Risk Assessment 2021

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Contents

SUMMARY:

The report contains the results from the 2021 Risk Assessment. This survey was conducted by interviewing the administration as well as compiling results from a survey that was distributed across campus. The survey had a response rate of 78%. The following groups were surveyed:

- Presidential Cabinet including Vice Presidents and Associate Vice Presidents
- Deans and Directors
- Enterprise Risk Management Advisory Committee
- Business Managers and/or Cost Center Approvers that represent all financial areas across campus
- UW Board of Trustees

The following results of this annual risk assessment have the potential to diagnose the current state of strategic goal achievement and have identified challenges (risks) that can challenge the mission of the University of Wyoming.

The top four risks facing the University of Wyoming include:

- Financial Risks
- Recruitment and Hiring of Quality Personnel
- Declining Enrollment
- Erosion of the Belief in Higher Education Value

The strategic goal that is most at risk of being achieved is:
- Becoming a high-performing university
  - The risks to UW becoming a high-performing University include:
    - Budget cuts and impact on human capital
    - COVID pandemic and its effect. It has impacted trust that students and parents placed in the University
    - Poor morale
    - Budget cuts will not be done in a strategic way

The pillar that is most at risk of not being developed or enhanced is:

- UW will become more inclusive
  - The risks to UW becoming more inclusive include:
    - We have to have a mechanism to listen; people feeling unheard
    - Budget cuts are likely to cause significant cuts to important programs that promote inclusivity.
    - The Office of Diversity is understaffed and underfunded. There is not a spiderweb of reach to other areas.

The survey also assessed the impact of the budget reductions and risks that will impact the Wyoming Innovation Network. These results are included in the report. Operational data obtained from this risk assessment will be used to contribute toward the development of a risk-based Internal Audit plan.

The Enterprise Risk Management Advisory Committee (ERMAC) has reviewed this report to evaluate areas where the University is vulnerable. The committee has used this report to formulate and prioritize ERM projects and/or recommendations for this year.

This risk assessment will be completed annually.

DEFINITIONS:

Enterprise Risk Management (ERM) – describes a broader approach to managing risk. It is the coordinated activities to direct and control an organization with regard to risk.

- It defines risk as the effect of uncertainty on objectives. It, therefore, ties the management of risk to what is most important to the organization. This uncertainty about outcomes can be either positive or negative.
- The responsibility for managing risk is spread across the organization to those who have accountability and authority – risk owners.
- It is an approach to managing all of an organization's key business risks and opportunities with the intent of maximizing the shareholder value [or stakeholder satisfaction].
- Major Risk Categories: Strategic, Financial, Operational, Compliance, Reputational.

Strategic risk – situations related to the University's ability to achieve its overall goals and objectives including the ability to hire and retain competent personnel, and/or the ability to attract and retain students

Financial risk – situations related to budgetary challenges and financial deficits

Operational risk – situations related to systems, processes, and procedures to prevent errors, waste, misuse

Compliance risk – situations related to compliance with laws, regulations, rules, policies, and procedures; ability to enforce physical and data security protocol

Reputational risk – situations related to public perception, political issues, fraud, etc.

Risk - the threat that an event, action, or non-action will adversely affect UW's ability to achieve its objectives and execute its strategies successfully

Risk assessment – overall process or method of identifying, analyzing, and evaluating hazards and risk factors that have the potential to cause harm

Risk register – a tool in risk management and project management used to list potential risks to an organization and used to recognize potential issues that can derail intended outcomes for the University of Wyoming

Audit universe – a list of auditable entities, processes, systems, and activities within the University including an evaluation of risk based on predetermined factors. As such, the audit universe is determined and updated based on assessed risks, information from the risk register, past audits, and emerging risks

Enterprise Risk Management Advisory Committee (ERMAC):

- 19 members from all areas of the university plus additional subject matter experts/advisors
- Meets regularly and has a growing university "best practices" reference library

PURPOSE:

The annual risk assessment is an important piece of the Enterprise Risk Management framework. It provides leadership and other risk owners information regarding threats and opportunities that might affect the achievement of strategic goals. The results also contribute toward keeping the risk register current.

The results of an annual risk assessment can be meaningful for various levels of the University as it has the potential to identify threats and diagnose the current state of strategic goal achievement.

There is a tendency to view risk assessment and risk management as an effort to identify compliance issues that can be solved by drawing up lots of rules and making sure that all employees follow them. Many such rules are sensible and do reduce some risks that could severely damage the University. But rules-based risk management will not diminish either the likelihood or the impact of major threats to the strategic vision.

Not only does this risk assessment provide strategic information regarding risks to our strategic goals, but it also provides Internal Audit with information to update the audit universe and develop the Internal Audit Plan for the coming year.

Section 2010 – Planning – 2010.A1 of the International Standards issued by the International Professional Practices Framework (IPPF) state: The internal audit activity's plan of engagements must be based on a documented risk assessment, undertaken at least annually. The input of senior management and the board must be considered in this process.

This standard:

- o Makes the best use of limited resources
- o Improves ability to impact the organization
- o Generates buy-in from management
- o Assists with maintaining value

ENTERPRISE RISK MANAGEMENT (ERM) Background:

- Emerged after several large corporate fiascos (Enron, WorldCom, etc.) and as a response to the Sarbanes-Oxley Act as a process to engage boards and governing bodies more actively in the business of risk management for the enterprises they were leading/overseeing.
- Now being adapted and adopted in the non-profit and government sectors as well.
- **At UW**: ERM best practice research began in 2018 and included guidance on framework development from Gallagher Higher Education Practice (UW's primary broker).
- The Chief Risk Officer under UW's Office of General Counsel has been the lead administrator for coordinated ERM activity and the program built at UW. ERM has a close association with Internal Audit and compliance functions.
- UW is using the International Organization for Standardization (ISO) ISO 31000:2018, Risk Management - Guidelines, with some adaptation, as its primary reference.
- Progress with the ERM initiative paused in late 2019 with the departure of the previous Chief Risk Officer, transition to a new president, and the emergence of COVID-19 as an enterprise-wide priority.

PARTICIPANTS:

The following is a presentation of the individuals that were involved in the risk assessment process. It also details how the information was acquired and the associated response rate.

- **ADMINISTRATION Risk Assessment**

This assessment was performed with UW administration and other stakeholders as deemed appropriate. Information gathered from these interviews will be tabulated, contribute toward the development of the Internal Audit Plan and modifications to the Internal Audit Program.

    Who: Presidential Cabinet – President, Vice Presidents, AVPs, other stakeholders as identified

What: Assess risks to achieving the UW Strategic Plan

How: Interview and optional survey

Response rate: 29/34 = 85%

- **LEADERSHIP Risk Assessment**

Assessments of mid-level risks are performed by asking individuals to identify top risks or concerns regarding the achievement of objectives in their respective areas. Information gathered from these interviews will be tabulated, contribute toward the development of the Internal Audit Plan and modifications to the Internal Audit Program.

Who: Deans, Directors, Enterprise Risk Management Advisory Committee

What: Assess risk to the achievement of the UW Strategic Plan and Departmental goals.

How: Survey and an optional interview

Response rate: 43/62 = 69%

- **BUSINESS UNIT LEVEL Risk Assessment**
The implementation of WyoCloud affords the risk assessment process with the ability to generate system information to accurately assess risks for the entire audit universe. Prior to WyoCloud that was a difficult process.

Who: Organizational leads (Business Operations, Business Managers, etc.)

