



# UW Strategic Scenario Planning Survey Results

Michael Dorssom, M.S., Associate Research Scientist

Wyoming Survey & Analysis Center  
University of Wyoming  
1000 E. University Avenue, Department 3925  
Laramie, Wyoming 82071  
307.766.2189 | [wysac@uwyo.edu](mailto:wysac@uwyo.edu)  
[www.uwyo.edu/wysac](http://www.uwyo.edu/wysac)

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# Introduction

The Wyoming Survey & Analysis Center (WYSAC) at the University of Wyoming completed the analysis of the data collected by the University of Wyoming Office of Academic Affairs with the Strategic Scenario Planning Listening sessions. The purpose of this project was to hear the opinions and views of UW employees, alumni and students regarding the need for the university to adapt to changing economic realities.

## Methods

### *Questionnaire Development*

The survey instrument was developed by the Office of Academic Affairs. It included 15 open-ended questions, with focus on core values and the future development of the university.

### *Respondent Pool*

The population of interest for this survey were generally those associated with the University of Wyoming in some way. More specifically, the first question of the online survey asked, “What is your affiliation with UW?” to which respondents could choose Alumni, Faculty, Staff, Student, UW Foundation Donor, and Wyoming Community Member. Those who attended the listening sessions were asked to complete the survey.

### *Mode of Contact and Mode of Data Collection*

Potential respondents were invited to attend Strategic Scenarios Planning listening sessions and then solicited to complete an online survey.

### *Survey Administration*

Responses were collected in the course of one month (March-April 2021).

### *Response Rates and Margins of Error*

By close of data collection, 174 individuals provided input to items included in the survey. Of these, 20 identified themselves as Alumni, 32 as Faculty, 86 as Staff, 22 as Student, 3 as UW Foundation Donors, and 11 as Wyoming Community Members.

## *Data Compilation and Analysis*

Data from the web survey have been cleaned for spelling errors to ease categorization, and both proper names and expletives have been removed. For each survey item, data were coded into categories and compared across Respondent Type (Alumni, Faculty, Staff, Student, UW Foundation Donor, and Wyoming Community Member). In one case, categories that emerged from analysis were so similar, that the data were merged into shared categories and analyzed as a whole (Q2 and Q3). Each of the following sections contains the question text, categories that emerged from the analysis, descriptive statistics for the data from that question, as well as the cleaned data listed in bullet format in alphabetical order.

Following the survey data, in Appendix A and B, are the data compiled from the “listening sessions” and emails. As with the survey data, this data is presented in bulleted format in alphabetical order.

# Survey Results

Results are presented in the order and with the wording used in the survey.

## Q1. What is your affiliation with UW?

**Table 1. Q1 Responses by Respondent Type**

	Number of responses to Q1	Percent of total responses
All	174	100%
Staff	86	49.4%
Faculty	32	18.4%
Student	22	12.6%
Alumni	20	11.5%
Wyoming Community Member	11	6.3%
UW Foundation Donor	3	1.7%

## Q2. What do you think are the strengths of UW?

## Q3. What does UW do well?

The following table displays the total number of responses to “Q2. What do you think are the strengths of UW?” and “Q3. What does UW do well” combined. Also listed are the number of responses by Respondent Type.

**Table 2. Q2 + Q3 Responses by Respondent Type**

	Number of responses to Q2+Q3	Percent of total responses
All	262	100%
Staff	122	46.6%
Faculty	46	17.6%
Student	38	14.5%
Alumni	32	12.2%
UW Foundation Donor	14	5.3%
Wyoming Community Member	10	3.8%

