UNIVERSITY OF WYOMING

Risk Assessment 2024

March 4, 2023

Auditors:

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In cooperation with Vice President and General Counsel, Tara Evans, and former Chief Risk Officer Tim Wiseman

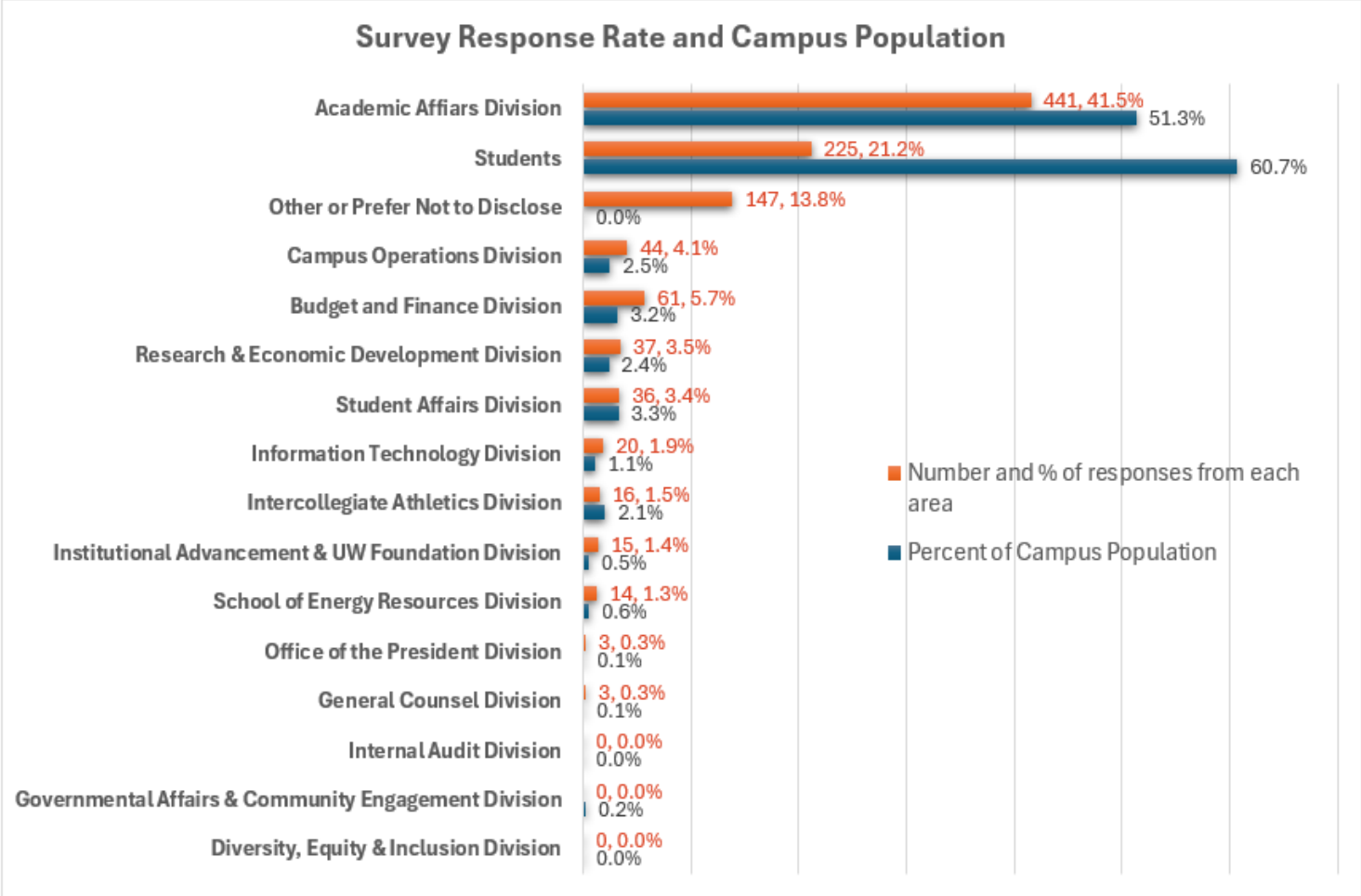# Table of Contents

EXECUTIVE SUMMARY:

The following report contains the results from the 2024 Risk Assessment. The Risk Assessment survey serves as a mechanism to identify and measure risks to the University's strategic objectives. It also provides a measurement of culture and factors related to ethical conduct.

Survey results are widely distributed to key stakeholder groups: the Board of Directors, Presidential Cabinet, the Enterprise Risk Management Advisory Committee, Staff and Faculty Senate, and others. **The sharing of these results is a pathway to ensure that leaders and compliance partners understand the findings and are equipped to implement controls for addressing risks to strategy, culture, and operations.**

Each year, the assessment process attempts to be more inclusive, reaching additional stakeholders as identified during the previous calendar year.

- 2021 – 295 responses
- 2022 – 462 responses
- 2023 – 639 responses
- 2024 – 1,062 responses

Responses are from individuals representing various stakeholder groups including students and major budget units. This table below provides a more comprehensive view of basic classification groupings for the respondent population.

Survey Response Rate and Campus Population

Division	Number and % of responses from each area	Percent of Campus Population
Academic Affairs Division	441, 41.5%	51.3%
Students	225, 21.2%	60.7%
Other or Prefer Not to Disclose	147, 13.8%	0.0%
Campus Operations Division	44, 4.1%	2.5%
Budget and Finance Division	61, 5.7%	3.2%
Research & Economic Development Division	37, 3.5%	2.4%
Student Affairs Division	36, 3.4%	3.3%
Information Technology Division	20, 1.9%	1.1%
Intercollegiate Athletics Division	16, 1.5%	2.1%
Institutional Advancement & UW Foundation Division	15, 1.4%	0.5%
School of Energy Resources Division	14, 1.3%	0.6%
Office of the President Division	3, 0.3%	0.1%
General Counsel Division	3, 0.3%	0.1%
Internal Audit Division	0, 0.0%	0.0%
Governmental Affairs & Community Engagement Division	0, 0.0%	0.2%
Diversity, Equity & Inclusion Division	0, 0.0%	0.0%

The results of the 2024 annual Risk Assessment have the potential to diagnose the current state of strategic efforts and identify risks that may challenge the achievement of objectives related to the mission of the University of Wyoming.

The Enterprise Risk Management Advisory Committee (ERMAC) will review this report to evaluate areas of vulnerability. In the past, the committee has used this report to update, formulate and prioritize Enterprise Risk Management (ERM) focus projects and/or recommendations for the coming year.

Internal Audit will also use information in this report to create a risk-based audit plan and make necessary adjustments to the internal audit program.

According to the survey, the top four risks as identified by faculty, staff, and students facing the University of Wyoming are summarized below.

2024 Risk Assessment	
Admin, Staff & Faculty Top Concerns	**Student Top Concerns**
Recruitment, Hiring and Retention	Mental Health Resources
Enrollment	Facilities Maintenance
Operational Pressures and/or Inefficiencies	Safety and Security of Buildings
Facilities Maintenance	Campus Culture

Just as in 2023, all groups believe that the strategic object most at risk of being advanced is to "Provide a Supportive Community – foster a culture of community that values and cares for students, faculty, and staff."

Overall Risk to Strategic Plan Goals

1. Enhance Student Success	15%
2. Pursue Institutional Excellence	17%
3. Provide a Supportive Community	33%
4. Engage With and Serve the State of Wyoming	11%
5. Cultivate Financial Stability and Diversification	24%

The survey also captured specific risks related to each of the strategic objectives. This information should be used as each unit forms their strategic implementation plans. The risks and challenges should be considered and interpreted through the lenses of expertise that each department possesses. Following this ERM model will greatly enhance the advancement of these objectives.

An assessment of culture and conduct has been completed annually since 2022. This evaluation is important as an assessment of culture can provide information regarding the achievement of goals and may impact the risks related to fraud, theft, compliance, and safety issues. The results were favorable as most agreed that positive cultural elements were present. However, the responses also indicate that this is an area where further attention is needed to make improvements.

In cooperation with General Counsel and the Chief Risk Officer, a Risk Assessment will continue to be completed annually to assess emerging risks. The information will allow both offices to monitor the risk

environment and contribute toward the management of risks that could present challenges to the University of Wyoming achieving great outcomes.

SURVEY RESULTS:

The following tables represent the compiled results from Trustee, Administration, Leadership, Business Unit and Student survey responses.

Asset and Access Security and Safety:

"Do you have any building or asset security concerns?"

In fulfillment of its mission and compliance responsibilities, the University must maintain procedures that safeguard University assets. This includes human capital as well as property and equipment.

2022

37% submitted responses indicating a concern regarding building access or asset security concerns.

2023

17% submitted responses indicating a concern regarding building access or asset security concerns.

2024

12% submitted responses indicating a concern regarding building access or asset security concerns.

The details of these concerns have been reported the Cabinet, the associated Vice Presidents, the Chief Risk Officer and to the ERMAC so that the need for action can be assessed. Internal Audit will also use this information in the creation of the Internal Audit plan and program.

Operational Concerns:

"Please describe a business process, procedure or area that should be reviewed?"

Implementation of the Institute of Internal Audit Performance Standard 2130 requires that the internal audit activity must evaluate the adequacy and effectiveness of controls in responding to risks within the organization's governance, operations, and information systems regarding the achievement of the organization's strategic objectives.

The concerns tabled below indicate areas in which operational processes are not meeting expectations.

2022

21% submitted responses indicating operational concerns.

2023

16% submitted responses indicating operational concerns

2024

12% submitted responses indicating operational concerns

The details of these concerns will be reported to the ERMAC so that the need for action can be assessed. Internal Audit will also use this information in the creation of the Internal Audit plan and program.

Change in Leadership:

"Please describe the change in leadership your area has experienced?"

Effective operational risk management requires consideration of the impact of turnover on business outcomes and can impact the achievement of strategies and objectives. Turnover in leadership roles can impact internal controls, culture, and governance.

2022

19% submitted responses indicating a change in leadership.

2023

28% submitted responses indicating a change in leadership.

2024

30% submitted responses indicating a change in leadership.

The changes of leadership were identified in the following positions and will be considered in the creation of the Internal Audit plan.

- Managers
- Directors
- Department Heads
- Deans
- Associate Vice President
- Vice President

Top risks facing our university:
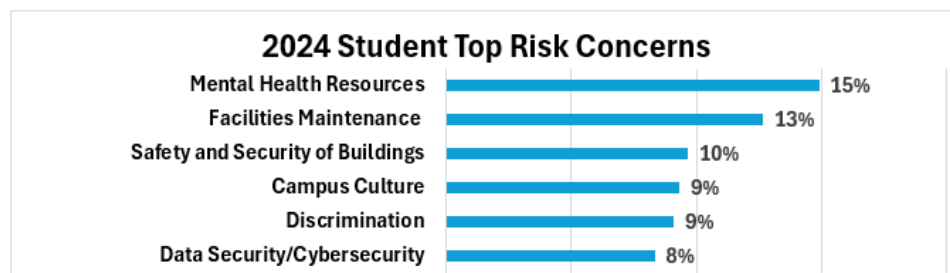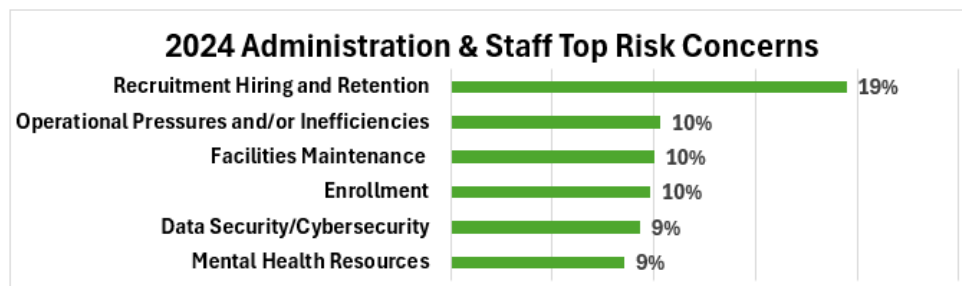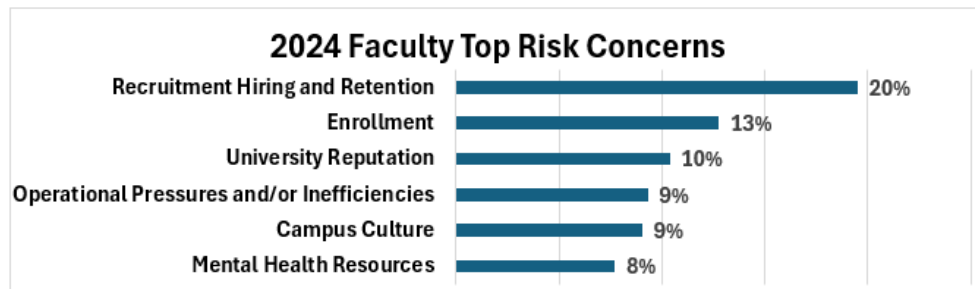### "What risks could threaten the achievement of objectives?"