What: Assess elements that put a unit at greater risk; assess financial elements in the department to update the audit universe

How: Survey and data from WyoCloud

Response rate: 213/274 = 77%

As part of the process of developing and updating the audit universe, University organizations are ranked according to various characteristics that may indicate higher risks regarding financial accountability and control. Characteristics that were analyzed and scored include:

- o   The fiscal year-end budget deficit in unrestricted accounts
- o   The fiscal year-end deficit in fund balance in designated accounts
- o   Presence of specialized inventory (controlled substances, hazardous, or precious materials)
- o   Building security issues
- o   Required communication with governmental entities, legislators, etc.
- o   Count of sponsored projects, foundation accounts, and designated accounts
- o   Purchase card transaction counts and dollar totals
- o   Amount, frequency, and type of cash handling activities
- o   Deposit transaction counts and dollar totals
- o   Volume and amount of credit card transactions (as well as PCI Compliance)
- o   Total transaction counts
- o   The total sum of payroll costs charged to restricted funds
- o   Number of FTEs in department
- o   A significant change in key personnel
- o   Count of special pay transactions (additional compensation, supplemental payments, etc.)

OVERSIGHT: Board of Trustees & Fiscal and Legal Affairs Committee (FLAC)

The FLAC is uniquely positioned and equipped to evaluate and review the Annual Risk Assessment and approve the Internal Audit Plan. The FLAC members receive and evaluate information from the university administration regarding organizational strategies and associated risks in a variety of interactions, including Board of Trustees executive committee meetings and regular board meetings. This committee also reviews external audits, internal audits, and other elements that help this committee evaluate situations that present a risk to the University.

Who: Board of Trustees

What: Participate in the Risk Assessment Survey; Review results of Risk Assessment and approved Internal Audit Plan based on the results of the Risk Assessment

How: Review of risk assessment results during March FLAC meeting, review of the final Risk Assessment report, and approval of Internal Audit Plan during May meeting
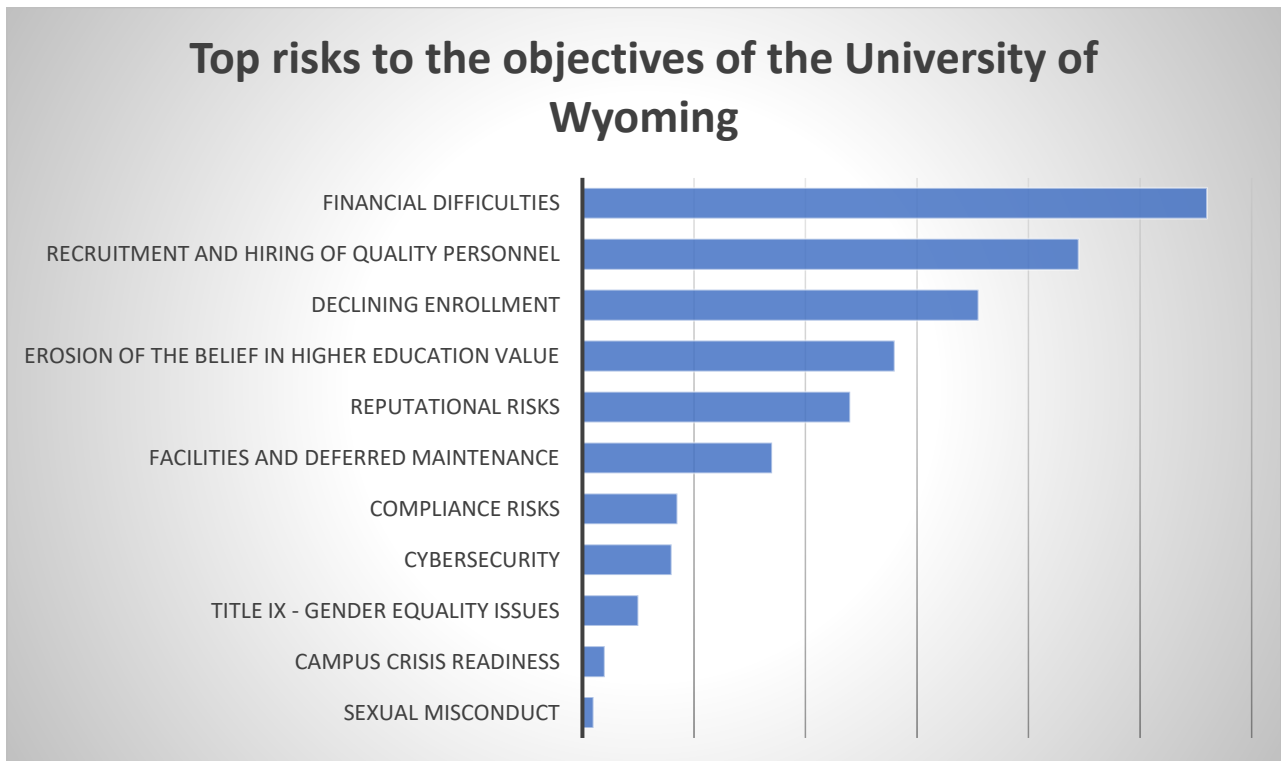
Response Rate: 10/12 83%

SURVEY RESULTS:

The following tables represent the compiled results from Administration, Leadership, and Business Unit surveys.

Top risks that could threaten the achievement of objectives for all colleges and universities

The following is a listing of some of the top risks facing all colleges and universities today. The respondents were asked to choose the top four risks they believe present the greatest threat to the University of Wyoming achieving objectives. The results are presented in Table 1.

- Financial Difficulties
- Declining Enrollment
- Sexual Misconduct
- Title IX - Gender Equality Issues
- Erosion of the Belief in Higher Education Value
- Campus Crisis Readiness
- Cybersecurity
- Reputational Risks
- Recruitment and Hiring of Quality Personnel
- Compliance Risks
- Facilities and Deferred Maintenance/Building security

Table 1 Top risks to the objectives of the University of Wyoming

The following is a list of additional Top Risks that were identified by the respondents:
• Lack of strong and truly excellent research programs in STEM and extremely weak corporate partnerships
• Administrative bloat and low wages and lack of raises for employees at the bottom of the organizational chart; inflated administrative salaries
• Board (Governance), Management and Audit/Risk Management Alignment on Risk Relevance and Capability to Manage
• Campus Morale
• Community Development - making Laramie a place young people want to come
• Diversity, equity, and inclusion, anti-hate crime protections
• Gender equality is still a major issue. Hidden biases will impact this issue. People claiming inequity when the data does not support the claim. This further hurts this issue. Equality across all groups
• Financial - we have to be better at internally prioritizing limited resources; declining state revenue for the foreseeable future means that this situation will continue. The financial difficulties of the University have a direct impact on the success of our residency program and clinics
• Inadequate Leadership, Lack of follow-through by administrators, Lack of mentorship, and appropriate and thorough training opportunities for personnel at all levels. Lack of planning and direction from the administrative level to facilitate implementation of university-wide systems (e.g., WyoCloud) & how those systems will impact the workflow and business processes both within and across affected departments (e.g., Payroll, OSP, Procurement).
• Loss of top talent faculty to competitors; Retention, recruitment, and hiring of quality personnel
• No more reserve fund account, I haven't been able to buy a new vending machine in four years
• Over-broad Mission: When you are trying to do too many things, we are over-promising, our reach exceeds our grasps, then we will disappoint many and turn others away. The goals are not observable or measurable.
• Silos - not working together, not sharing information and experiences
• Need a security department. Operations does not have the bandwidth to decide when all of the buildings should be open/closed and to regulate and monitor access.
• The state legislature
• Uniformity and consistency of service. Students are treated differently based on college. As students become aware of the difference, this creates a reputational risk and challenges enrollment. Inconsistency of student experience.
• University cultural shift to accept mediocrity; Complacency by many faculty in status quo
• UW's lag in implementing online degrees, curricula, and other remote learning

Risks to the achievement of the Strategic Plan

Breaking Through presents the five-year strategic plan for the University of Wyoming. Goals related to the strategic plan were developed for 2017-2022.