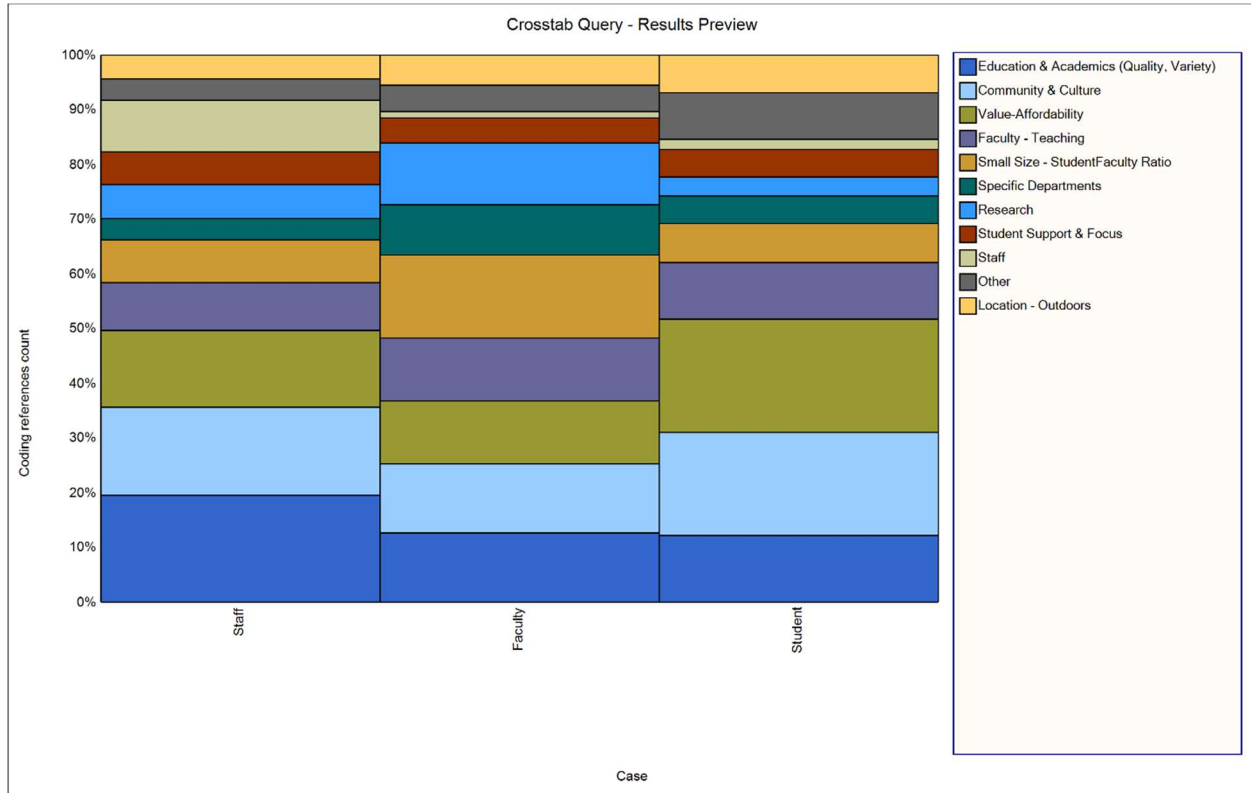
Responses were coded into the following “strength + does well” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other.” The following table displays the categories, as well as the number of references made in the responses.

Table 3. "UW Strengths & What UW Does Well" Categories

Categories	Number of coded references
Education & Academics (Quality, Variety)	74
Community & Culture	67
Value-Affordability	64
Faculty - Teaching	41
Small Size – Student to Faculty Ratio	34
Research	27
Specific Departments	27
Student Support & Focus	25
Other	23
Staff	23
Location - Outdoors	22
State of Wyoming Focus	19
Campus & Facilities	17
Land Grant - Only 4-Year in State	11
Alumni Relations	9
Athletics	7
Brand - Marketing	6
Extension & Outreach	6
Safety	5
Credibility - Reputation	4
Employee Benefits & Relations	2

Below is a graphical comparison of the three largest Respondent Type groups (Staff, Faculty, and Student) with the top 11 “UW Strength & UW Does Well” categories. The overall top 11 categories are listed and color coded, allowing for comparison by Respondent Type. For instance, one can quickly see from the chart that “Education & Academics (Quality, Variety)” is listed most often by Staff, followed closely by Faculty, and then Students.