The following chart indicates the top risks facing all colleges and universities today and represents a compilation of top risk as reported by United Educators (UE) and risks identified in past assessments.

2024 Top Risks
Mental Health Resources
Facilities Maintenance
Safety and Security of Buildings
Campus Culture
Discrimination
Data Security/Cybersecurity
Freedom of Expression
Recruitment Hiring and Retention
Enrollment
University Reputation
Operational Pressures and/or Inefficiencies
Advanced Technological Curriculum
Regulatory and Legal Compliance

These risks present challenges to the achievement of our strategic objectives and are highly likely to have a detrimental impact in the next 0-4 years if left untreated.

The respondents were asked to choose the top four risks that deserve the greatest degree of attention and treatment. The top risks prioritized by Faculty, Administration & Staff, and Students are presented below.

The **recruitment and retention of staff, faculty, and students** remain as top issues that challenge the achievement of strategic objectives. However, students were most concerned about the availability of mental health resources, and the condition of facilities.

2024 Faculty Top Risk Concerns

Risk	Percentage
Recruitment Hiring and Retention	20%
Enrollment	13%
University Reputation	10%
Operational Pressures and/or Inefficiencies	9%
Campus Culture	9%
Mental Health Resources	8%

2024 Administration & Staff Top Risk Concerns

Risk	Percentage
Recruitment Hiring and Retention	19%
Operational Pressures and/or Inefficiencies	10%
Facilities Maintenance	10%
Enrollment	10%
Data Security/Cybersecurity	9%
Mental Health Resources	9%

2024 Student Top Risk Concerns

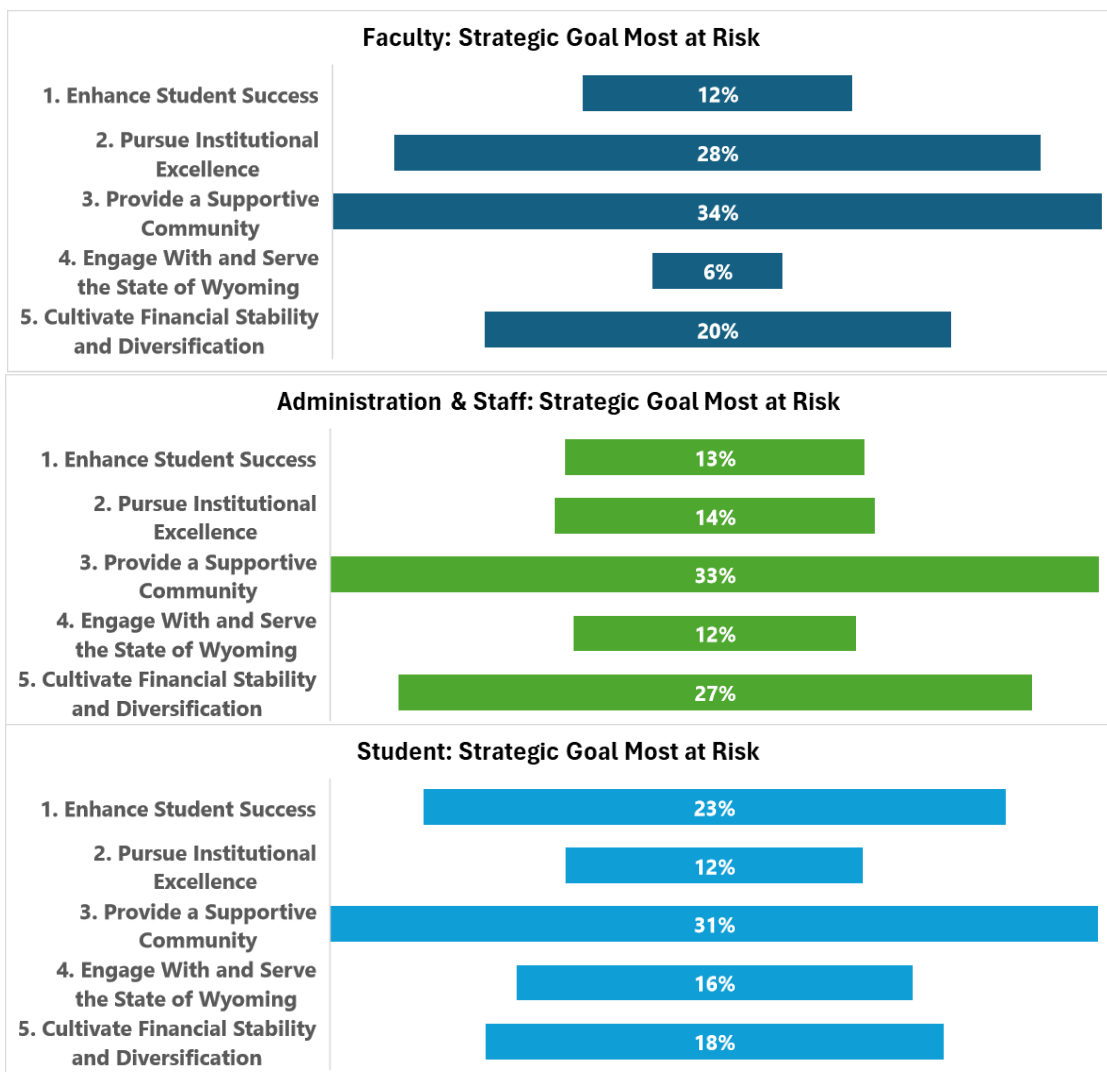| Risk	Percentage
Mental Health Resources	15%
Facilities Maintenance	13%
Safety and Security of Buildings	10%
Campus Culture	9%
Discrimination	9%
Data Security/Cybersecurity	8%

Strategic Risks:

"Which strategic objective do you feel is most at risk of not being advanced?"

In the Strategic Planning process, the University must take account risks in its implementation and planning phases. This consideration increases the likelihood that these strategic objectives will be achieved with limited, unanticipated disruptions.

The University has committed to five major objectives as a part of the 2023+ Strategic Plan. The information in the following section can be used to:

- Inform the implementation and reporting phases of the strategic plan at all levels of planning
- Inform the budgeting process so that funds can be funneled strategically to mitigate risks, and take advantage of opportunities
- Inform our understanding of culture and perceptions that will impact success
- Inform and direct the Internal Audit Plan

In 2023, the strategic objective that was most at risk was "Providing a Supportive Community" by approximately 8 percentage points. The overall risk associated with each strategic objective was prioritized by Faculty, Administration & Staff, and Students.

Faculty: Strategic Goal Most at Risk

Strategic Goal	%
1. Enhance Student Success	12%
2. Pursue Institutional Excellence	28%
3. Provide a Supportive Community	34%
4. Engage With and Serve the State of Wyoming	6%
5. Cultivate Financial Stability and Diversification	20%

Administration & Staff: Strategic Goal Most at Risk

Strategic Goal	%
1. Enhance Student Success	13%
2. Pursue Institutional Excellence	14%
3. Provide a Supportive Community	33%
4. Engage With and Serve the State of Wyoming	12%
5. Cultivate Financial Stability and Diversification	27%

Student: Strategic Goal Most at Risk

Strategic Goal	%
1. Enhance Student Success	23%
2. Pursue Institutional Excellence	12%
3. Provide a Supportive Community	31%
4. Engage With and Serve the State of Wyoming	16%
5. Cultivate Financial Stability and Diversification	18%

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Strategic Objectives:

"Select the risks you believe are certain to have a significant impact on our advancement of each objective?"

The next part of the survey explored situational risks to each of the strategic goals. As departments continue to devise and revise unique strategic and implementation plans, the following information can be used to fine-tune those plans to ensure that risks are addressed. hurdles can be acknowledged, averted, and opportunities maximized.

Enhance Student Success - Integrate best practices in teaching and learning to produce skills required for life, work, citizenship, and adaptation to the needs of a changing world.
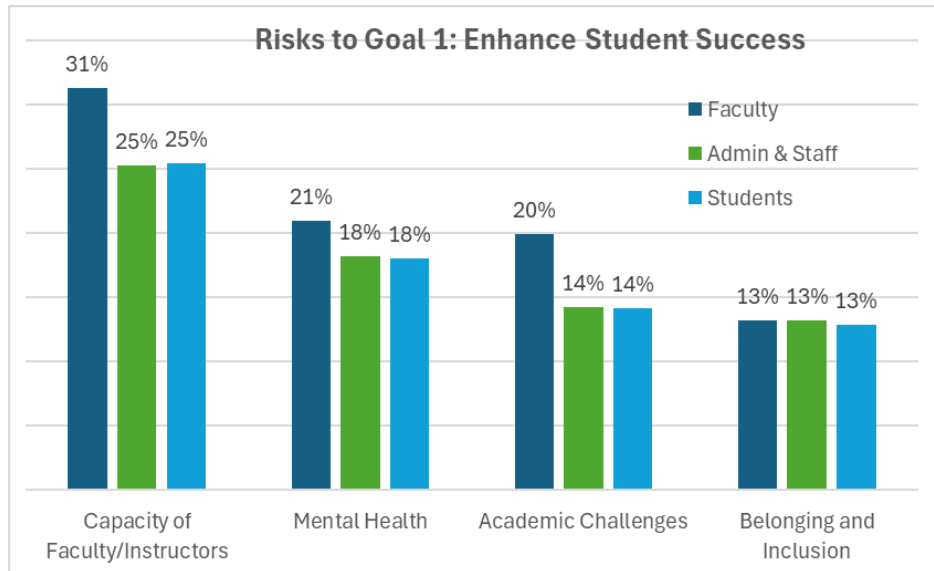
In interviews with stakeholders, the following summarized concerns add context to the survey results and should inform further development of implementation plans by addressing perceptions, beliefs, and situations.

A belief that we are already doing all that needs to be done or an attitude that growing enrollment is not a shared responsibility. These attitudes stand against strategic thinking.

A belief that we do not have strong faculty which is due to a lack of funding to hire and retain individuals.

A belief that academic affairs and student affairs are not in alignment regarding academic programs that will enhance student success.

A belief that decreased enrollment and the lack of physical presence of students on campus will negatively impact the student experience.

A belief that the methodologies used to enhance student success are not in alignment with the political environment in Wyoming.

A belief that we do not have the mechanisms to identify and help students that are not finding/feeling success. (Advising, Mental Health resources, etc.)

A belief that there is not an institutional-wide commitment to growing enrollment and a perception that the legislature and the board do not want to increase enrollment.

The perception that the University will not deliver on promises, and a lack of transparency will create a reputation that will not attract students and thus impact enrollment.

Aging facilities and lack of modern updates impact the student experience.

Community colleges and trade schools are meeting the desire of students to achieve high results in a short amount of time. They are attracted to the "learn and earn" model of education and the traditional higher education model cannot deliver those quick results.