> **1- Driving Excellence** – "Join together as an intellectual community already renowned for its regional, national, and global relevance and impact by fostering and rewarding excellence in teaching, scholarship, innovation, and creative endeavor."

> **2- Inspiring Students** – "Inspire students to pursue a productive, engaged, and fulfilling life and prepare them to succeed in a sustainable global economy."

> **3- Impacting Communities** – "Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners."

> **4- A High-Performing University** – "Assure the long-term strength and stability of the University by preserving, caring for and developing human, intellectual, financial, structural and marketing resources."

This portion of the survey assessed risks to the achievement of our goals and objectives. The respondents were asked to evaluate which strategic goal is most at risk of not being achieved. The results are presented in Table 2.

Table 2 Strategic goals that are most at risk of not being achieved

This section provides information regarding the specific risks to the strategic goals and an associated risk score that is based on the impact and likelihood of that risk having a negative impact.

The risk scores range from 9 – 1. A score of 9 indicates a risk of catastrophic impact that is highly likely of having a negative impact on the achievement of objectives.

Table 3 Detail of risks to the strategic plan with an associated risk score

1 - Driving Excellence - "Join together as an intellectual community already renowned for its regional, national, and global relevance and impact by fostering and rewarding excellence in teaching, scholarship, innovation, and creative endeavor."	Risk Score Based on Impact and Likelihood
Financial Risk	
Loss of human talent. The budget reductions have had an impact on the loss of human talent. The magnitude is massive as UW loses critical knowledge - institutional knowledge - as faculty and staff leave. We will not be able to achieve excellence if we lose our excellent staff and faculty.	9
Operational Risk	
Budget cuts	9
No cohesion. Fear of retaliation, fear of being shot down, fear of trying. Driving Excellence indicates pushing the limit and challenging the system. People should feel safe in being inspired.	9
Managers and supervisors do not have the soft skills to manage conflict. Supervisors have not been equipped to properly intervene, many are not effective in managing areas at an administrative or interpersonal level. Succession planning also presents a risk.	4
Building maintenance - The stench in the main elevator shaft of Coe -- that went on for 2.5 months. See UW Operations for details.	2
Strategic Risk	
No cohesion. We are not joined together. Across campus, there are many different views and each unit has been left to fight for their position rather than joining together for a common goal. We are a disjointed university.	9
Budget cuts and impact growth and the ability to be nimble. UW is stagnant and without growth, it will fall behind. The University needs to be nimble to embrace/promote interdisciplinarity activity and entrepreneurship that enable the university to excel and capitalize on the benefits of Wyoming.	7.5
Loss of human talent. The inability to attract and keep high caliber talent including administrative staff, faculty, and students. Without people, there is no excellence.	6.75
Teaching load is impacting the ability to do research or pursue funds.	6

Lack of focus. Too many different things at once with limited people, time, and resources. A heavy focus on Tier 1 research comes at the expense of quality teaching and learning. Excellence is a stern taskmaster. If you are going to be excellent at something it is going to have to be a focus and we have diffused effort.	**3.5**

2 - Inspiring Students - "Inspire students to pursue a productive, engaged, and fulfilling life and prepare them to succeed in a sustainable global economy."	Risk Score Based on Impact and Likelihood
Financial Risk	
Budget cuts. Financial reductions resulting in staff reduction, or ability to purchase software platforms	**2**
Operational Risk	
Access to advisor post-admission. Newly admitted students (transfer students) experience a gap between when they are admitted and confirm their enrollment and when they can access an advisor. It is not good customer service to have admissions encouraging students to confirm their enrollment only to then have the student wait weeks before an advisor is available.	**6**
Policies and procedures. The way we pay people using the pay matrix keeps us from attracting and keeping stars. The current policy does not give units the flexibility to retain the people they need. To change our policies and procedures, we have to embrace change.	**6**
Student success is not the focus for everyone. During the pandemic, there was a lot of blame. Need to get back to make the students central to our mission.	**6**
Reputational Risk	
Budget cuts. The anticipated budget reductions continuing.	**4**
Strategic Risk	
Student experience. Current COVID policies, reduced access, and financial inability to attend the institution.	**9**
Building maintenance. Lack of adequate ventilation in Knight hall to provide a safer environment for in-person counseling sessions during the COVID 19 Pandemic.	**6**

3 - Impacting Communities - "Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners."	Risk Score Based on Impact and Likelihood
Financial Risk	
Budget cuts. Lack of funding for programs and staffing to impact communities	**6**
Operational Risk	
Lack of a diverse economy in the state.	**9**

	Risk Score Based on Impact and Likelihood
COVID-19. Pandemic limited outreach opportunities and the ability to hold impactful events outside the zoom landscape for students/community.	7.5
Reputational Risk	
COVID-19. The pandemic has limited interaction with people.	2
No direct relationship with the community. There is no real effort to build a bridge of communication, establish outside resources, and no direct relationship with the local community. Communication link to administration has been a challenge, and there is the perception that the University is not listening.	2
Strategic Risk	
Limited funding.	2

4 - A High-Performing University - "Assure the long-term strength and stability of the University by preserving, caring for and developing human, intellectual, intellectual, financial, structural and marketing resources."	Risk Score Based on Impact and Likelihood
Financial Risk	
Budget cuts impact on human capital. Continued budget cuts and lack of financial resources that impact operation funding and the ability to attract and retain valuable human capital. The University must attract and maintain intellectual ability to impact the University and communities. If the University cannot develop human capital it will be difficult to drive excellence.	7.3
Budget cuts impact academic focus. Unpredictable vacillations in the budget and financial underpinnings for the university taking academic and administrative focus away from high-performance educational goals.	6
Legislative commitment to the University. Diminishing support, legislative overreach and micromanagement, and lack of appetite for new revenue streams.	5
Restructuring. The restructuring of departments in the division, as well as cuts to programs as a result of the budget crisis and pandemic and changes, may not be efficient.	2
Operational Risk	
Poor morale. Dramatic budget cuts will have effects on morale. Implementation of reductions is met with the expectation that certain units will be favored. This results in distrust. Everyone is working for self-serving interest and not on the same team for the same goal.	5
Institutional data. Issues related to data governance and system information are still getting in our way. HCM has been improved, but concerns regarding the transition to recruiting model and clarity of	6

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information are still a challenge. The system does not seem designed well for higher education.	
Financial support of operational staff. It is critical to preserve the structural resources. The current budget will not allow for adequate maintenance. We are losing institutional knowledge of the functioning of the university. We are not attracting key individuals in key trades to maintain a complicated campus and high-tech buildings.	**4**
Reputational Risk	
COVID pandemic. This has been hard on students and we have lost their trust and the trust of parents. The University needs to be back with more in-person classes. Legislators and policymakers will be impacted by the loss of staff and students.	**9**
Budget reduction. Reductions and possible salary cuts make people want to leave and cause the University to lose high-quality employees.	**7**
Strategic Risk	
Budget cuts. Fear that these will be realized last minute and in a haphazard way, and will curtail our ability to perform highly	**7**
Mental/Emotional health. Issues such as budget reductions, employee salaries, and COVID has had an impact on mental and emotional health. Moral has been impacted by these elements. A loss of trust because of frequent changes in plans.	**6**
Retention. The current climate has created an environment in which people *fear* they will lose their jobs. This impacts the pride that people put into their work and their willingness to contribute. Shared mission and goals are becoming divided, collaboration has suffered and has caused a "circling of the wagons."	**5.5**
Constant leadership. BOT, and administrative unrest for the last five to eight years. That drastically impacts our ability to be a high-performing university. We continue to lose top faculty and staff. They are tired of the instability.	**4**
Consistency. Units across campus are wanting to do things their way with little unity of purpose. Independence is problematic. For example, performance evaluations are done differently across units. Some refuse to engage. Some are thoughtful.	**3**
Difficulty making difficult decisions. CSU in 2008 had a major financial crisis, quickly regrouped business, raised tuition, marketed, reinvented. Concern that legislative cuts to funding will limit UW's ability to course-correct. The long-term strength and stability will be challenged if UW cannot find a way to reinvent itself in light of financial challenges.	**3**