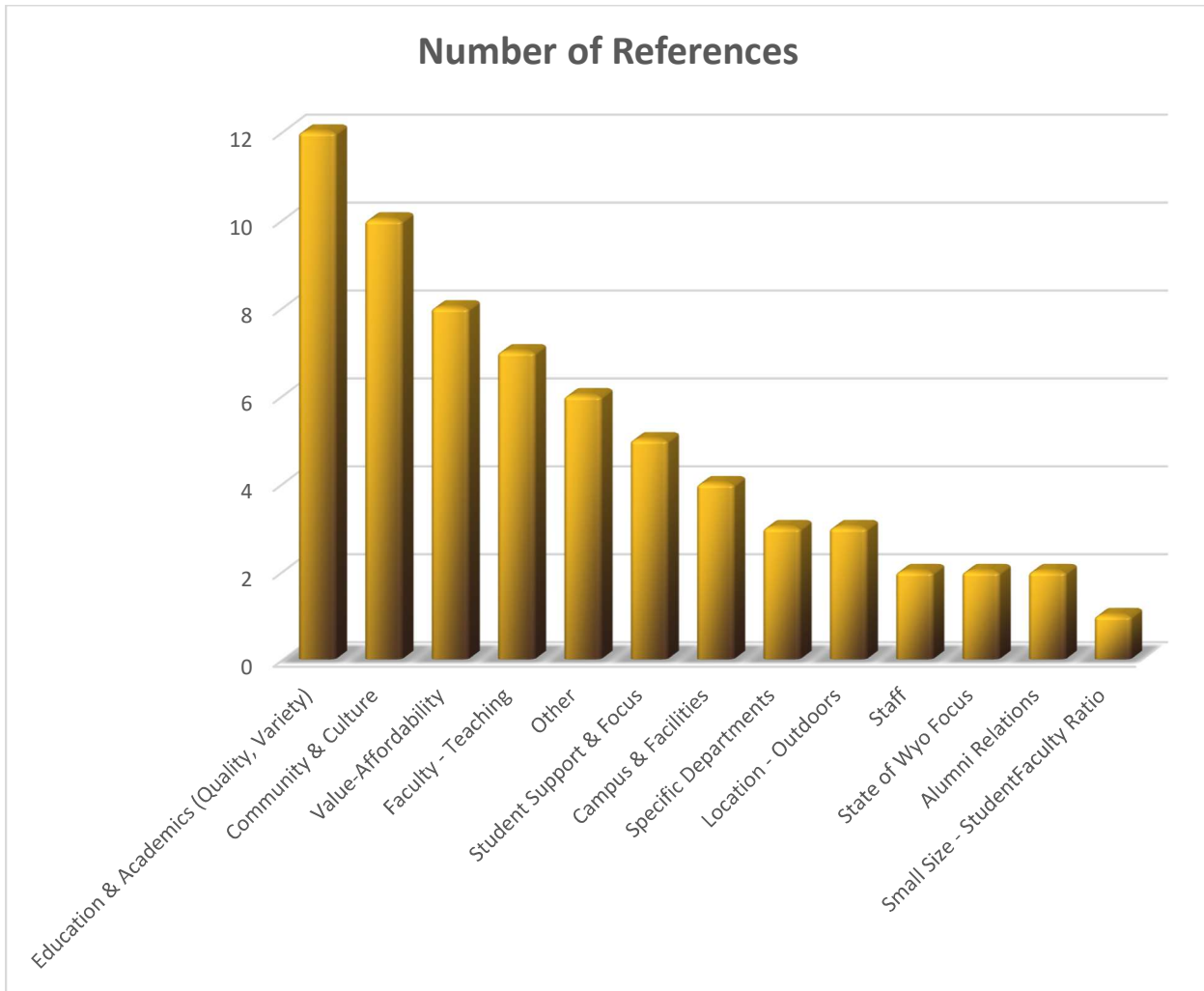
Figure 1: UW Strengths & What UW Does Well Compared



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Alumni

Figure 2. Alumni Q2 + Q3



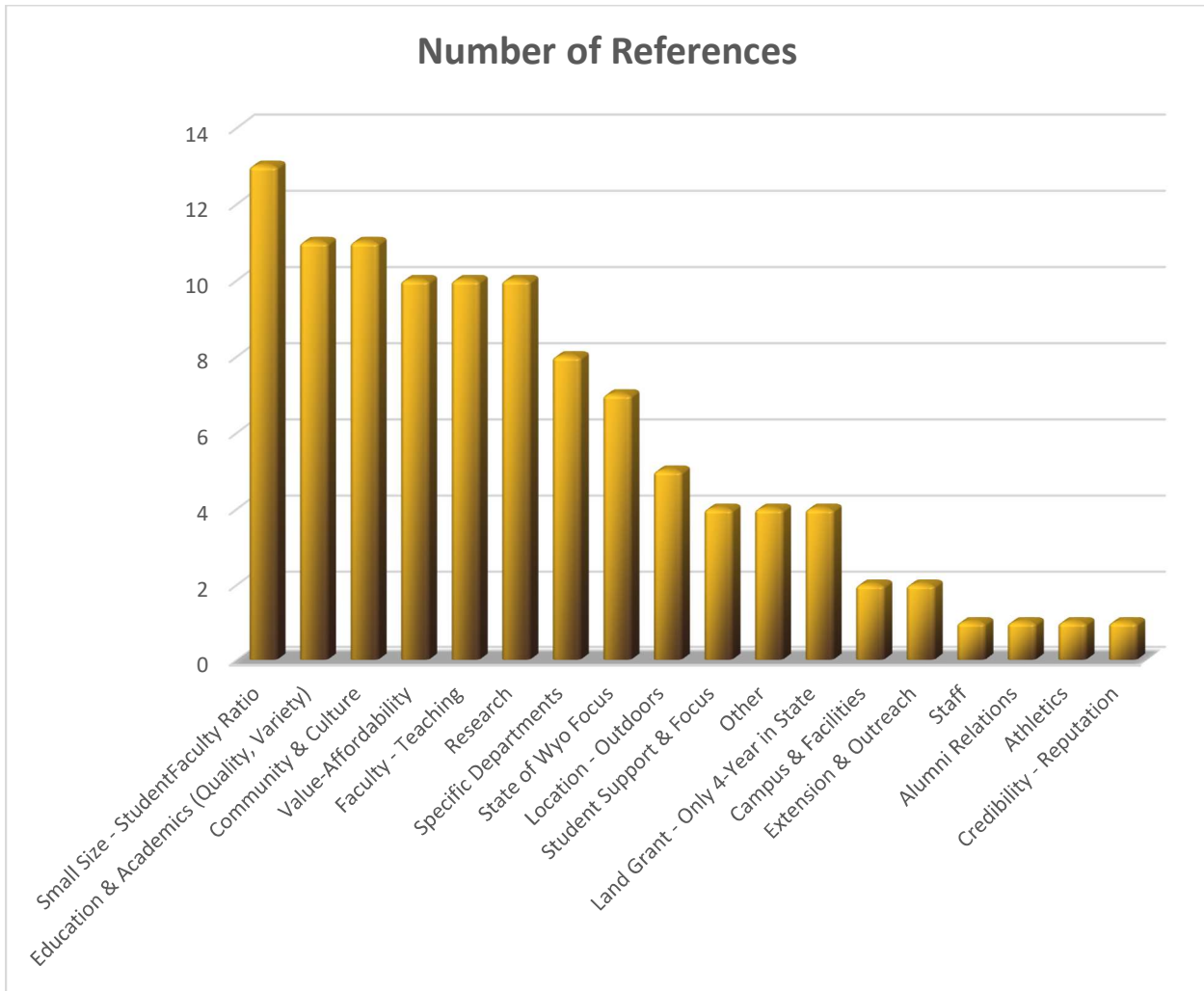
- 300 characters are not nearly enough, but our Cowboys, our people.
- Academic unit employees and the units under Financial Affairs (not top leadership but units and the employees). These area workers are strong and have done a great job at keeping the university afloat during difficult times of the last few years.
- Affordable, great faculty, quality education, Laramie community, school spirit.
- Affordable. Accessible - able to get in with average test scores & GPA.
- Again, promotion of student belonging. Attainable academic goals. Research focus. Cost saving measures. No nonsense approach to undergraduate studies.
- Allegiance of alumni. Personalized instruction available for students. Respect from business community for quality of graduating students.
- Campus layout. Variety of curriculum.
- Engineering, business, law, pharmacy, agriculture.