Fewer number of students are graduating from HS, thus reducing the college-going rate. In addition, there is a need for increased partnership with K-12 entities to ensure that students are ready for success in higher education.

A belief that we are not telling our story and in such a way that resonates with the culture of the students we are trying to attract.

Pursue Institutional Excellence - Nurture a culture of diverse ideas and knowledge creation that promotes teaching, learning, community engagement, economic development, and world-class research.
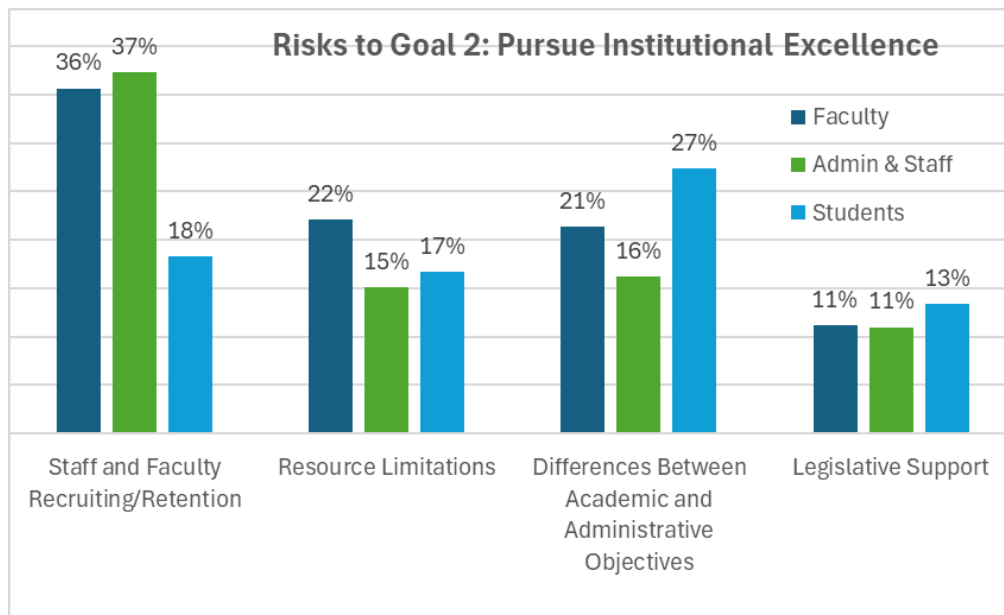
In interviews with stakeholders, the following summarized concerns adds context to the survey results and should inform further development of implementation plans by addressing perceptions, beliefs, and situations.

There is a belief that an "us versus them" attitude exists between units within the University, the Legislature, and UW administration and this will hinder advancement. There is no common definition of excellence and differences of definition can be divisive.

It is financially, logistically, and strategically difficult to pursue new ambitions and shore up historical foundations.

Salary constraints prohibit attracting those that can bring excellence to the campus; however this further exacerbates the perception of salary inequities. This impacts the University's ability to attract and/or retain quality faculty and researchers. In addition, this contributes to the perception that the pursuit of excellence devalues the impact and value of current staff.

The perception that there has been a lack of candor, transparency, and truthfulness and this will impact the reputation of the University and damage relationships with those that can enhance the excellence of the institution.

The belief that we do not effectively enhance our relationship with our external partners by communicating our efforts related to outreach, impact, and service to the state so that it is purposeful, visible, and appropriately languaged.

The perception that the pursuit of excellence combined with budget constraints has left foundational elements of the University to degrade; this includes infrastructure as well as service units and associated personnel.

The belief that the political environment will hinder freedom of speech, DEI objectives, and academic freedom which are all pinnacle to pursuing institutional excellence.

The perception that there are too many academic programs which demands heavier teaching loads from limited faculty. This hinders the ability for faculty to pursue research endeavors and thus contributing to research excellence.

Provide a Supportive Community - Foster a culture of community that values and cares for students, faculty, and staff.

Risks to Goal 3: Provide a Supportive Community
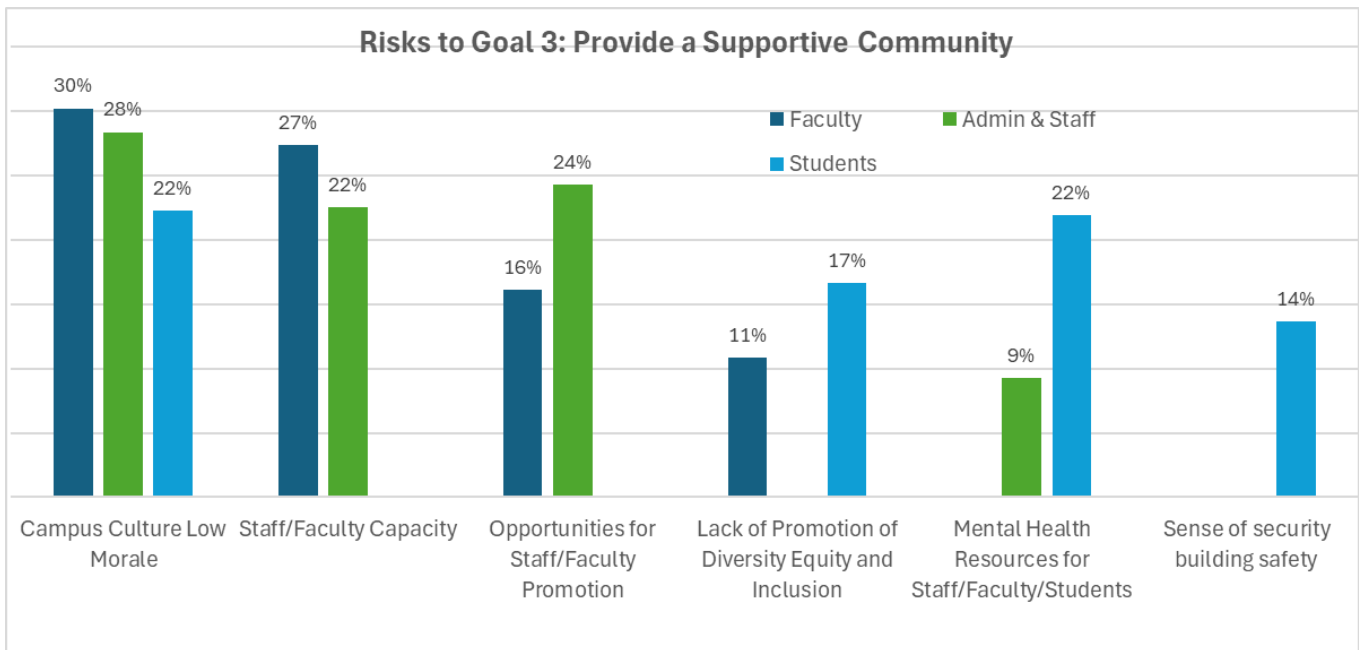
In interviews with stakeholders, the following summarized concerns add context to the survey results and should inform further development of implementation plans by addressing perceptions, beliefs, and situations.

The belief that it is "us versus them" and this does not lend itself to the sense of community and consistent care across all areas of the University.

The perception that the University will not deliver on promises, and a lack of transparency will create a reputation that individuals will not be supported.

The belief that there are not adequate policies and procedures in place to ensure freedom of speech in a collaborative and non-combative environment which is pinnacle to individuals feeling valued.

The perception that there is instability, and it will take changes to foster a culture of community and the University is not prepared for this and will resist change.

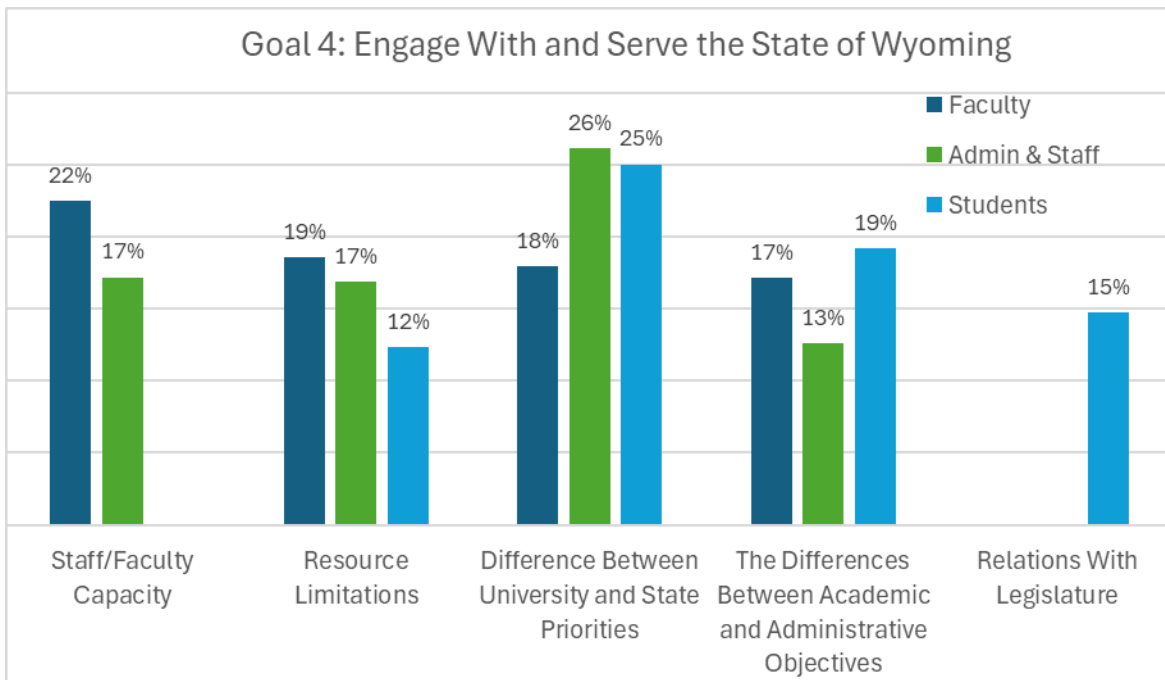A belief that the lack of transparency is pandemic and prohibits the understanding of trust and sense of community.

The belief that staff and faculty turnover creates a loss of community and the loss of institutional knowledge contributes to a lack of stability. In addition, limited funding, and the distribution of these resources to special "pet" projects creates the perception of priorities and a misalignment of supporting foundational elements of fostering community.

A belief that we do not have the mechanisms to identify and help students that are not finding/feeling success. (Advising, Mental Health resources, etc.)

The perception that faculty and staff do not have adequate opportunities for on-boarding, ongoing training, and promotion/tenure.

The perception that individuals will not be protected from retaliation if concerns are submitted appropriately.

Engage With and Serve the State of Wyoming - Sustain and enhance our extensive service to and engagement with the State to improve the mental, physical, and economic health of Wyoming and its residents.

Goal 4: Engage With and Serve the State of Wyoming

Legend: Faculty, Admin & Staff, Students

Staff/Faculty Capacity: Faculty 22%, Admin & Staff 17%
Resource Limitations: Faculty 19%, Admin & Staff 17%, Students 12%
Difference Between University and State Priorities: Faculty 18%, Admin & Staff 26%, Students 25%
The Differences Between Academic and Administrative Objectives: Faculty 17%, Admin & Staff 13%, Students 19%
Relations With Legislature: Students 15%

In interviews with stakeholders, the following summarized concerns add context to the survey results and should inform further development of implementation plans by addressing perceptions, beliefs, and situations.

The belief that it is "us versus them" and this does not lend itself to the ability to identify efforts toward service to the state and the state not understanding the direction of the University to meet the needs of students.

The perception that the University will not deliver on promises made to the state, and a lack of transparency will perpetuate that reputation. In addition, the promises are made without supporting budget.

The belief that we do not effectively enhance our relationship with the state/legislature by communicating our efforts of service to the state so that it is purposeful, visible, and appropriately languaged.