Risks to the preservation and enhancement of the Four Pillars

The President, in consultation with senior administration, deans, faculty, Trustees, and community stakeholders, has identified four key areas that will be promoted as the university pivots for the better development of the future state workforce.

- **UW will become more digital**

  The digital world pervades every area of society. Computing, data science, AI, and technological approaches to science and engineering – and, to applications across the entire university, from arts, humanities, and social sciences, to agriculture, engineering, and health sciences.

- **UW will become more entrepreneurial**

  Not only must our faculty be more entrepreneurial for revenue sources outside the state, e.g., from federal agencies, private foundations, and corporate partnerships, UW must more directly support economic and workforce development, particularly driving the "enhanced economy" of the state.

- **UW will become more interdisciplinary**

  Many national academy studies and national funding agencies are recommending and supporting bigger and more challenging research and education collaborations than any single department or college can effectively address.

- **UW will become more inclusive**

  Diversity in every dimension, from social and economic backgrounds to varied ethnicities, different geographies, and a variety of intellectual interests

This portion of the survey assessed risks to the achievement of these four pillars. The respondents were asked to evaluate which pillar is most at risk of not being achieved. The results are presented in Table 4.

Table 4 Pillars that are most at risk of not being achieved

This section provides information regarding the specific risks to the four pillars and an associated risk score that is based on impact and likelihood of that risk having a negative impact.

Table 5 Detail of risks to the four pillars with an associated risk score

UW will become more DIGITAL	Risk Score Based on Impact and Likelihood
Financial Risk	
High cost of implementation and sustaining. High salaries. We do not have the resources to make it happen.	3
Operational Risk	
Resources. Identifying the new resources to invest in the school of computation	4
Funding. Budget cuts could affect the ability to upgrade processes to become more digital	2
Strategic Risk	
Funding. Insufficient funding in the presence of cuts, the addition of this is not feasible.	4
Opposition to Change	2

UW will become more ENTREPRENEURIAL	Risk Score Based on Impact and Likelihood
Financial Risk	
Lack of financial resources	4
Operational Risk	
Lack of fiscal transparency to units	9
Reputational Risk	
Unachievable. The goal is too much of a stretch to begin with.	6
The mindset of UW and the state of Wyoming	4
Strategic Risk	
Lack of culture. This pillar is less tied to our mission. There is a lack of understanding of what it means to be entrepreneurial and how to develop IP. Campus-wide there is a lack of knowledge of how to instill this objective, and this is an ingrained culture that has to be changed. This value is not supported or rewarded.	4
The shared vision is unclear. A detailed vision and a more concrete definition of what needs to be achieved is needed. Support and ancillary units need direction regarding how they can support this vision; it is not just academic units that need to be involved. A collaborative partnership is needed and without it, units across campus will not be marching toward a common goal.	2
Legislative vision for the University. People forget where the money comes from. Legislators set the agenda for the University. Some initiatives might be attractive, but we can't exclude Wyoming initiatives and values while adding new and exciting things.	2

UW will become more INTERDISCIPLINARY	Risk Score Based on Impact and Likelihood
Financial Risk	
Budget cuts and the related loss of programs	6
Compliance Risk	
Lack of funding to support staffing for campus maintenance	4
Strategic Risk	
Programs are not included. Humanities left out of the discussion, in light of a high focus on sciences	9
Budget cuts. Paralysis induced by the chronic nature of budgetary/pandemic pressures that results in inaction	9
Lack of platforms and venues to apportion sufficient time-end effort to develop collaborative projects and logical interdisciplinary connections for both research and academic paths/programs.	6
Work as a community toward a common goal. The last three years are creating a catastrophic situation and making it harder for people to move out of their current situation. The financial situation has encouraged individuals to work within their silos and not contribute toward a group effort. This has created a lack of buy-in from faculty, department chairs, and deans across the system.	4.2
Lack of incentive. There are a variety of institutional, financial, personnel barriers that do not actively reward innovative interdisciplinary work. Structures, culture, and processes that create significant barriers are not often considered. This includes how we assign course instruction to faculty. We are not incentivizing faculty to engage in the interdisciplinary effort.	4

UW will become more INCLUSIVE	Risk Score Based on Impact and Likelihood
Operational Risk	
We have to have a mechanism to listen. UW is going to have to be bold and go forward. We need to understand why there is volatility around this topic. It will get in the way of every effort. In-fighting and people are feeling unheard. You can only grow if you are pulling in a variety of opinions.	9
Reputational Risk	
Budget cuts are likely to cause significant cuts to important programs that promote inclusivity.	6
Declining enrollments and not attracting diverse students. The University is not focused on diverse teaching styles. Diversity in the student population will attract diversity. It is connected to recruitment and retention, and racial inclusion. Members of underrepresented groups need to be included in decision making	5

The state and legislature do not promote inclusivity as it is not viewed as a problem in the state. At its root, the state of Wyoming is not an inclusive place. From the state legislature to local areas and their thoughts and beliefs impact this objective. Events happening in Wyoming will tarnish the reputation of the University. Citizens of Wyoming, in general, are not accepting of cultural diversity	**4.25**
Lack of policies. Policies are not in place to protect certain populations. The lack of policies affects the ability to attract students here so that they will feel safe. Have to be very aware of supporting students from other areas with additional efforts and resources.	**4**
Recent visibility that the campus/city has issues that lead to concerns within diverse groups/individuals. UW is type-casted and challenged to provide data to prove inclusivity. We do not have ethnic diversity in Wyoming when bringing most students from Wyoming.	**3**
Strategic Risk	
Budget cuts	**6**
The office of diversity is understaffed and underfunded. There is not a spiderweb of reach to other areas. Need one person dedicated to driving this initiative. Recruiting diverse students grad and undergrad. Dedicated people on supporting diverse students included professional development for staff dealing with diverse students.	**6**
Inclusivity is perceived as optional and not mandatory. Inclusivity should be considered as essential and at the same level of importance. It is essential for our survival in a world that is interconnected and diverse.	**6**
State support is not present. The intention on campus is good, but there is not the same level of support in the state. Efforts might face scrutiny or opposition from legislators, and experience challenges when considering the political climate in the state.	**6**
Partnership with community colleges will impact inclusive efforts. The recent dust-up with the College of Business transfer policy is a good example of how UW can be tone-deaf when it comes to actively partnering with community colleges.	**6**
Perceptions. Forces are fighting against this including recent racist attacks on campus. There is a belief that nothing will change. The least momentum behind this. Hardest ones to address. There are systemic discriminatory practices on campus and difficult to get people to get to agree and identify.	**5**
Other universities attract more diversity. If you want diversity in hiring we have to recognize that we are competing with other universities. Other schools can hire a diverse population at higher salaries somewhere else.	**3**

Assess the impact of budget reductions

Financial risk related to budget reductions is evident. Cuts have the potential to be very damaging to UW's ability to fulfill its land grant mission to the state.