- Focus on wellbeing- there are a lot of programs focused on physical and mental health of students, which is much appreciated. Emphasize a strong sense of culture and solidarity. Work to improve student facilities- such as the STEM and engineering building.
- I love that Wyoming and its only University feel like family. We know each other and care about each other.
- Low tuition cost, public mission, serves the state of Wyoming.
- Music; Theater and Dance.
- One four year institution in the State. Wyoming proud.
- Personalized quality instruction.
- Prepares its graduates well.
- Provide a great school community for students away from home. Provide a variety of degrees.
- Quality of education, value, location, and campus experience.
- Remains in contact with friends and alumni of UW. Connection with business community outside of UW. Association and development of professional degrees.
- Right now, the diversity of programs students can major and/or minor in as well as the stellar professors offering a wide range of programs. However, if you decide to gut many programs that make UW unique, this will not be a strength.
- See Question #2.
- Staff.
- Student experience, quality of degree programs, global experience.
- Student outreach. Website it set up very conveniently and it's easy to use.
- The ability to provide a world class education in a variety of degrees in a remote area.
- The libraries. The size. The location for outdoor enthusiasts.
- The variety of majors, the dedicated faculty, and the opportunities for student growth and leadership.
- University Wyoming used to be representative of our state. I don't know what its strengths are anymore. I am in a family of nine alumni and have my third child completing studies at the University of Wyoming. Liberal and bureaucratic ideologies I have permeated our fine institution.
- UW does provide the opportunity for the State's students to attend and succeed at an institution of higher education as a somewhat reasonable cost.
- UW hires some fantastic faculty. The professors at UW make this place great, they are the university.
- Value - great education for a competitive price. Community - people are very supportive and kind to one another. Quality - nice facilities, strong educators & administrators.
- Wind. Traditional learning. Engineering, Agriculture, giving small town kids exposure to big town culture & ideas.
- World-class education for a fraction of the price of other places.



Faculty

Figure 3. Faculty Q2 + Q3



- Affordable quality programs.
- Allow students to explore their interests, also career preparation.
- Arts and Humanities. To be honest, the STEM fields are nationally weak, particularly in Engineering. There is some modest strength in ecology and geology.
- At least in our department, the faculty really care about students. Students aren't a number here. Beautiful location too! Lots of outdoor opportunities. Opportunities for students to get involved in research at undergrad level.
- Broad academic coverage, excellent teaching and research in more than just STEM.
- Communication (in general) - UW promotes dialog and transparency on important issues. This results in multiple and varied viewpoints being presented from which multiple potential solutions for the issues being discussed can be considered.
- Compassion toward students, connections with alumni, experts in their area of teaching.
- Cost of education, loyalty of alumni, small population, big physical assets.
- Credibility in our state and region. Affordable education. Unique western experiences and knowledge.