The belief that the University is not listening to the legislature nor the citizens of the state to ensure that the University meets expectations. In addition, it is believed that students of the state desire quick results and/or majors that emphasize and support Wyoming businesses.

The belief that staff/faculty shortages and turnover create sub critical mass to deliver on expectations and maintain core programs, extension, and programs in education, engineering and agriculture.

The perception that the University is competing with community colleges and there no longer exists a partnership.

The belief that initiatives related to economic development are not being advanced, and variety of initiatives create confusion regarding resources that are offered to the state. Due to the dismantling and inception of programs, the offering or programs to the state has not been consistent.

Cultivate Financial Stability/Diversification - Ensure the long-term vitality of UW through diversification and growth of revenue streams and effective application of resources, infrastructure, and processes.
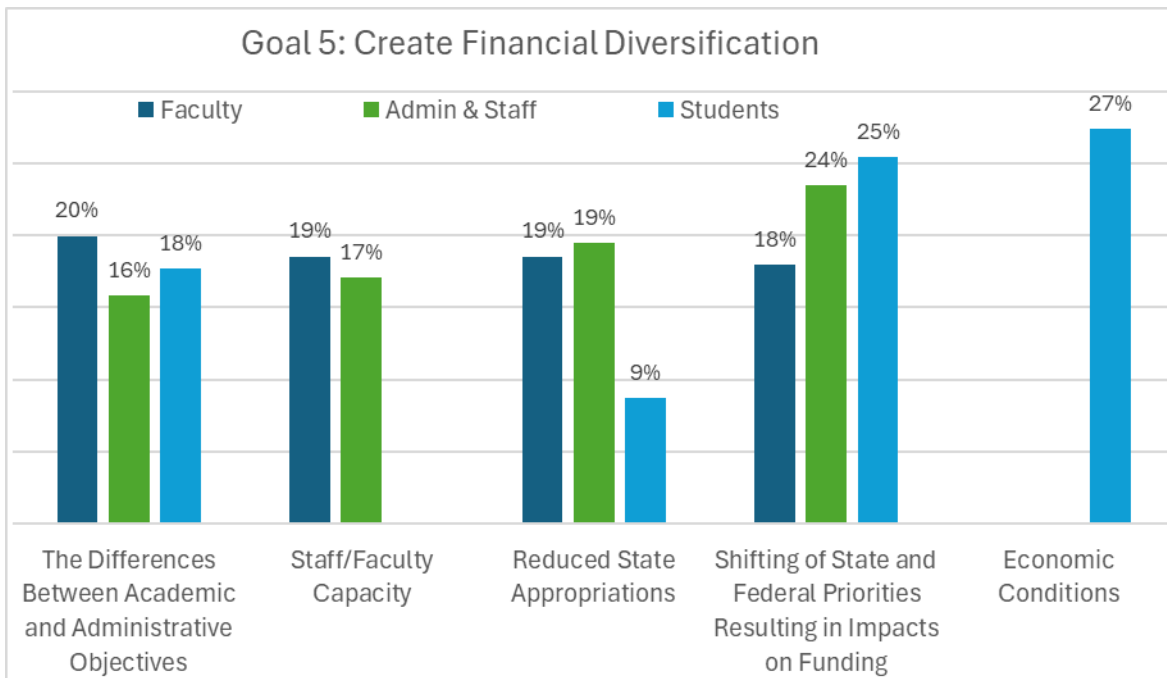
In interviews with stakeholders, the following summarized concerns add context to the survey results and should inform further development of implementation plans by addressing perceptions, beliefs, and situations.

The belief that we are doing all we can to encourage enrollment manifests as a resistance to creative thinking.

The belief that the University is not thinking like a business. For example, it is not charging market price for online programs, has too many degrees and due to a resistance to change (shared business model) is unwilling to cut programs.

The belief that current spending habits, including the lack of budgeting for major maintenance, and compliance with procurement policies is creating financial difficulties.

The perception that the current budget model does not incentivize excellence by encouraging colleges to pursue financial and enrollment growth and limited resources are being used to starve the foundational elements of the organization to feed temporary agendas.

The perception that entrepreneurial advancements are not a priority and thus the associated benefit to the University is limited.

The perception that there are too many academic programs which demands heavier teaching loads from limited faculty. This hinders the ability for faculty to pursue research endeavors which brings in additional funding.

A belief that increasing tuition will not be tolerated by students, the legislature, and other stakeholders.

The concern that to cultivate financial stability the University will have to make agreements that cannot be fulfilled.

The concern that the Research and Economic Development Office is underfunded so that opportunities (to include entrepreneurial advancements and private partnerships) cannot be pursued on a timely basis thus minimizing the financial potential and limited diversification.

The belief that the access to state funding will be dependent upon the economic health of the state and the relationship with the Legislature, caused by reputational issues, could result in limited funding.
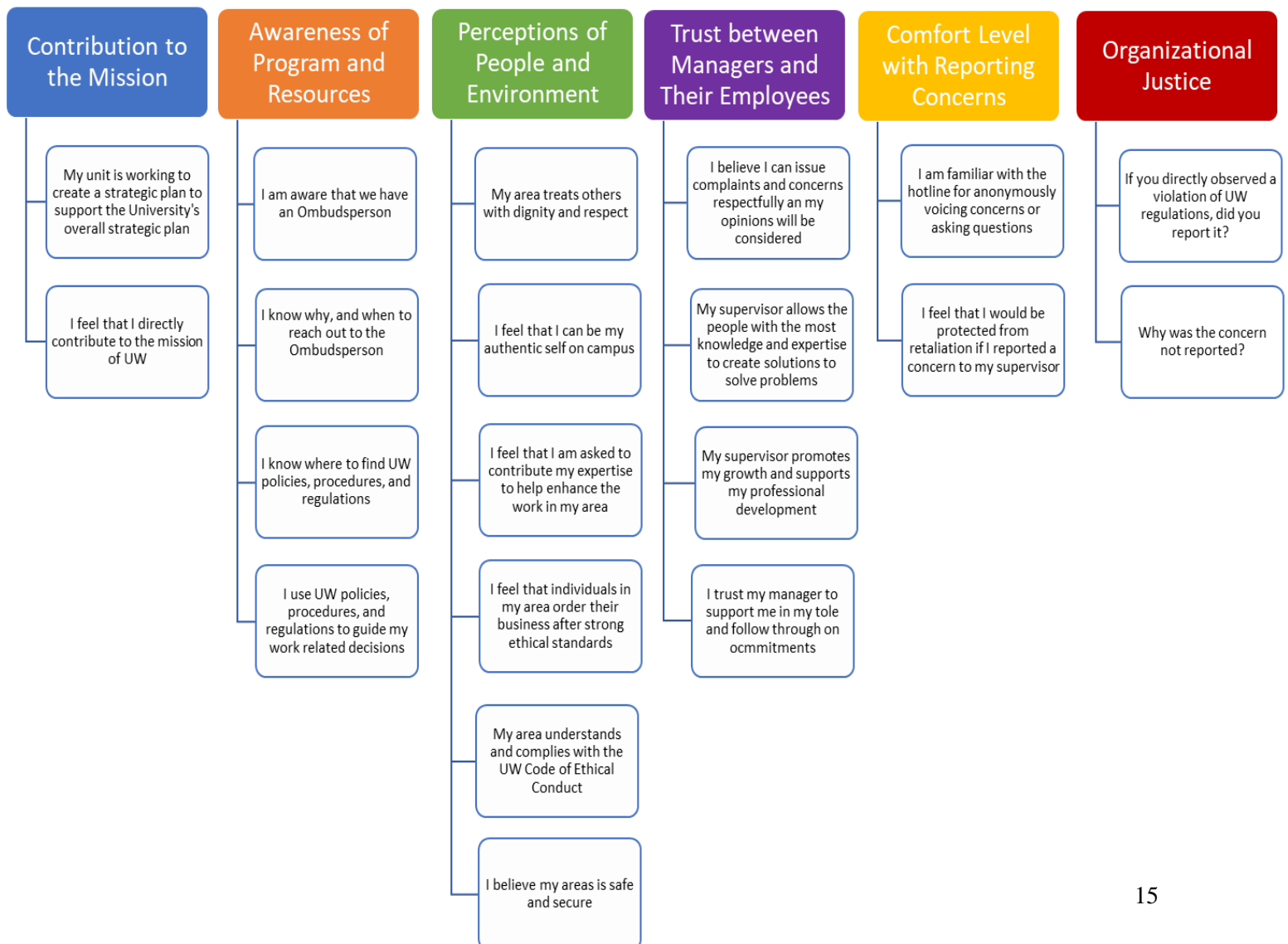
Culture and Ethics – Faculty, Administration, Staff

"Please provide answers related to the culture and ethical climate in your area."

An assessment of culture and conduct can provide information regarding the achievement of goals and can impact the degree of issues related to fraud, theft, compliance, and safety issues.
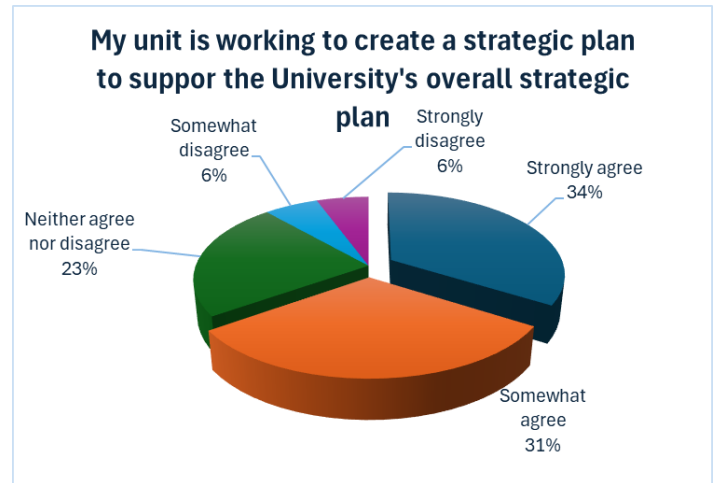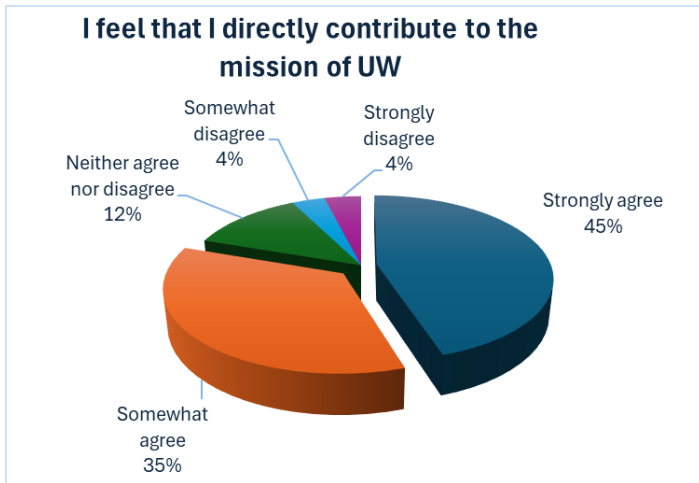
Peter Drucker (an Austrian American management consultant) famously said, "culture eats strategy for breakfast," and that is why so many organizations spend millions on strategy and get poor results because an unhealthy culture acts as brakes and/or misalignment element that make the organization move slowly or veer off course. An assessment of culture can help identify areas of attention so that this element can be addressed.