The University has been performing a strategic review of priorities, strengths, weaknesses, and needs for the future of Wyoming to determine how and where to cut, as well as how and where to preserve or even strengthen programs. The following table (Table 6) presents views regarding the positive and negative impacts of the budget reductions.

Table 6 Detail of views regarding the positive and negative impacts of the budget reductions

Positive results:
• Genuinely assess inefficiencies and then correct them.
• Less reliance on state funding. UW needs to find ways to generate new sources of revenue and develop evidence-based ways of funding our initiative as opposed to relying on historical budget practices.

• Catalyze focuses on core competencies; what is our core mission as a Land Grant Institution.
  ○ Execute energetically using available funds.
  ○ Force better clarity to where we are going.
  ○ Helps us focus the resources in strategic ways. We can't be everything to everyone. Jack of all trades and master of none. We need to create high quality in a few areas.
  ○ It will bring the university to a tighter focus. We will have to make hard decisions. Some programs could be cut to move toward excellence.
  ○ Strengthen excellence; rethink our core mission.

• Prompts a necessary surgery to cut the programs that are not relevant and focus on the priorities for the strategic plan.
  ○ Create a slimmer program portfolio and allow for more depth. It will cause a focus on quality over quantity. Depth instead of breadth.
  ○ Needs to be done on academic and non-academic programs.
  ○ We need to have a diverse variety, but limit the number so that we can focus effort.
  ○ Forces us to evaluate how we view our programs to create a better functioning university.
  ○ Forces us to discover duplication of effort and identify where are we putting resources with little output.
  ○ Forces us to get rid of some "financial dogs" and trim the fat.
  ○ Maximize value and increase ROI.

• Promote ingenuity and efficiency.   ○ Efficiencies can be found. Force a better use of scarce funds. Force tough decisions.

- o Requires people to assess and evaluate existing processes. Forces us to make a determination of what is necessary and what is not.
  - o It will result in a more streamlined process.
  - o We will need to share resources and there will be a natural outcome of being interdisciplinary and implementing a shared approach. People will need to be unified.

- The legislature will see our effort to contribute toward the effort.
  - o A good PR move.

- Increased discipline in spending, stronger alignment of spending strategies, and increase spending in high-value-added ways.

- Causes an internal reflection of what is done well and what is not done well. The outcome will be that at the end of the day, you have the potential to get really good at what we do.

- Scare us out of complacency and forces us to implement improvements and be innovative.
  - o It disrupts inertia.

- Become more targeted and move in new directions.
  - o Address where does the University want to be in 5-10 years
  - o Requires the University to set priorities.
  - o Become more digital.
  - o Capture dollars from other areas and enhance computations.
  - o Put more energy into other areas to be more competitive.

- People have to prove how they are going to use the resource

- With effective leadership, the massive energy of the faculty can be mobilized to increase our interdisciplinarity and team approaches to problem-solving.

- Will create more reliance on fundraising

Negative Results:

- Budget reductions will possibly result in the loss of valuable personnel via lost positions and/or the inability to attract highly qualified candidates for positions.
  - o Will negatively impact faculty recruitment and retention.

- Decrease in academic programs available to students.
  - o The assumption that students should be able to come here and get any degree, but cuts will reduce programming.

- The inability to fully carry out our mission and creating the appearance of being replaced by alternative new programs, therefore causing a loss of momentum.

- Fewer services and resources
    - Devastating to some established and new programs. Parts of the state will be unhappy and there will be legislative pushback due to cut programs. There will be some services that we cannot provide to the state. Anything we do will create a void.

- Reduced morale
    - Unrest and dissatisfaction, anger, staff have taken on more in previous reductions and are facing further loss which is considered as a punishment.
    - Change is hard for everyone, stressful, problems with employee and student morale.
    - People are terrified that they are going to lose their job, and this creates great fear; further causing finger-pointing, and pitting departments against each other creating internal division.
    - Staff and faculty struggling with uncertainty and it is distracting them from being productive.

- Strategic changes to the operations and operational layout of the University
    - Will impact the ability to provide services, loss of ability to service infrastructure.
    - Many areas have been operating at a human capital deficiency for some time and the budget reduction, if not strategic, will likely make the situation worse.
    - Consolidation has greatly impacted the ability to operate and maintain the buildings.
    - Cannot maintain quality individuals. The buildings are becoming more technical, but the workforce is becoming more remedial based on pay and cuts. Down to the bare bones. Cannot keep adding buildings and cut operations.

- Concern that the cuts will favor our professional schools which yield more immediate deliverables at the expense of our liberal arts core (especially College of A&S) which does not always offer immediate ROI in terms of a student's career, but which prepares students for complete living in the complex and changing 21st-century economy.
    - Downsizing and losing programs result in us becoming on-track-minded and only keeping revenue-producing programs.

- May impact attracting new students.
    - Cut programs and student services that will impact enrollment, and hinder the advancement of other student programs.

- Will not be able to quickly respond when needs and opportunities arise.

- Concern that cuts will not be strategic.
    - Cuts will be done without forethought.
    - If we do not do this right, everyone will be cutting corners, and slip back into everyone taking a cut. Cuts will not be strategic and so we will not accomplish objectives.
    - To grow in one area, it has to be taken away from another area.

- Inflationary costs are not being covered. Cuts must be made and you have to reduce programs to stay flat. We are not growing at a rate to cover costs.

Assess risks to the development of the Wyoming Innovation Network

The Wyoming Innovation Network (WIN) initiative is a part of Governor Mark Gordon's proposal to modernize Wyoming's higher education system and diversify the state's economy. The network involves a collaboration between the state's higher education institutions to develop strategic programming in key areas focused on Wyoming's needs. The initiative asks higher education institutions to find ways to emphasize:

- workforce development in high-potential areas
- supporting and training entrepreneurs and new business startups
- a research and market analysis agenda aimed at technology transfer and commercialization
- developing outside revenue sources such as corporate partnerships to provide new opportunities for students

This portion of the survey assessed risks to the achievement of this initiative. The following section provides information regarding the risks that could compromise this initiative and an associated risk score that is based on the impact and likelihood of that risk having a negative impact.

Table 7 Detail of risks to WIN with an associated risk score

Financial Risk	Risk Score Based on Impact and Likelihood
Budget cuts will hinder our ability to meet these objectives	6.75
Developing outside revenue sources will be a challenge. We do not have a history of developing outside revenue sources and we have not diversified our economy. The economic benefit to businesses coming here and they are not deciding to come. We can be attractive but have not sold it.	4.5
Lack of financial investment	4
Cuts to staffing due to budget limitations. To do new and innovative things you need to be able to have time and staff to do them. I feel like I can't keep up with the daily responsibilities of my office never mind stepping up any new initiatives.	3

Operational Risk	Risk Score Based on Impact and Likelihood
Transportation and infrastructure. Great conference facilities on campus but some events could be larger if transportation to and from Denver was improved. Internet access for rural areas compromises business development. Pandemic has revealed a gap in internet access.	6
Too many competing priorities including the need to be able to compete with the private sector.	4

	Risk Score Based on Impact and Likelihood
The WIN will need a significant start-up component whereas the ROI might take a while to materialize. Therefore, the lack of sufficient commitment to start-up would possibly compromise the initiative.	3