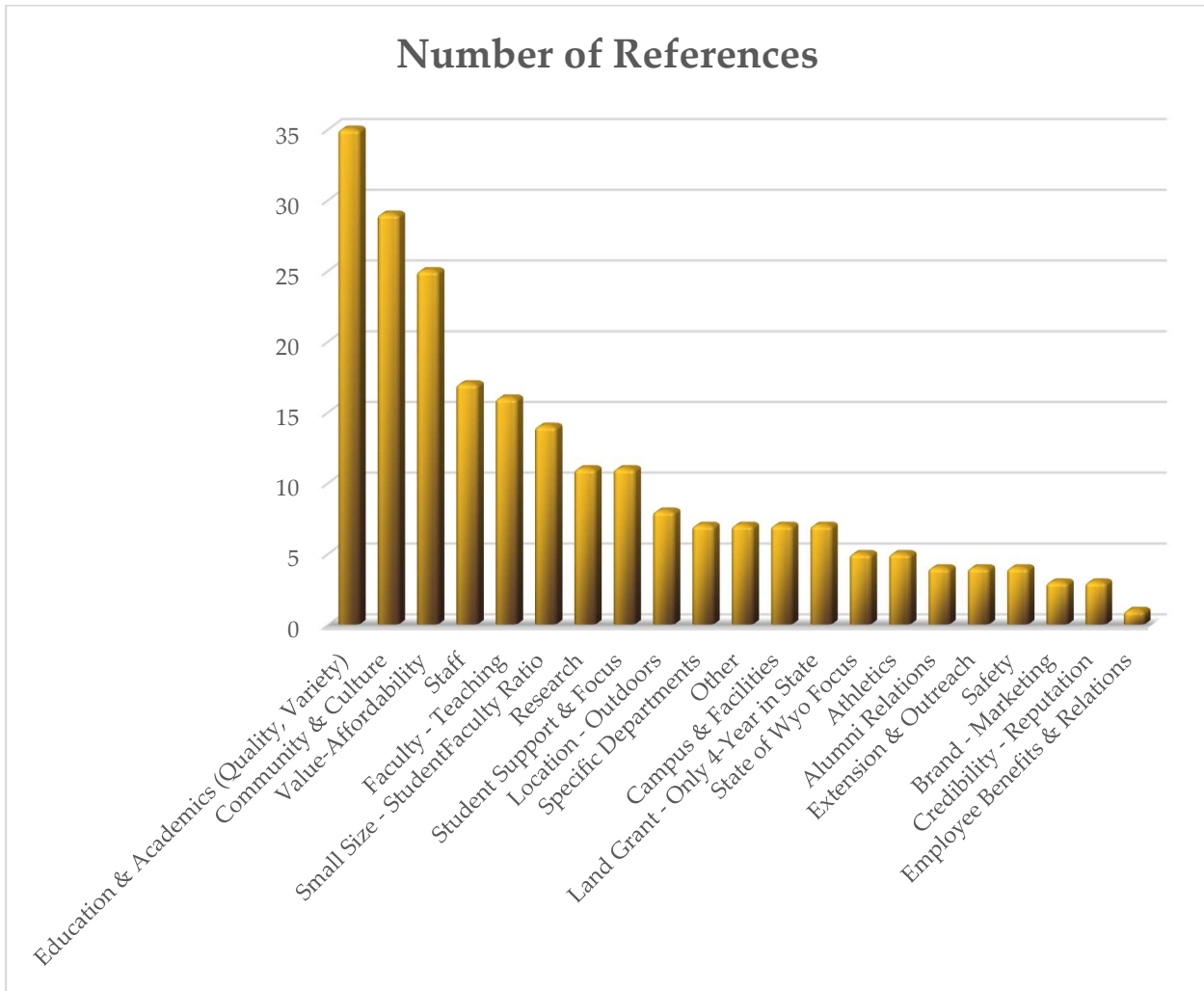
- Current research strengths include Molecular Biology, Ecology, and Geology. The programs are large enough where faculty aren't stretched - lower teaching loads (1 + 1/3 for MolB for instance). Overall we cover a lot of ground for the state.
- Diversity of resources (faculty) - UW has a large number of experts in a highly diverse number of fields. Many of these fields are directly related to important issues impacting the US and world today. UW has the potential to impact many of these.
- Engineering and business.
- Helping students who ask.
- I think UW is like a private school w/ public school prices--small classes, many dedicated, renowned faculty, and solid education/culture/campus with affordable prices. Also, it is still the only four-year public institution in the state. Block transfer from Wyoming community colleges is huge.
- I think we educate the students of the state of Wyoming, region and the world at a high level and an affordable cost.
- It's small -- which means undergraduates can have considerably more access to faculty than at larger institutions. It's in a location that faculty/students either love or hate (lots of open space, but no shopping!) -- if you love it (I do), then it's a strength.
- Land Grant, unique location with beautiful environments, low cost, small class size, strong arts and science/agriculture/engineering/business
- Lots of opportunities for students to get involved in research, and even some teaching at the department level. Internship opportunities - a chance at experiential learning.
- Low faculty-to-student ratio that provides quality, hands-on teaching.
- Natural resource science, interdisciplinary, applied science, hands-on teaching, relationships with agencies and state partners. Outstanding relationships through extension, service, outreach.
- Our educational programs are on par with our competitors. In research we have niche areas of excellence, but these usually revolve around individual faculty and their research groups. I only know those I am in contact with. We do not have clusters of excellence.
- Our particular brand (rural, western) of science and humanities.
- Provides liberal arts education that prepares students for changing workplace.
- Public land-grant university (significantly lower tuition than others) with quality education, especially for undergraduate, and top-notch outdoor activities.
- Research and Extension. Our direct connections to the citizens.
- See above-undergraduate focus, experiential research opportunities, smaller classes, strong community outreach and strong ties to community colleges throughout the state.
- Small class sizes, oversized sports program for state size and budget.
- Small class sizes.
- Small classes are better for education. For someone like me, it presents research opportunities very close by.
- Small classes, more personal interactions with undergraduates and graduates. Training of the next generation workforce.
- Small unique land and culture identities.
- Supports students, provides an open learning environment, encourages risk taking, provides thoughtful safety nets.
- Teaching and research.
- That it is the University of WYOMING and has at least partially reflected the priorities and needs of the state. The elements that keep it connected are Wyoming students, Research and Extension. Each high school graduate from the state has a right to be accepted.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- The environmental sciences, broadly defined, are exceedingly well positioned at UW. We are able to attract internationally known scientists to teach and perform research in extensive land management and science, and have strengths in hydrology, ecology, wildlife, and policy as a result.
- The size of the University allows for a distinctly personal experience for students. We are the only four year institution in the state, therefore serving as the land grant university and a research university. Strong focus on undergraduate research opportunities.
- UW has a strong campus community and loyal statewide support. It has dedicated staff and talented faculty (especially young faculty) dedicated to research and teaching. Although morale is low for both faculty and staff in recent years, students generally have not be affected. That is astonishing.
- UW has many strengths, one of which being the generally small class sizes. Another is that there are a few departments on campus, such as the geology program, that have lots of research facilities and produce lots of research.
- Value: quality/cost is very high. Location: there is value associated by our unique location and outdoor opportunities. It attracts faculty and students. Culture: The uniqueness of our Cowboy Ethics culture. People: We have a large core of talented, dedicated, and loyal people.
- Very little. Undergraduate education is a good value, meaning that the quality to cost ratio is high. For the most part, the last decade have so eroded morale that "doing well" means mostly surviving--not flourishing. Let's be honest, Engineering is a bottom quartile venture (check the rankings).
- We award high quality, affordable BS and BA degrees to both Wyoming and out-of-state students. We do high-quality research in which multiple departments "punch above our weight" on impactful publications and competitive funding (where "weight" is defined by school/department size).
- We do not always agree but we always make an effort to listen.
- We have a strong faculty for UW's size. However, we have been remarkably weak on leadership over the past decade because of poor hiring decisions, constant turnover, and long stints of "acting" & "interim" leaders. One strength then is we seem to finally have some stability & strength in leadership.
- We have some (but dwindling) very dedicated faculty who have sacrificed a lot for this institution.
- We offer a diverse offering of courses to students. This education is provided by instructors who are good at their jobs and knowledgeable in their field.
- Work ethic, rural connections, small town feel, culture of kindness.

