San Diego (All things possible. All because of you.), Uber (The smartest way to get around).
- In essence, the most effective and compelling MVVs function as affirmation points for people's own sense of themselves. Such MVVs become part of the person's own story. That's what we're aiming for by refining UW's MVVs.

UW's refined MVV and related communications assets and efforts are our best opportunity to differentiate UW from other educational institutions in the West and in North America. Every university can say things like the following:

- "We provide accessible and affordable education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources."
- "Our mission is to enrich students' lives through globally informed, high impact educational experiences with superior teaching, research, creative activity, and action for the public good."

But, really, can you tell where these universities are? What would make you choose either of them over the other, or over any other educational institution? Indeed, can you even be sure these are the mission statements of a university vs. a college vs. a community college vs. a vo-tech vs. a high school?

So, as you read the drafts, please be thinking about these guiding questions:

- Do these drafts succinctly, compellingly, and authentically articulate and celebrate what makes UW unique and special?
- How do you feel your own personal story connects with these statements?
- What do you think is missing from these drafts?

B. Current Mission, Vision, and Values Statements

Mission:

We honor our heritage as the state's flagship and land-grant university by providing accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources.

In the exercise of our primary mission to promote learning, we seek to provide academic and co-curricular opportunities that will:

- *Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world;*
- *Cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners.*
- *Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect; and*
- *Promote opportunities for personal health and growth, physical health, athletic competition and leadership development for all members of the university community.*

Vision:

As the Equality State's university, we strive to break through barriers and explore new frontiers of teaching and learning. Through the unfettered pursuit of knowledge, we aim to apply innovation, intelligence and tenacity to meet the economic, social and environmental challenges of today, and to create a sustainable, diverse and equitable world without borders for tomorrow.

Values:

Our values represent beliefs and principles that drive the culture and priorities of the entire university community and provide the crucial framework within which decisions are made. Regardless of role, student, faculty, staff, trustee, alumni and other stakeholders alike recognize the importance of embedding these values in their day-to-day activities to assure that the institution and its graduates succeed and are exemplars of the best of Wyoming and the world.

Exploration and Discovery

Free, open and unfettered exploration and discovery supported by rigorous peer review and the communication and application of that scholarship, constitute the core principles and practices of this university.

Innovation and Application

Creative thinking leads to new knowledge, inspires student achievement and brings practical innovation to our communities.

Disciplinarity and Interdisciplinarity

Knowledge advances through intense and focused study and also in the intersection of ideas and disciplines. UW cultivates the energy of individual and collaborative advances.

Integrity and Responsibility

Outstanding teaching, learning and scholarship rely on the principles of integrity, responsibility and trust throughout our community.

Diversity and Internationalization

A diverse and international community that includes and respects different ethnicities, genders, sexualities, abilities, cultures and worldviews multiplies our capacity to explore, innovate and educate.

Engagement and Communication

Engagement with local, state, tribal, national and global constituencies inspires our daily work. We are committed to active outreach and clear communication with our extensive communities.