According to the Fraud Triangle developed by Donald R. Cressey, the three key elements surrounding fraud are opportunity, pressure, and rationalization. Of the three elements, opportunity is hardest to spot – and it is typically managed via operational controls like user access restrictions and approval thresholds. An assessment of culture helps the administration to **evaluate the potential magnitude of rationalization**. The following elements of the ethical culture were assessed:

Contribution to the Mission	Awareness of Program and Resources	Perceptions of People and Environment	Trust between Managers and Their Employees	Comfort Level with Reporting Concerns	Organizational Justice
My unit is working to create a strategic plan to support the University's overall strategic plan	I am aware that we have an Ombudsperson	My area treats others with dignity and respect	I believe I can issue complaints and concerns respectfully an my opinions will be considered	I am familiar with the hotline for anonymously voicing concerns or asking questions	If you directly observed a violation of UW regulations, did you report it?
I feel that I directly contribute to the mission of UW	I know why, and when to reach out to the Ombudsperson	I feel that I can be my authentic self on campus	My supervisor allows the people with the most knowledge and expertise to create solutions to solve problems	I feel that I would be protected from retaliation if I reported a concern to my supervisor	Why was the concern not reported?
	I know where to find UW policies, procedures, and regulations	I feel that I am asked to contribute my expertise to help enhance the work in my area	My supervisor promotes my growth and supports my professional development		
	I use UW policies, procedures, and regulations to guide my work related decisions	I feel that individuals in my area order their business after strong ethical standards	I trust my manager to support me in my tole and follow through on ocmmitments		
		My area understands and complies with the UW Code of Ethical Conduct			
		I believe my areas is safe and secure			

Contribution to the mission of the university

A strong culture is one in which each unit understands its unique contribution to the mission and strategic plan of the University. For the 2024 assessment, the following questions evaluated this element.
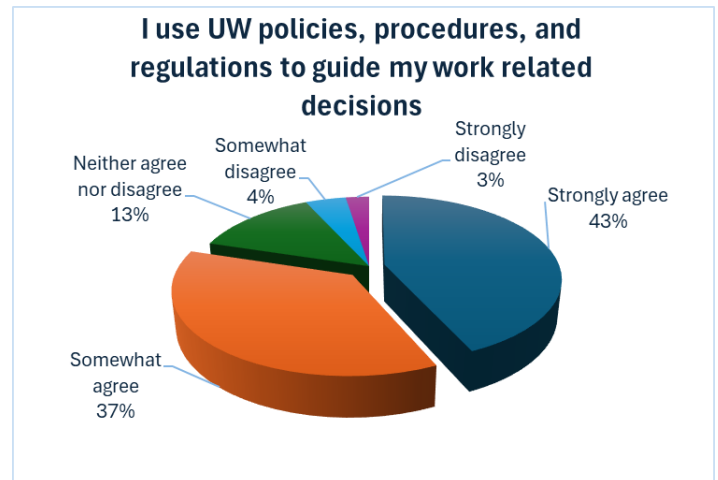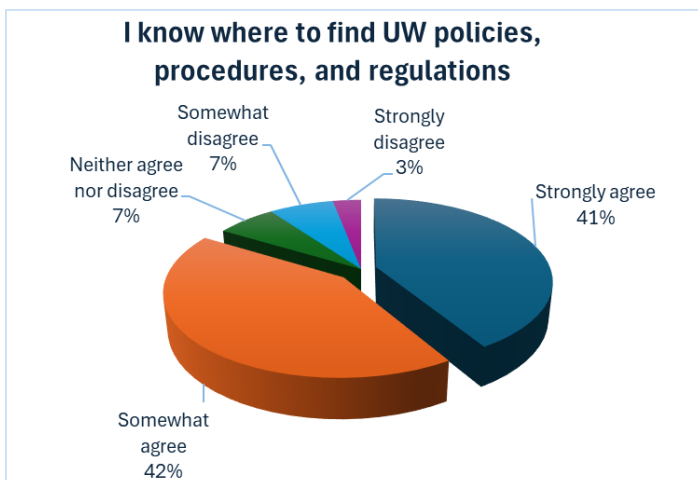
I feel that I directly contribute to the mission of UW

- Strongly agree 45%
- Somewhat agree 35%
- Neither agree nor disagree 12%
- Somewhat disagree 4%
- Strongly disagree 4%

My unit is working to create a strategic plan to suppor the University's overall strategic plan

- Strongly agree 34%
- Somewhat agree 31%
- Neither agree nor disagree 23%
- Somewhat disagree 6%
- Strongly disagree 6%

The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2022 through 2024. Slight improvements in perception were noted.
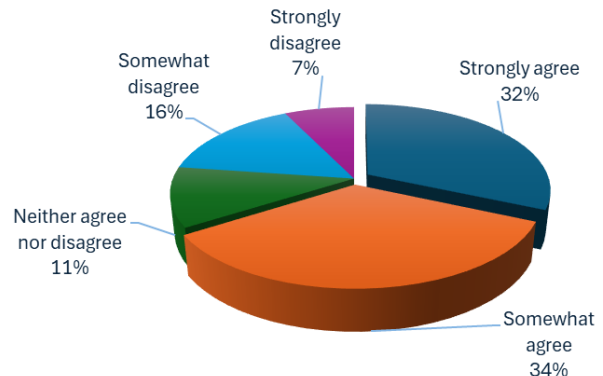
- 2024, 73%
- 2023, 67%
- 2022, 80%
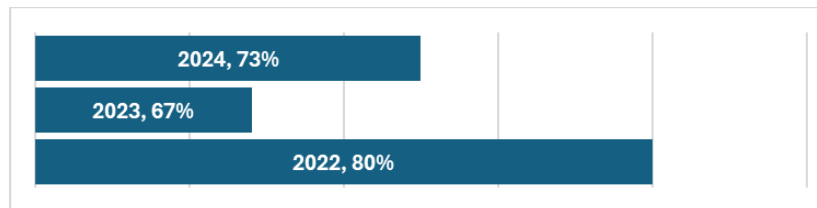
Awareness of Programs and Resources

General Counsel serves as a resource to the university community, providing guidance and tools such as the UW Code of Ethical Conduct, and Policy Library. The following questions measure the familiarity with these resources and the degree to which these resources are used daily to guide decisions. For the 2024 assessment, the following questions evaluated this element.

I know where to find UW policies, procedures, and regulations

- Strongly agree 41%
- Somewhat agree 42%
- Neither agree nor disagree 7%
- Somewhat disagree 7%
- Strongly disagree 3%

I use UW policies, procedures, and regulations to guide my work related decisions

- Strongly agree 43%
- Somewhat agree 37%
- Neither agree nor disagree 13%
- Somewhat disagree 4%
- Strongly disagree 3%

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I am aware that the University has an Ombudsperson

- Strongly agree 50%
- Somewhat agree 23%
- Neither agree nor disagree 12%
- Somewhat disagree 5%
- Strongly disagree 10%

I know why, when, and how to reach out to the Ombudsperson

- Strongly agree 22%
- Somewhat agree 24%
- Neither agree nor disagree 18%
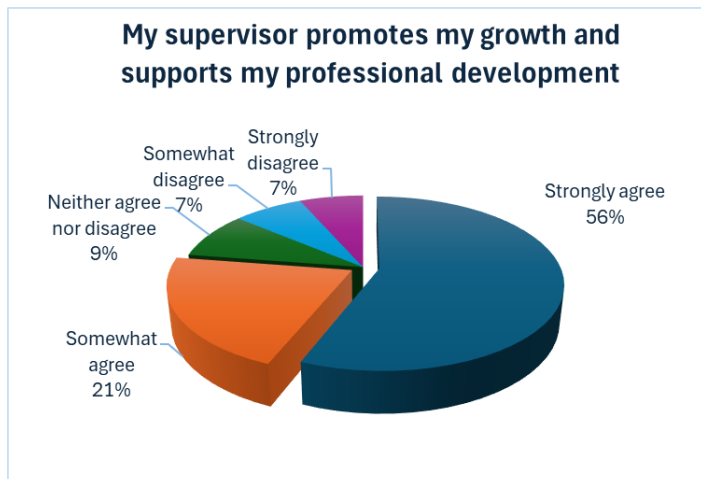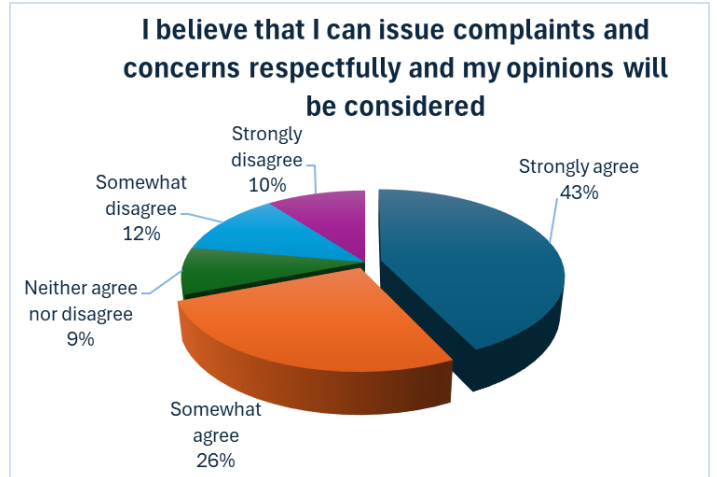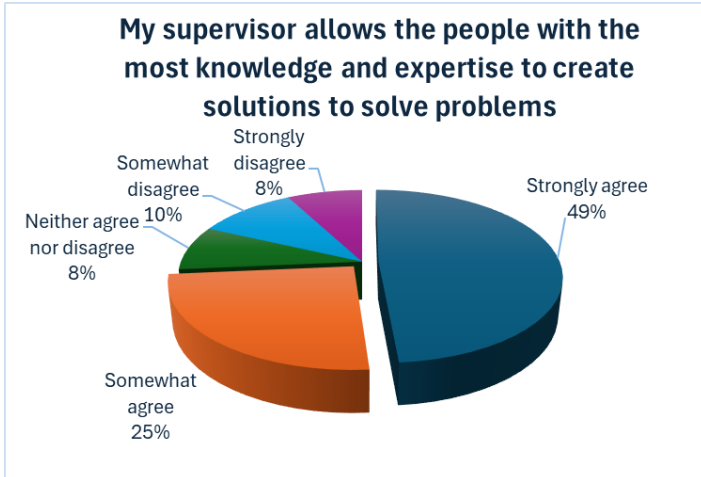- Somewhat disagree 18%
- Strongly disagree 18%

The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2022 through 2024. Slight improvements in perception were noted.
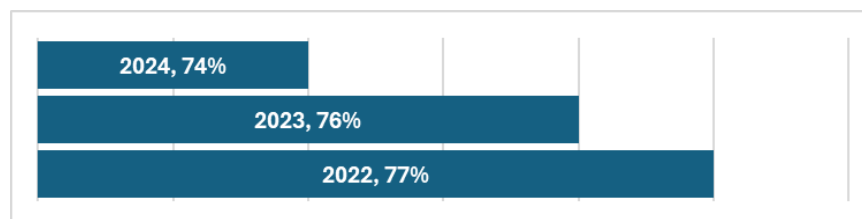
- 2024, 71%
- 2023, 56%
- 2022, 80%
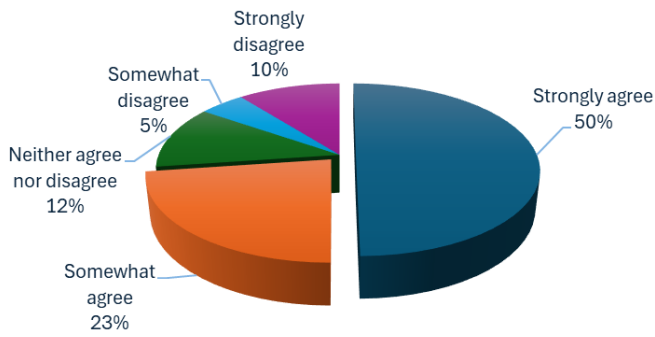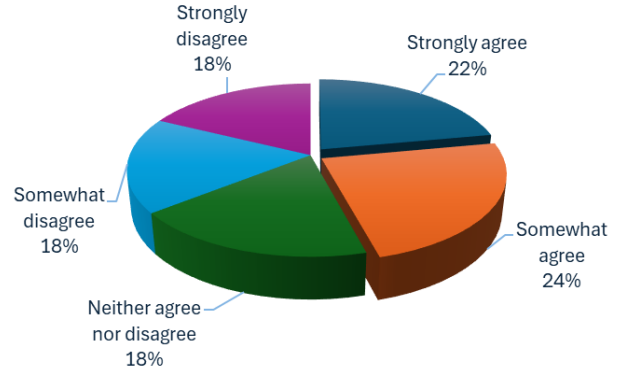
Perceptions of People and Environment

The following questions were included in the survey to measure conditions in the work environment including safety, security, and ethical perceptions of peers and those in leadership roles. For the 2024 assessment, the following questions evaluated this element.