Staff

Figure 4. Staff Q2 + Q3



- Ability to collaborate worldwide.
- Academic side of the house - great. The person in charge of budget isn't a team player, fix it!
- Affordable education for in-state and in-region students. The plethora of academic opportunities are appealing for undecided students.
- Affordable. Students say they feel they are not a number and have caring faculty for the most part.
- Alumni, donations, scholarships, sports, employees.
- Answered during a listening session.
- Answered during a listening session.
- As the only state university, this institution has the best to offer in all higher education needs and wants.
- Athletics generates the most money, followed by RLDS..... so those probably.
- Athletics.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Being on campus for many years, I'm having a hard time finding what the strengths are, I don't hear students talking about the good things anymore.
- Brand, quality of education, affordability, safety for the most part.
- Branding is recognizable. Lots of research opportunities for grad students. State-of-the-art Athletics program and facilities. Far-reaching extension program which benefits and engages Wyoming communities.
- Bring together people who do work on different areas of research.
- Bringing people to Laramie
- Build buildings and make Laramie poor by not paying taxes.
- Build modern facilities for the benefit of faculty and students.
- Build new infrastructure cheaply and then not hire enough people, no pay those they do hire enough to maintain it properly so it falls apart in 50 years.
- Cheap tuition.
- Communications, Employees, State of the Industry Education, Benefits Packages.
- Community and western values.
- Community, being the only college in the state.
- Create an integrated community.
- Creating poke pride.
- Decisions can't be made to just get rid of obsolete programs but boy, let's hire more administrative exports to create even more chaos, continuing to stretch limited resources further!
- Engineering, Teaching Programs to start. Employees.
- Excellent education and opportunities for the students while freshman housing is average, the apartment-style housing is fantastic.
- Exceptional and varied educational programs taught by great faculty.
- Faculty, staff and student loyalty to the ideals UW has represented.
- For the most part, customer/student service is important. Quality education for many, especially first time student whose parents need a lot of guidance as they have not been through the process.
- Forming committees, passing the buck to other people/department, not making decisions.
- Great faculty, staff and students.
- Great physical plant--the state has invested enormous amounts to build new buildings. Only four-year institution in the state. Dedicated people, school pride. Beautiful setting with plenty of outdoor opportunities. Small, safe community.
- Grounds are pretty.
- Have a very diverse culture, but in return realize that they may need help adapting to the culture here. I think with some cultures that instructors/students don't adapt or realize they are no longer living in their country with the rules that they have to follow at "home".
- Hire administrators.
- Hire lots of administrators. The University feels very top heavy while adding to the work load of staff with little resources, holding 2+ peoples jobs, and providing little support and no pay increases. Not even cost of living adjustments.
- I am so grateful for the undergrad research opportunities. I am also grateful that UW seems to value the voices of students elevated by student government, though I do think UW could improve on listening to students more.
- I think that because UW is in a smaller community, I feel like the community is a strength of UW. I also feel that we have our students captured here, meaning that going one next town over is hard. I feel like this is also something we could do better. Teach community engagement.

- I think the support of the state of Wyoming and the faculty, staff, administrators, and students are the strengths of UW.
- I think we provide good, friendly service to students and offer some great degree programs.
- Identity, pride in that identity.
- Instilling a sense of community, adaptability, provide a comparable education to other colleges in the region.
- It does education and community well.
- It has a low faculty to student ratio; opportunities for undergraduate research; study abroad scholarships & opportunities.
- It is a big enough University to get the experience but small enough for support. There are some very highly competitive degree programs available.
- It's the only college in the state. It is inexpensive. It is small.
- It's affordability.
- It's dedicated, motivated, active, & progressive. It looks to the future. It's proactive about & open to change.
- Its faculty.
- It's hard to say from the staff side. Staff has gotten the short end of the stick for years. Having a consistent paycheck is nice.
- It's open to new ideas, technology, cultures & environments - sometimes too much, we shouldn't get rid of everything "old"/tried & true. We're so focused on inclusion of minorities & people of color that we're in danger of reverse excluding anyone else (targeted communications/not "belong").
- Its people (Human Capital).
- Low cost, small, Hathaway, fully funded grad programs.
- Low tuition costs combined with the benefits of living in a beautiful and safe mountain town. An incredible variety of outdoor activities.
- Mandy being in Academic Affairs.
- Niche programming! Aerial dancing in Vedauwoo, atmospheric sciences, agriculture, rural health, kinesiology, tourism, "being Western"; attract people to small unique programs.
- Not get too lofty and overstretch our ability to continue to provide the basics of good teaching.
- Not retain graduates.
- Not sure anymore. I guess building buildings. That's what we seem to do. Oh and research. Forgot about students. All we need is buildings and a couple research grants.
- Only 4-year University in the state, the students, faculty and staff.
- Our culture.
- Our people are loyal. Also we have high standards and integrity.
- Outreach through the state and surrounding areas.
- Passion/expertise of faculty and staff, providing a quality education at a practical cost. Grounded values, experience of smaller town, outdoors. Also, most people at UW (question above) are associated with UW in multiple ways.
- Personable, excellent faculty and staff, research opportunities, reasonable cost for WY students. Transfer initiatives helping with our WY Community Colleges students.
- Provide a great education for the cost of attendance for in-state students.
- Provide excellent education to students, and have staff that run the business side well.
- Provide high quality education and experience for students.
- Provides accessible education to the state that enables students to think broadly.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Provides solid education in most programs. Represents itself well on a national level. Engineering/Math/Sciences are used in everyday life; these programs are solid at UW.
- Providing excellent environment and opportunities for students, faculty and staff to learn.
- Providing much needed value (quality education at a reasonable cost) in the post-secondary realm. Providing a unique experience (our location and State).
- Quality education affordably.
- Quality education and opportunity in a small school environment. Students (as well as us staff and faculty) can be an important part of the community. Quality facilities (although, I'm not sure we need more anytime soon).
- Recently, UW has showed immense capability to take care of its community.
- Relationships with government.
- Research, Research, Research.
- Small interconnected community. Willingness to help others in our Laramie and University community. Collaborations between departments/city/state groups.
- Small university where students have opportunities to socialize and get to know each other rather than just names.
- Solid undergraduate education. Good College of Engineering. Reasonable tuition. Safe campus.
- Some of its classes are taught by well qualified instructors. Again, its small size allows for this.
- Spend money.
- Strong support from alumni, (local, state, national) industries who hire graduates, state government. Strong overall reputation across the country. UW is unique and intriguing to others.
- Student are always first, which is the way it should be. Although UW has changed and is not the same place I started at 20 years ago, we still make sure our students don't feel like just a number. They are a person and important to us.
- Student success support services such as tutoring and advising. Interdisciplinary.
- Students say they feel they are not a number and have caring faculty for the most part.
- Teach.
- Teaching, research.
- Teaching.
- The ability for students to feel connected with faculty and peers within their degree programs is very beneficial to their education. Being located in a small local community is good, too. Affordability is also an attractive feature.
- The ability to adapt to changing times.
- The above mentioned programs are outstanding and students have consistently said that faculty, student interaction and student support services are among the best nationwide.
- The arts and humanities programs and their outreach.
- The cost of higher education nationwide is too high but compared to the schools all around the University of Wyoming this price tag is the most reasonable. This is also offset by the Hathaway scholarship. The engineering, agriculture, law, and computer science programs are among the best in the US.
- The diversity of the research and staff who work there. They provide opportunities that would not be found elsewhere.
- The faculty and staff remain focused as best they can on educating students despite the turbulence of the past decade.
- The staff personnel: Although they are UNDERPAID they work continuously to support the students and the mission of UW.