Reputational Risk	Risk Score Based on Impact and Likelihood
Lack of skills and resources. We have a two-person tech transfer unit. We have the right people and the right leadership to get this off the ground. At the current state of resources, this will be a challenge and need to be prioritized to make this happen. If we don't do this initiative, we have a huge reputation risk. This could fall the few people that are "doers" to get this done without the infrastructure in place.	6
Lack of training and communication. Meetings with all stakeholders are not sufficient, and lack of training and consistent to messaging to all communities. All parties need proper training before deployment.	6
Workforce development in high-potential areas. The institution does not offer education in workforce development in these areas. We are not a trade school - but a "major" school. We are out of step in this area and students in these majors go to other areas. Wyoming needs to develop these industries before we can develop the students to stay.	6
Cooperation. Independent boards are all serving their interests and looking out for their own needs. Lack of interest/participation.	3
Budget reductions	2.5
Overpromising. The initiative has raised the expectations of others but there is a concern over being able to meet expectations. Traditional and meaningful efforts with partners could be compromised.	2
Workforce participation. Lack of longer-term support for new business startups	2

Strategic Risk	Risk Score Based on Impact and Likelihood
Lack of buy-in from faculty and students. Very few people became faculty with the idea of doing these things. These are outside of their expectations of being a professor. There will be faculty push-back. "I went into this to do A but now you expect me to do B". The faculty will not be successful if asked to do something they were not trained to do.	9
Conflicting purpose. Focus on applied knowledge over the creation of new knowledge. We are not a job training institution. We export our students. UW does not contribute to Wyoming's business development because Wyoming lacks the infrastructure and businesses to absorb our students. Before this can be successful the STATE needs to attract technical businesses. We have highly educated students that can contribute to technical businesses, but they leave. The students did not come here for job training.	6.33
Ability to be nimble. The biggest barrier is the University's ability to respond to the needs rapidly. We have learned that we can turn the ship quickly, but may not have translated to the operational level.	6

|	
A decline in access to mental health resources for students, staff, & faculty. Poor mental health may impact multiple areas of people's lives including work productivity and relationships.	6
Accountability and capacity to manage such a broad project to ensure the elements come together for a unified purpose with measurable milestones.	6
Lack of leveraging existing, high-performing programs or extensions of the University through Sponsored Programs such as the SBDC network of services as well as other business resource networks.	6
Markets are not ready for goods in this state. The ability to take products to market and get feedback is very expensive and we will not have feedback promptly to know if we should keep investing. Capital investment dollars available are limited. Will we be producing students that businesses in Wyoming will be looking to hire? Are we developing the students so that they are in high demand	6
Protected politics - the relationship of everyone looking out for themselves will get in the way of this initiative. It is the feeling that we compete with the community colleges. UW is being forced into working with the community colleges and it has had a positive impact. Community colleges can now offer bachelor's degrees so increases the competition but also cooperation. Community colleges are not ready and will want to protect "their share". As a University, we are siloed and have self-interest that will prevent progress.	5.67
Inability to attract and retain the proper leadership and personnel to allow this initiative to get started and to foster future results.	4
Budget cuts. The money must come from somewhere. What will have to give to fund this project? What additional sacrifices will have to be made?	3.75
Support units have very little knowledge of this initiative and should be a part of the conversation. Contributors are missing, key people. Will not optimize our full potential unless they are included in the conversation	2

SURVEY RESULTS – UW Board of Trustees:

Top risks that could threaten the achievement of objectives for all colleges and universities

The following is a listing of some of the top risks facing all colleges and universities today. The respondents were asked to choose the top four risks they believe present the greatest threat to the University of Wyoming achieving objectives. The results are presented in Table 8.

- Financial Difficulties
- Declining Enrollment
- Sexual Misconduct
- Title IX - Gender Equality Issues
- Erosion of the Belief in Higher Education Value
- Campus Crisis Readiness
- Cybersecurity
- Reputational Risks
- Recruitment and Hiring of Quality Personnel
- Compliance Risks
- Facilities and Deferred Maintenance/Building security

Table 8 TRUSTEE: Top risks to the objectives of the University of Wyoming
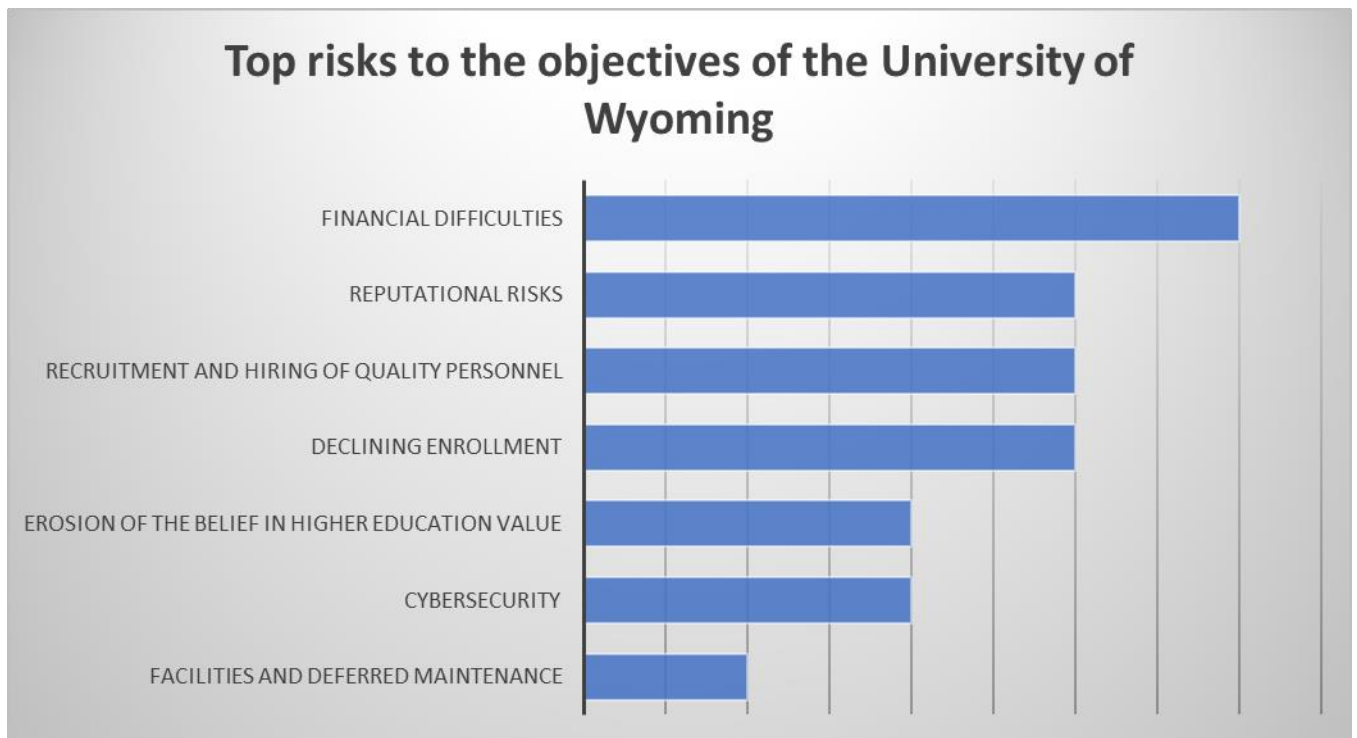
The following is a list of additional Top Risks that were identified by the TRUSTEES:
- Legislative interference and influence   - Funding is reliant on the legislature   - Competition for limited funding is present, "The pot is being split in many different ways."   - The belief in the value of higher education is eroding and this will impact decisions   - Our reputation with the Legislature has been compromised
The loss of trust and integrity will inflate risk to all the categories.
- The lack of a cohesive sense of community beyond Albany County.   - UW needs lead in developing a common mission to maintain support and reputation statewide   - During a budget crisis, we tend to "contract" which naturally limits cooperation with others
The lost ability to disagree in a respectful manner
Mental health issues and our ability to help with social and emotional wellness

Risks to the achievement of the Strategic Plan

Breaking Through presents the five-year strategic plan for the University of Wyoming. Goals related to the strategic plan were developed for 2017-2022.