My area treats others with dignity and respect
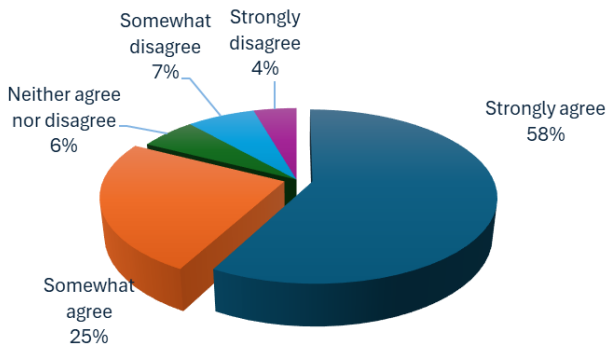
- Strongly agree 58%
- Somewhat agree 25%
- Neither agree nor disagree 6%
- Somewhat disagree 7%
- Strongly disagree 4%

I feel that I can be my authentic self on-campus

- Strongly agree 32%
- Somewhat agree 34%
- Neither agree nor disagree 11%
- Somewhat disagree 16%
- Strongly disagree 7%

I feel that I am asked to contribute my expertise to help enhance with work in my area

- Strongly agree 44%
- Somewhat agree 31%
- Neither agree nor disagree 11%
- Somewhat disagree 8%
- Strongly disagree 6%
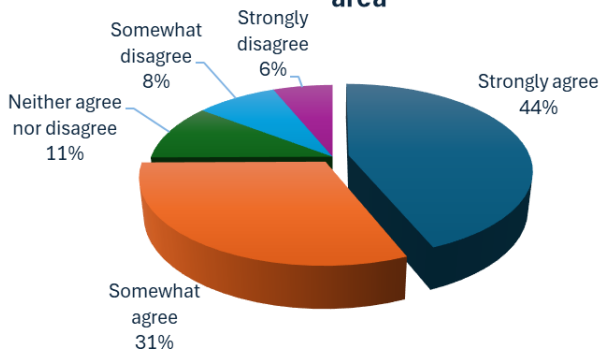
I feel that individuals in my area conduct business with strong ethical standards

- Strongly agree 49%
- Somewhat agree 28%
- Neither agree nor disagree 12%
- Somewhat disagree 7%
- Strongly disagree 4%

My area understands and complies with the UW Code of Ethical Conduct

- Strongly agree 55%
- Somewhat agree 26%
- Neither agree nor disagree 12%
- Somewhat disagree 4%
- Strongly disagree 3%
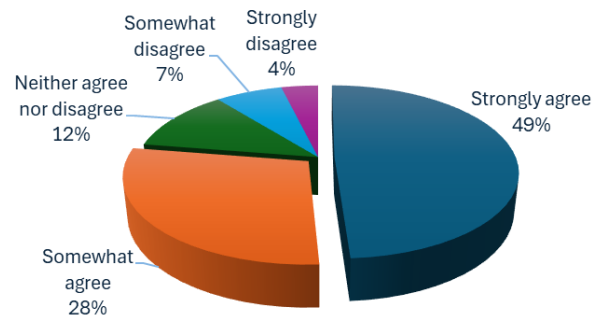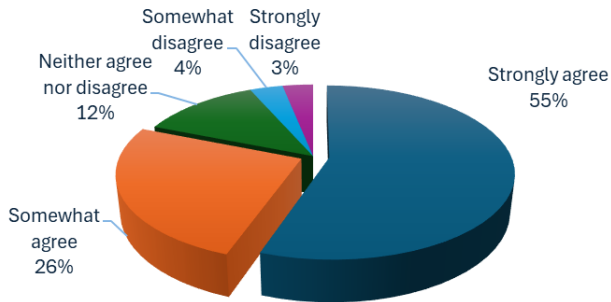
I believe my work environment is safe and secure
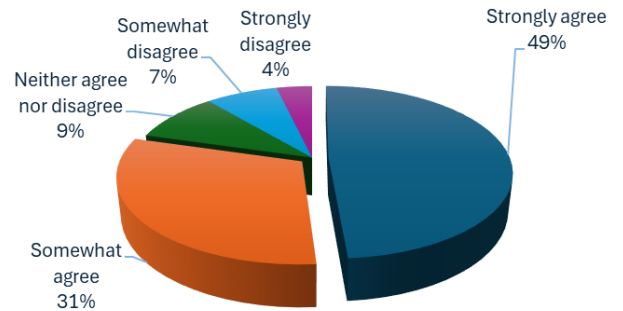
- Strongly agree 49%
- Somewhat agree 31%
- Neither agree nor disagree 9%
- Somewhat disagree 7%
- Strongly disagree 4%

The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2022 through 2024. Slight changes in perception were noted.

- 2024, 77%
- 2023, 75%
- 2022, 80%
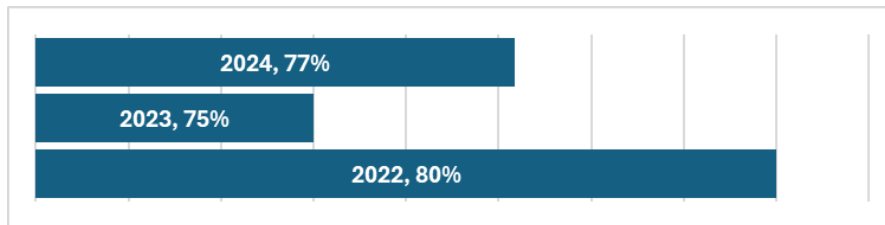
Trust Between Managers and Their Employees

These questions measure the level of trust employees feel with their direct manager, which impacts comfort in speaking up to establish clarity or to report concerns, demonstrating ethical conduct and accountability, and contributing to overall university health. For the 2024 assessment, the following questions evaluated this element.
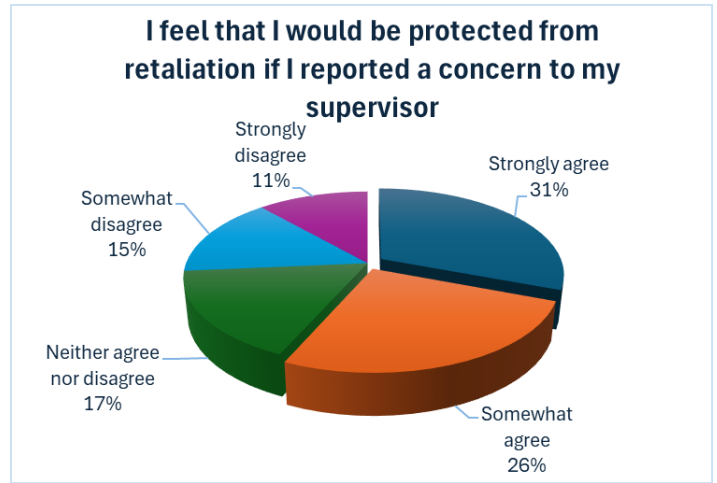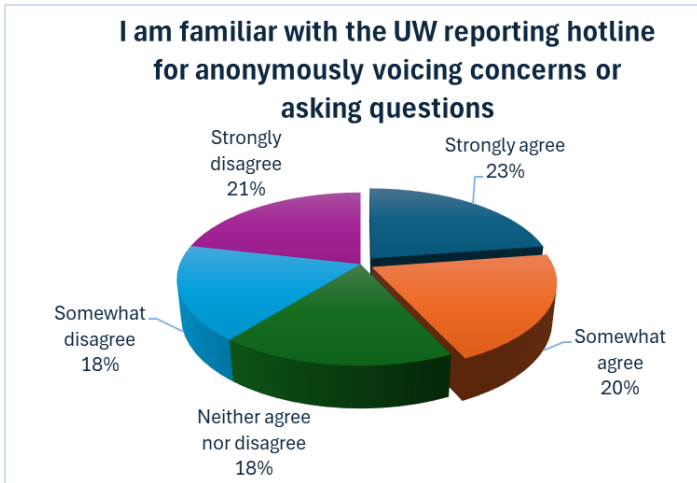
My supervisor allows the people with the most knowledge and expertise to create solutions to solve problems

- Strongly agree 49%
- Somewhat agree 25%
- Neither agree nor disagree 8%
- Somewhat disagree 10%
- Strongly disagree 8%

I believe that I can issue complaints and concerns respectfully and my opinions will be considered

- Strongly agree 43%
- Somewhat agree 26%
- Neither agree nor disagree 9%
- Somewhat disagree 12%
- Strongly disagree 10%

My supervisor promotes my growth and supports my professional development

- Strongly agree 56%
- Somewhat agree 21%
- Neither agree nor disagree 9%
- Somewhat disagree 7%
- Strongly disagree 7%

I trust my manager to support me in my role and follow through on commitments

- Strongly agree 55%
- Somewhat agree 21%
- Neither agree nor disagree 9%
- Somewhat disagree 8%
- Strongly disagree 7%

The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2022 through 2024. Slight changes in perception were noted.

- 2024, 74%
- 2023, 76%
- 2022, 77%

Comfort Level with Reporting Concerns

Employees were asked about their knowledge of UW's anonymous reporting line and to rate their comfort level with reporting issues to their manager. They were also asked whether they felt they would be protected from retaliation when reporting through various channels. This data was collected to evaluate whether respondents felt they could raise concerns without fear of retaliation. For the 2023 assessment, the following questions evaluated this element.

I am familiar with the UW reporting hotline for anonymously voicing concerns or asking questions

- Strongly agree 23%
- Somewhat agree 20%
- Neither agree nor disagree 18%
- Somewhat disagree 18%
- Strongly disagree 21%

I feel that I would be protected from retaliation if I reported a concern to my supervisor

- Strongly agree 31%
- Somewhat agree 26%
- Neither agree nor disagree 17%
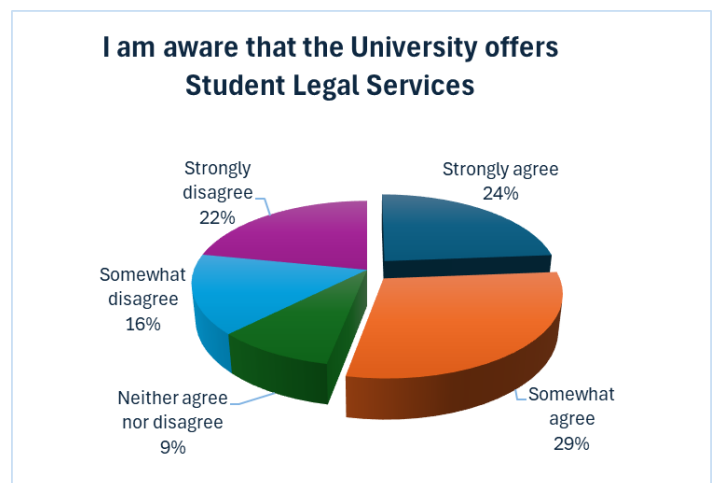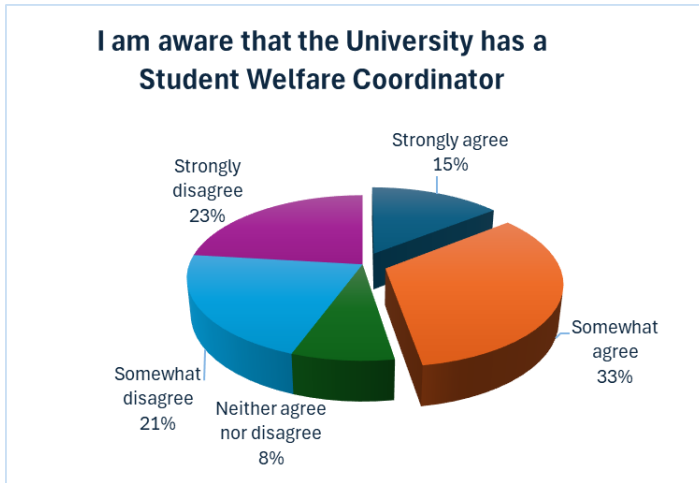- Somewhat disagree 15%
- Strongly disagree 11%

The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2022 through 2024. Slight changes in perception were noted.