1- Driving Excellence – "Join together as an intellectual community already renowned for its regional, national, and global relevance and impact by fostering and rewarding excellence in teaching, scholarship, innovation, and creative endeavor."

2- Inspiring Students – "Inspire students to pursue a productive, engaged, and fulfilling life and prepare them to succeed in a sustainable global economy."

3- Impacting Communities – "Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners."

4- A High-Performing University – "Assure the long-term strength and stability of the University by preserving, caring for and developing human, intellectual, financial, structural and marketing resources."

This portion of the survey assessed risks to the achievement of our goals and objectives. The respondents were asked to evaluate which strategic goal is most at risk of not being achieved. The results are presented in Table 9.

Table 9 TRUSTEE: Strategic goals that are most at risk of not being achieved
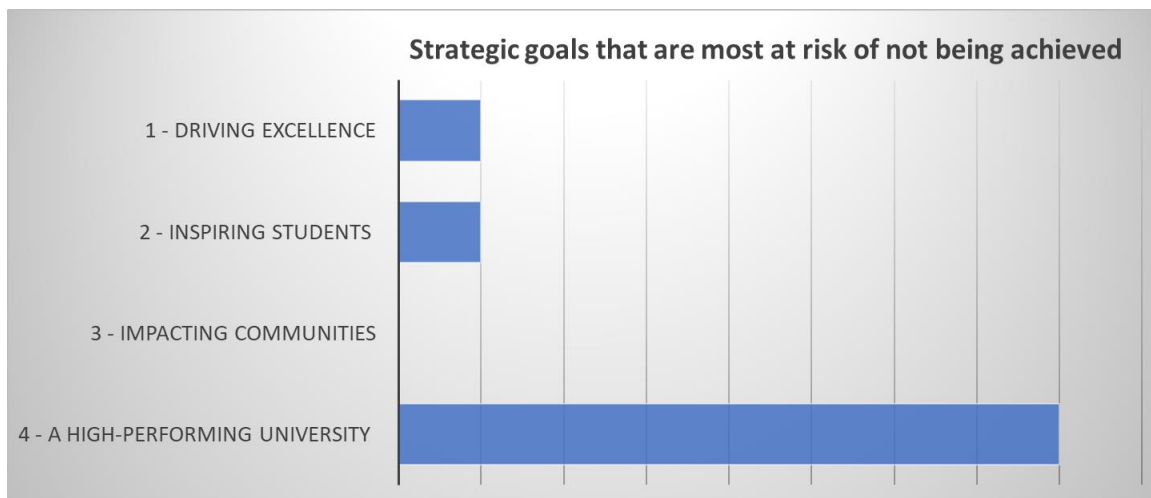
This section provides information regarding the specific risks to the strategic goals and an associated risk score that is based on the impact and likelihood of that risk having a negative impact.

The risk scores range from 9 – 1. A score of 9 indicates a risk of catastrophic impact that is highly likely of having a negative impact on the achievement of objectives.

Table 10 TRUSTEE: Detail of risks to the strategic plan with an associated risk score

1 - Driving Excellence - "Join together as an intellectual community already renowned for its regional, national, and global relevance and impact by fostering and rewarding excellence in teaching, scholarship, innovation, and creative endeavor."	Risk Score Based on Impact and Likelihood
Strategic Risk	
Attract and retain outstanding faculty. We can get "good" but we cannot be "outstanding". We have to up our strategy.	4

2 - Inspiring Students - "Inspire students to pursue a productive, engaged, and fulfilling life and prepare them to succeed in a sustainable global economy."	Risk Score Based on Impact and Likelihood
Strategic Risk	
We have situations that create isolation. Limitation of services and has impacted our goal to inspire students. The safety and health of students are most important but can compromise the achievement of the overall goal.	4

3 - Impacting Communities - "Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners."	Risk Score Based on Impact and Likelihood

4 - A High-Performing University - "Assure the long-term strength and stability of the University by preserving, caring for and developing human, intellectual, intellectual, financial, structural and marketing resources."	Risk Score Based on Impact and Likelihood
Financial Risk	
Students' experience will impact performance. Expectations may conflict with the actual experience. Considering financial challenges, the pandemic, and the size of the organization, we will not be able to pivot quickly deliver on expectations. The faculty's ability to deliver a modified experience is limited.	6
Operational Risk	
There is a disconnect between the development of the human and intellectual components. Operationally we should be able to do both without sacrificing the other.	6

The change will be the biggest challenge. Because of finances, we will have to be resourceful which will involve change, and people naturally resist change.	2
Reputational Risk	
Trust and integrity. These are two very important assets. They can be damaged and can take years to restore. If we lose the trust of the students then lose the trust of parents, legislators, and state citizens. It has to be a part of the culture that faculty, students, and staff support the mission of UW. If people have alternative agendas, then this will erode the trust others place in us and impact our integrity. Individual people need to own the mission. We have to recognize the importance of our largest donor - the state of Wyoming. Our actions toward this donor must build trust and demonstrate integrity.	9
Financial issues create the biggest risk. The University's relationship to the legislature relates to the degree of financial support. It has deteriorated significantly and integrity is the cause. The budget is going to reduce, but damage control has to be related to building the relationship. Academically we are doing well. Our financial support rides on the shoulders of our reputation.	9
A very aggressive goal and timeline is not achievable.	4
Strategic Risk	
Financial issues and loss of staff will impact our intellectual efforts. This will then impact the students. We will have to be strategic.	6
The environment has changed and economic conditions have changed. The trajectory might be moving downward. Losing quality programs. Positive energy attracts others. This situation makes maintaining positive energy difficult	3

Risks to the preservation and enhancement of the Four Pillars

The President, in consultation with senior administration, deans, faculty, Trustees, and community stakeholders, has identified four key areas that will be promoted as the university pivots for the better development of the future state workforce.

- **UW will become more digital**

   The digital world pervades every area of society. Computing, data science, AI, and technological approaches to science and engineering – and, to applications across the entire university, from arts, humanities, and social sciences, to agriculture, engineering, and health sciences.

- **UW will become more entrepreneurial**

   Not only must our faculty be more entrepreneurial for revenue sources outside the state, e.g., from federal agencies, private foundations, and corporate partnerships, UW must more directly support economic and workforce development, particularly driving the "enhanced economy" of the state.

- **UW will become more interdisciplinary**

   Many national academy studies and national funding agencies are recommending and supporting bigger and more challenging research and education collaborations than any single department or college can effectively address.

- **UW will become more inclusive**

   Diversity in every dimension, from social and economic backgrounds to varied ethnicities, different geographies, and a variety of intellectual interests

This portion of the survey assessed risks to the achievement of these four pillars. The respondents were asked to evaluate which pillar is most at risk of not being achieved. The results are presented in Table 11.

Table 11 TRUSTEE: Pillars that are most at risk of not being achieved

This section provides information regarding the specific risks to the four pillars and an associated risk score that is based on impact and likelihood of that risk having a negative impact.