- 2024, 50%
- 2023, 46%
- 2022, 22%
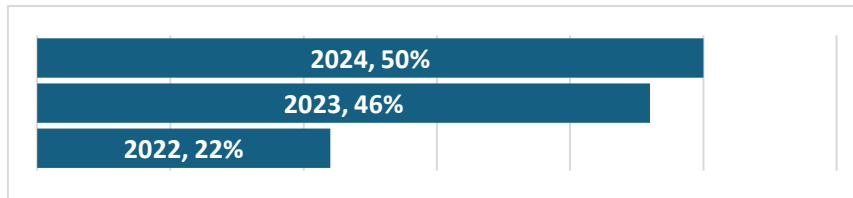
Organizational Justice

Organizational justice refers generally to employee perceptions of fairness in the workplace (more specifically related to outcomes, processes, information, and treatment). This survey section aimed to measure the satisfaction of issue response and resolution and inquired as to feelings and perceptions related to conduct in the workplace after voicing concerns. Measuring and monitoring these components is critical to understanding more about what is, or is not, reported *and why*.

IF YOU HAD A CONCERN, DID YOU REPORT IT?

NO	YES
31%	69%
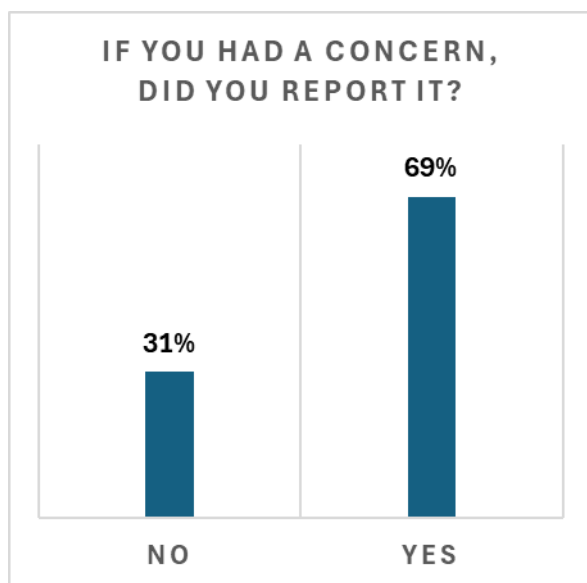
From 2023 to 2024 there was an increase from 40% to 69% of individuals being willing to report concerns. The reasons for not reporting concerns changed slightly from 2023 to 2024.

WHY WAS THE CONCERN NOT REPORTED

■ 2023   ■ 2024

	2023	2024
Belief that the concern would not be appropriately addressed	34%	44%
Fear of retaliation	29%	31%
Management in the area discourages reporting concerns	6%	6%
Other	11%	13%
Unaware of anonymous reporting options	20%	6%

Culture and Ethics – Students

"Please provide answers related to the culture and ethical climate in your area."

This section of the survey assessed areas of culture and ethics that are specific to the student population.

Contribution to the mission of the university

A strong culture is one in which students understand the mission and strategic plan of the University and how they can contribute toward its advancement. For the 2024 assessment, the following questions evaluated this element.
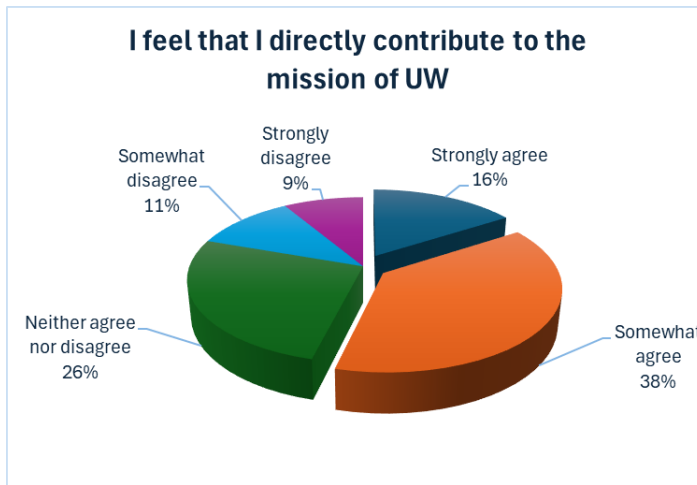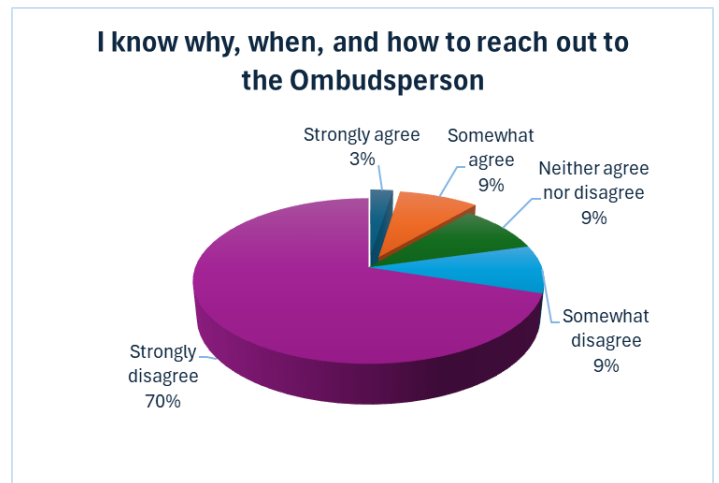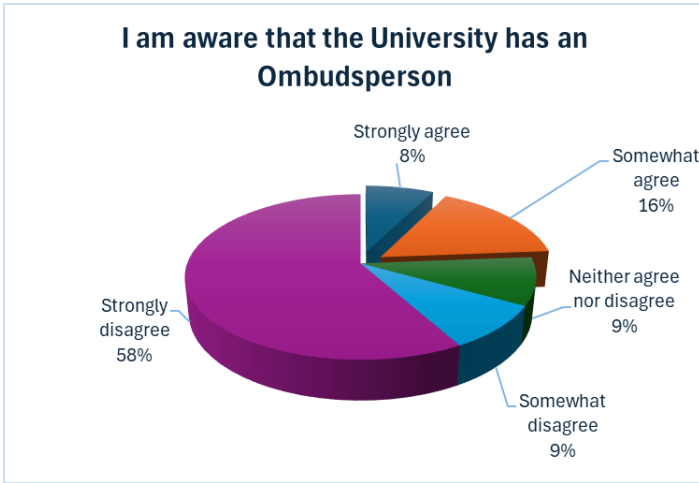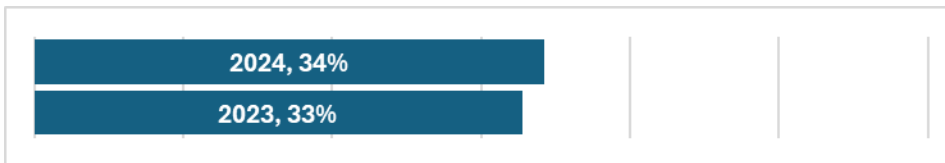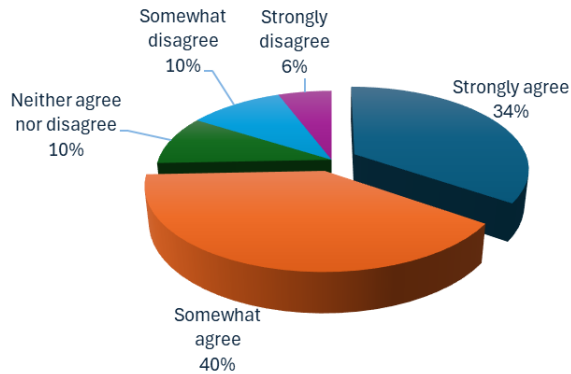

The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2023 and 2024. Slight improvements in perception were noted.
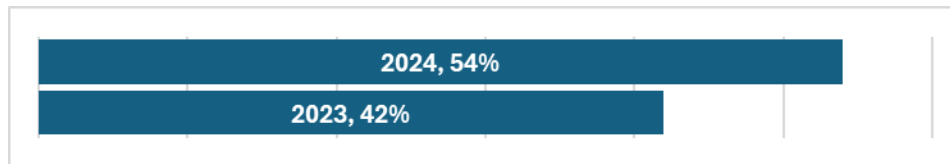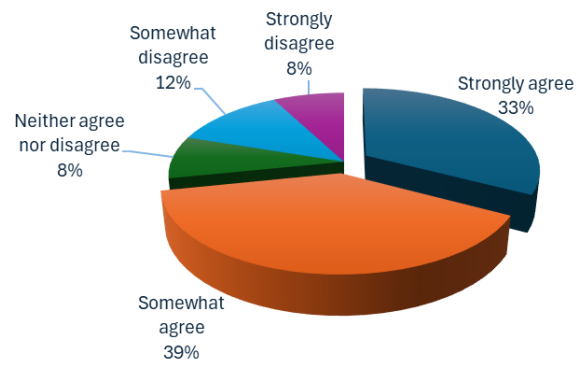
Awareness of Programs and Resources

Many resources are available to students that provide guidance and tools. The following questions measure the familiarity with these resources and the degree to which these resources are used daily to guide decisions. For the 2024 assessment, the following questions evaluated this element.

I am aware that the University has an Ombudsperson

- Strongly agree 8%
- Somewhat agree 16%
- Neither agree nor disagree 9%
- Somewhat disagree 9%
- Strongly disagree 58%

I know why, when, and how to reach out to the Ombudsperson

- Strongly agree 3%
- Somewhat agree 9%
- Neither agree nor disagree 9%
- Somewhat disagree 9%
- Strongly disagree 70%

I am aware that the University has a Student Welfare Coordinator

- Strongly agree 15%
- Somewhat agree 33%
- Neither agree nor disagree 8%
- Somewhat disagree 21%
- Strongly disagree 23%

I am aware that the University offers Student Legal Services

- Strongly agree 24%
- Somewhat agree 29%
- Neither agree nor disagree 9%
- Somewhat disagree 16%
- Strongly disagree 22%

The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2023 and 2024. Slight improvements in perception were noted.

- 2024, 34%
- 2023, 33%

Perceptions of People and Environment

The following questions were included in the survey to measure conditions in the academic environment including safety, security, and ethical perceptions of peers and those in leadership roles. For the 2024 assessment, the following questions evaluated this element.
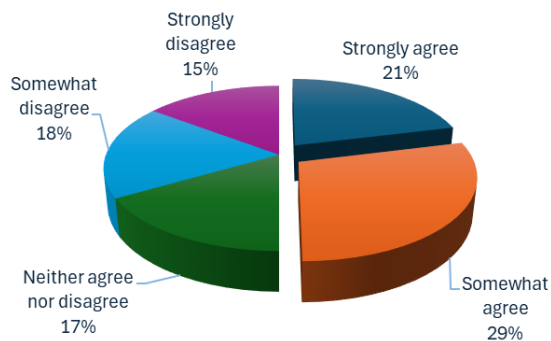
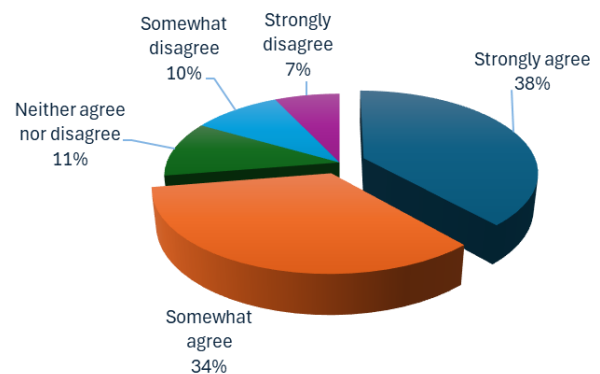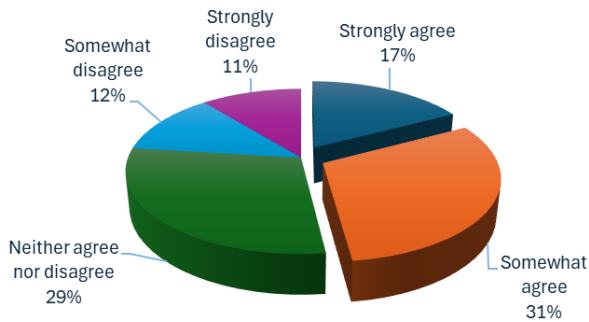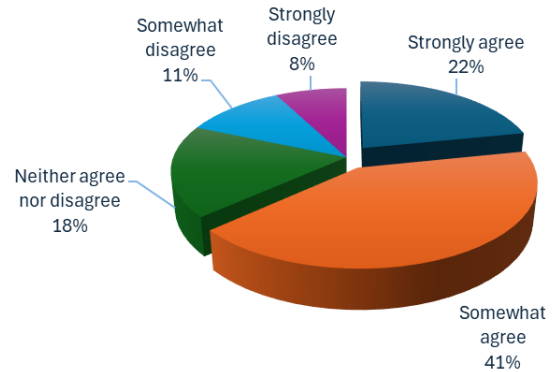### Respect is part of the culture of my academic program

- Strongly agree 34%
- Somewhat agree 40%
- Neither agree nor disagree 10%
- Somewhat disagree 10%
- Strongly disagree 6%

I feel supported by faculty and advisors

- Strongly agree 33%
- Somewhat agree 39%
- Neither agree nor disagree 8%
- Somewhat disagree 12%
- Strongly disagree 8%

I feel that I can be my authentic self on-campus

- Strongly agree 21%
- Somewhat agree 29%
- Neither agree nor disagree 17%
- Somewhat disagree 18%
- Strongly disagree 15%

I feel that I can be my authentic self off-campus

- Strongly agree 38%
- Somewhat agree 34%
- Neither agree nor disagree 11%
- Somewhat disagree 10%
- Strongly disagree 7%

The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2023 and 2024. A slight decline in perception was noted.

2024	67%
2023	71%
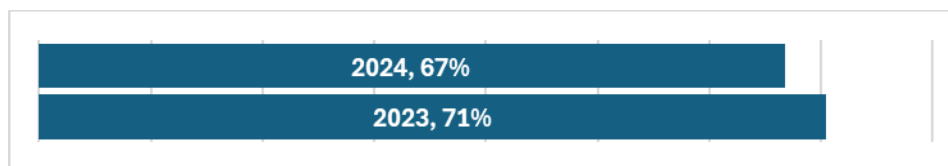
Trust Students Experience in Their Academic Programs and Living Environments

These questions measure the level of trust and inclusion students feel in their academic program, which impacts comfort in speaking up to establish clarity or to report concerns, demonstrating ethical conduct and accountability, and contributing to overall academic experience. For the 2024 assessment, the following questions evaluated this element.
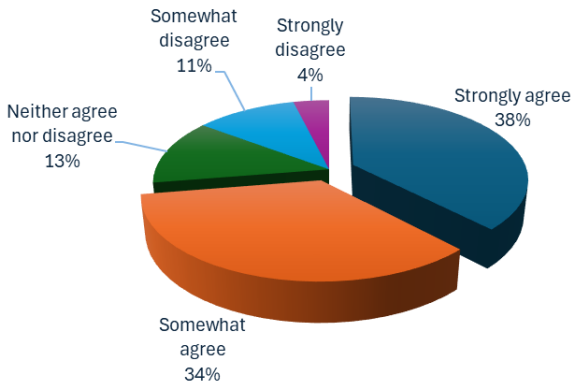
I feel valued for the differences I bring to my academic program

- Strongly agree 17%
- Somewhat agree 31%
- Neither agree nor disagree 29%
- Somewhat disagree 12%
- Strongly disagree 11%

I beleive my academic environment is safe and secure

- Strongly agree 22%
- Somewhat agree 41%
- Neither agree nor disagree 18%
- Somewhat disagree 11%
- Strongly disagree 8%

I beleive my living environment is safe and secure

- Strongly agree 38%
- Somewhat agree 34%
- Neither agree nor disagree 13%
- Somewhat disagree 11%
- Strongly disagree 4%

Faculty in my academic program promote my growth and engage me in ways that support my development

- Strongly agree 32%
- Somewhat agree 43%
- Neither agree nor disagree 12%
- Somewhat disagree 6%
- Strongly disagree 7%
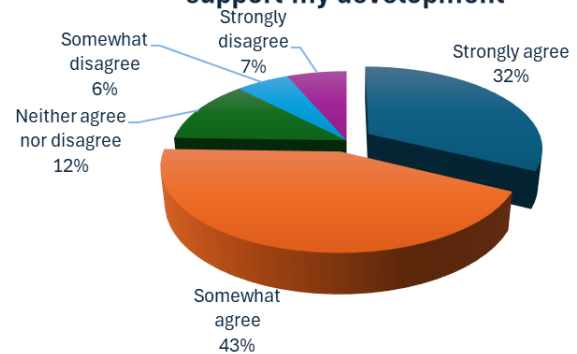
I have a mentor within my academic program
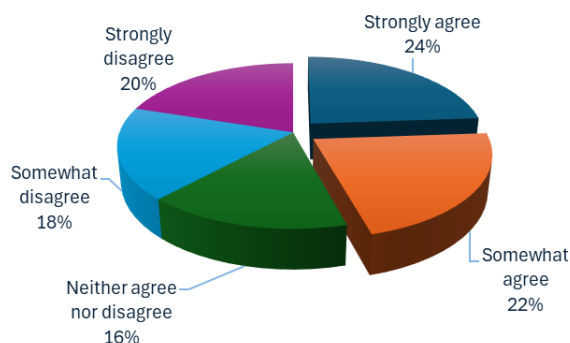
- Strongly agree 24%
- Somewhat agree 22%
- Neither agree nor disagree 16%
- Somewhat disagree 18%
- Strongly disagree 20%

The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2023 and 2024. A slight decline in perception was noted.
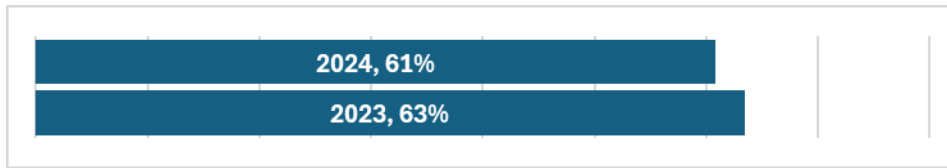

Comfort Level with Reporting Concerns

Students were asked about their knowledge of UW's anonymous reporting line and to rate their comfort level with reporting issues and concerns. They were also asked whether they felt they would be protected from retaliation when reporting through various channels. This data was collected to evaluate whether respondents felt they could raise concerns without fear of retaliation. For the 2024 assessment, the following questions evaluated this element.
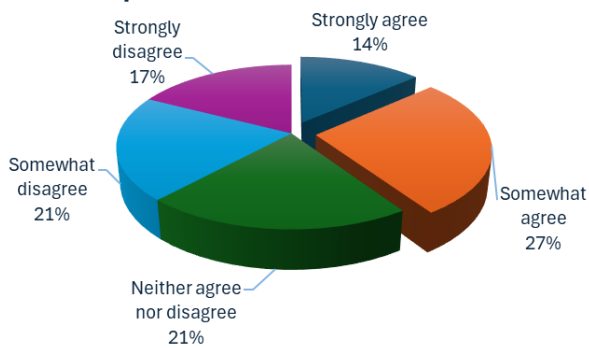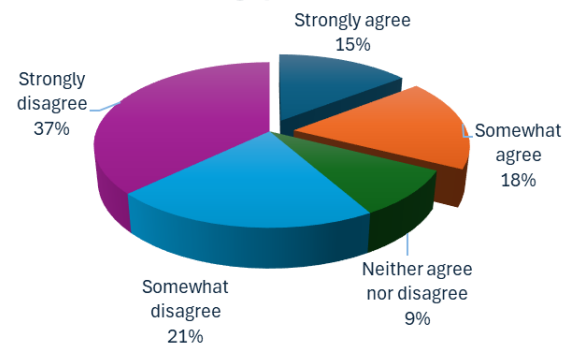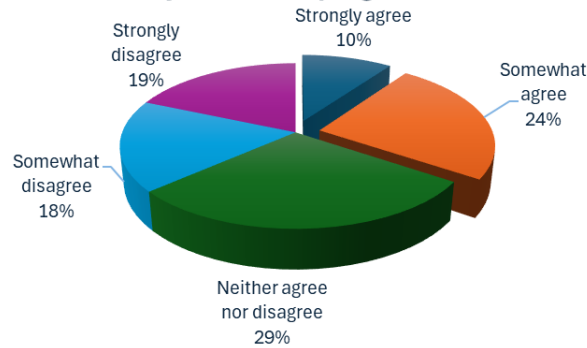
The following table represents an average of "Strongly Agree" and "Somewhat Agree" responses from 2023 and 2024. A slight decline in perception was noted.

Organizational Justice

Organizational justice refers generally to student perceptions of fairness in the academic setting (more specifically related to outcomes, processes, information, and treatment). This survey section aimed to measure the satisfaction of issue response and resolution and inquired as to feelings and perceptions related to conduct in the academic environment after voicing concerns. Measuring and monitoring these components is critical to understanding more about what is, or is not, reported *and why*.

The students indicated that they had observed instances of concern, but also indicated that the instance was reported.
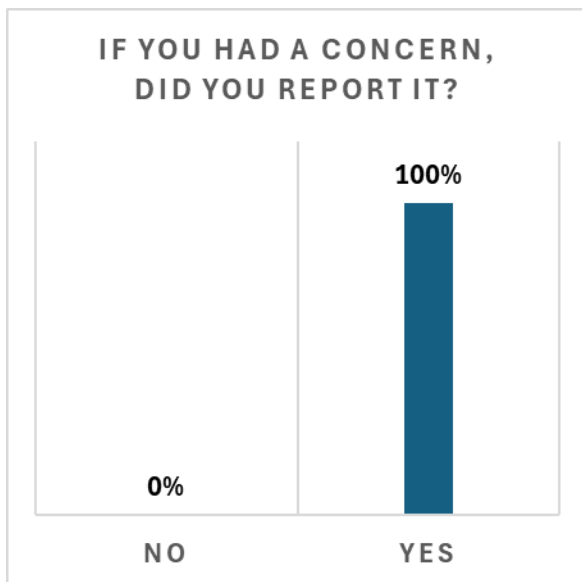
APPENDIX

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):

- 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:

- UW has a strong vision for ERM implementation with the introduction of key aspects of the framework to senior leaders and trustees in Year 0 (2020), a launch of Year 1 actions/activities (2021), and plans to build upon the ERM foundation in years to come.
- A more comprehensive approach to identifying and managing our institutional risks helps us maintain our credibility with stakeholders (elected officials, parents, donors, students, alumni, accreditation bodies, rating agencies, etc.).
- By addressing our risks proactively and avoiding negative consequences (many of which have a huge financial penalty aspect), we keep scarce resources intact for uninterrupted application toward UW's strategic objectives.
- Our goal is not risk elimination, but rather risk awareness and solid controls to help us avoid damaging consequences of unnecessary risk exposure associated with our activities.