Table 12 TRUSTEES: Detail of risks to the four pillars with an associated risk score

UW will become more DIGITAL	Risk Score Based on Impact and Likelihood
Operational Risk	
Funding. Budget cuts could affect the ability to upgrade processes to become more digital	**6**
Strategic Risk	
Requires a huge amount of time and energy. Much that has to be done for this to be accomplished. This has to be developed from the ground up and requires a large financial investment.	**4**

UW will become more ENTREPRENEURIAL	Risk Score Based on Impact and Likelihood
Financial Risk	
We need to drive economic development. Staffing limitations caused by financial issues will impact this pillar. We need to be able to fill all positions to drive this pillar.	**2**

UW will become more INTERDISCIPLINARY	Risk Score Based on Impact and Likelihood
Compliance Risk	
We can't keep our young people here. We have to make sure that they are competitive when they leave. We do not have the structure to believe that we educate them to stay here.	**6**
Strategic Risk	
Staffing challenge. Find the right skilled people that will collaborate and promote and multi-department concept.	**4**

UW will become more INCLUSIVE	Risk Score Based on Impact and Likelihood
Reputational Risk	
This will alienate most of the state. It is not a focus/priority of the state or the legislature. For example, there was a proposal to set up an office to work with immigrants and the legislature did not support it.	**6**
The goal is not shared to equal degrees among the Trustees, campus, and state.	**6**
Strategic Risk	

How are we moving people through the process to discover issues with inclusivity? We need to be the example where everyone belongs and be able to hold that space without conflict related to financial dependence. We are held hostage by reliance on state funding and their impact on our independence. The balance between service to the state and attracting a generation of students is why this is very important.	**9**
A conflict exists between campus objectives and state objectives. Campus goals related to diversity and inclusion can lead the state by example. However, this focus is inconsistent with how the state of Wyoming feels. Pressure from the legislature/state culture does not equal the objective of UW. Our job as UW is to lead.	**6**
Lack of diversity that we have geographically. Students that we attract tend to be less diverse. This influences the diversity of the faculty.	**4**

Assess the impact of budget reductions

Financial risk related to budget reductions is evident. Cuts have the potential to be very damaging to UW's ability to fulfill its land grant mission to the state.

The University has been performing a strategic review of priorities, strengths, weaknesses, and needs for the future of Wyoming to determine how and where to cut, as well as how and where to preserve or even strengthen programs. The following table (Table 13) presents views regarding the positive and negative impacts of the budget reductions.

Table 13 TRUSTEE: Detail of views regarding the positive and negative impacts of the budget reductions

Positive results:

• Become more focused
    ○ Focus on the necessary elements
    ○ Creates a reason to get rid of elements that over-lap
    ○ Makes us more efficient and nimble
    ○ Forces and examination of our mission and devise ways to accomplish goals in ways that we have not thought of before

• Creates an incentive to "clean house"
    ○ We can focus on aspects of the curriculum that can be built upon and refined
    ○ We can become stronger and more focused
    ○ We may not get instant gratification
    ○ Have better-defined program cuts

• Forces an identification of new revenue in addition to reducing costs

• People have to become more innovative
    ○ People will have to be more entrepreneurial, collaborative, and interdisciplinary
    ○ How are our graduate students connecting with ungraduated students

Negative Results:

• Reduce the variety/quality of programs
    ○ A freshman would expect a class to be instructed by a professor, but receive delivery by a GA
    ○ Programs that are not high-revenue generating are at risk, but potentially very valuable to the University
    ○ Concern that we are going to make some big moves and decimate the program
    ○ Fear that we will not recognize the need for the University to offer liberal arts programs as well. Other states have more than one university so each university can be more focused. We have to be more diverse.

• Reputation and morale   ○ We cannot be the university for all people

o The housing program will move forward, but the public/staff will not understand the justification for cuts

- Loss of staff
  - o Until processes become more efficient, fewer people will be asked to complete more work
  - o Unable to accomplish goals as quickly as anticipated
  - o Talent drain and this will impact our ability to attract excellence

- Fewer services and resources
  - o Devastating to established and new programs. Parts of the state will be unhappy and there will be legislative pushback due to cut programs. There will be some services that we cannot provide to the state. Anything we do will create a void.

- We might miss some efficiencies.
  - o We are a big engine and might miss some areas to cut because we are only looking at programs

- People are change resistant

Assess risks to the development of the Wyoming Innovation Network

The Wyoming Innovation Network (WIN) initiative is a part of Governor Mark Gordon's proposal to modernize Wyoming's higher education system and diversify the state's economy. The network involves a collaboration between the state's higher education institutions to develop strategic programming in key areas focused on Wyoming's needs. The initiative asks higher education institutions to find ways to emphasize:

- workforce development in high-potential areas
- supporting and training entrepreneurs and new business startups
- a research and market analysis agenda aimed at technology transfer and commercialization
- developing outside revenue sources such as corporate partnerships to provide new opportunities for students

This portion of the survey assessed risks to the achievement of this initiative. The following section provides information regarding the risks that could compromise this initiative and an associated risk score that is based on the impact and likelihood of that risk having a negative impact.

Table 14 TRUSTEE: Detail of risks to WIN with an associated risk score

Financial Risk		Risk Score Based on Impact and Likelihood
	Supporting and training entrepreneurs and business startups. Many other organizations are trying to do this and we need to make sure we are working together. Community colleges could become competitors to our efforts.	2

Operational Risk		Risk Score Based on Impact and Likelihood
	Removing people from their comfort zone to what is more relevant. What you develop now may not be relevant tomorrow. This has to be constantly evaluated. It will be a challenge getting outside resources to fund the initiative. Getting buy-in from other areas across the state will be difficult.	6

Compliance Risk		Risk Score Based on Impact and Likelihood
	We have not had a committee to discuss higher education in the state. Instead, we head in different directions without defined parameters or goals. We have to maintain the University as the mother-ship. The University has to advocate for funding and create a competition for funds. We do not want to see the University "averaged" down. The community colleges were supposed to be a facility for site-based students. We should be working together and in cooperation not creating a situation where there is competition. We each have our roles. The University needs to be the leader in higher education.	6

Reputational Risk	Risk Score Based on Impact and Likelihood
UW has compromised the Community college relationship. We have refused to compromise on course transfers. The community colleges go around UW to get what they want instead of working cooperatively. This is a win for the CC and an obligation to UW and highly political. We have to make this work to create cooperation with the community colleges	**6**

Strategic Risk	Risk Score Based on Impact and Likelihood
We don't do a good job of valuing what the community colleges are doing and how they contribute toward UW. The mindset needs to be thinking about how partnerships can grow rather than divided across entities. Legislators may error on the side of the community colleges since they are a part of the town. Community colleges are also suffering due to the budget crisis.	**7.5**
WIN will present change and divert our focus away from what we need to be working on. Human capital could be spent chasing after other goals that are not consistent with our strategic plan. WIN can happen as long as our core missions are first, and these efforts are complementary.	**4**
There is a lack of belief in the WIN concept. It is our obligation but not our first obligation. We cannot be Wyoming Community College #9. Economic development is not our role, we provide the catalysis. We export most of our graduates; we do not have the industry here. We can develop a workforce for other states that will eventually benefit Wyoming.	**4**
Supporting and training entrepreneurs - to some degree, this has to happen naturally. Difficult to develop and train. You have to run the RIGHT small businesses in Wyoming for them to be successful. Might be more beneficial to put more effort into developing larger-scale corporate partners that would create a home base in Wyoming.	**4**
Change. Resistance to the old mind that is fearful of the new mind. We have a workforce and knowledge to develop it in fossil fuels. This workforce can be developed to contribute toward other high-potential areas. This will take a change in thinking that could present a challenge.	**4**