- The university is small and easy to do business with because of its size.
- There are pockets of goodness around UW. We need to highlight those, provide resources to those pockets and let them grow. I think the greatest strength is the size of UW - small enough to be intimate, big enough to provide first-rate opportunities and experiences.
- There is nowhere to put this so it's going here: this is a prime example of what the UW leadership does that is costly, frustrating, and not at all transparent to most people on campus. See the recent announcement below...where does the money and resources come from to hire someone like this?
- Treat students with respect.
- Turns Engineering students into mathematicians.
- Uniqueness.
- UW does well in its recruitment and outreach efforts within the state of Wyoming. It also capitalizes on being the only four-year institution in the state through research, sports, relationships, identity, etc.
- UW has a problem. It doesn't have a single mission. It serves its mandate to educate Wyoming kids very well. It also does great research, but that aspect is less understood in the community. A split mission makes it hard to do either as well as one may want.
- UW is great at community. UW could capitalize on this strength in new ways, though. After the pandemic, UW could invest in orientation trips (camping in Yellowstone, for example) for first-year students to build community and increase student retention. Students crave connection now more than ever.
- UW is the only 4-year institution in the State set in a beautiful location in a small town with low crime rates. Tuition and housing is affordable compared to some universities. Small classroom sizes. A lot of programs to choose from and good working relationships with State's community colleges.
- UW offers much to students in terms of extracurricular (intramural, RSO, etc.), tutoring and SI sessions, and other ways for students to connect and get involved.
- Value for students.
- We are a top notch university. We are always rated high in reports, usually around the top 10% in the U.S. and top 3% in the world. Some of our programs stand out in the top 10, not %. We only get ranked below 1st in bang-for-the-buck when places like Army/Air Force/etc. "free" places are included.
- We are strong in the science fields, the other academic areas not as much. We have a beautiful campus albeit a bit spread out. We have loyal supporters.
- We are strong in the science fields, the other academic areas not as much.
- We are very good at creating unnecessary AVP positions, hiring them without transparency, and paying them way too much money.
- We try to serve the needs of everyone. Since we are the only 4-year university in the state and a land-grant institution, we are expected to be all things to all people. As a Result, we have some fantastic programs.
- Welcoming atmosphere and constant strive for inclusiveness.
- Well-rounded student.
- What I love most about UW is the sense of community. I enjoy that we are a smaller institution and all of the wonderful opportunities that affords our faculty, staff, and students. The fact that tuition is relatively low compared to peer institutions is great too.
- When I attended, it was affordability. A large portion of the student population was from northern Colorado. Out-of-state tuition being similar to CSU's in-state and much cheaper than CU's at the time.
- When there is sufficient resources, UW does a good job in outreach to communities in the state, whether that's Extension, education, arts, and service programs, or news and information.

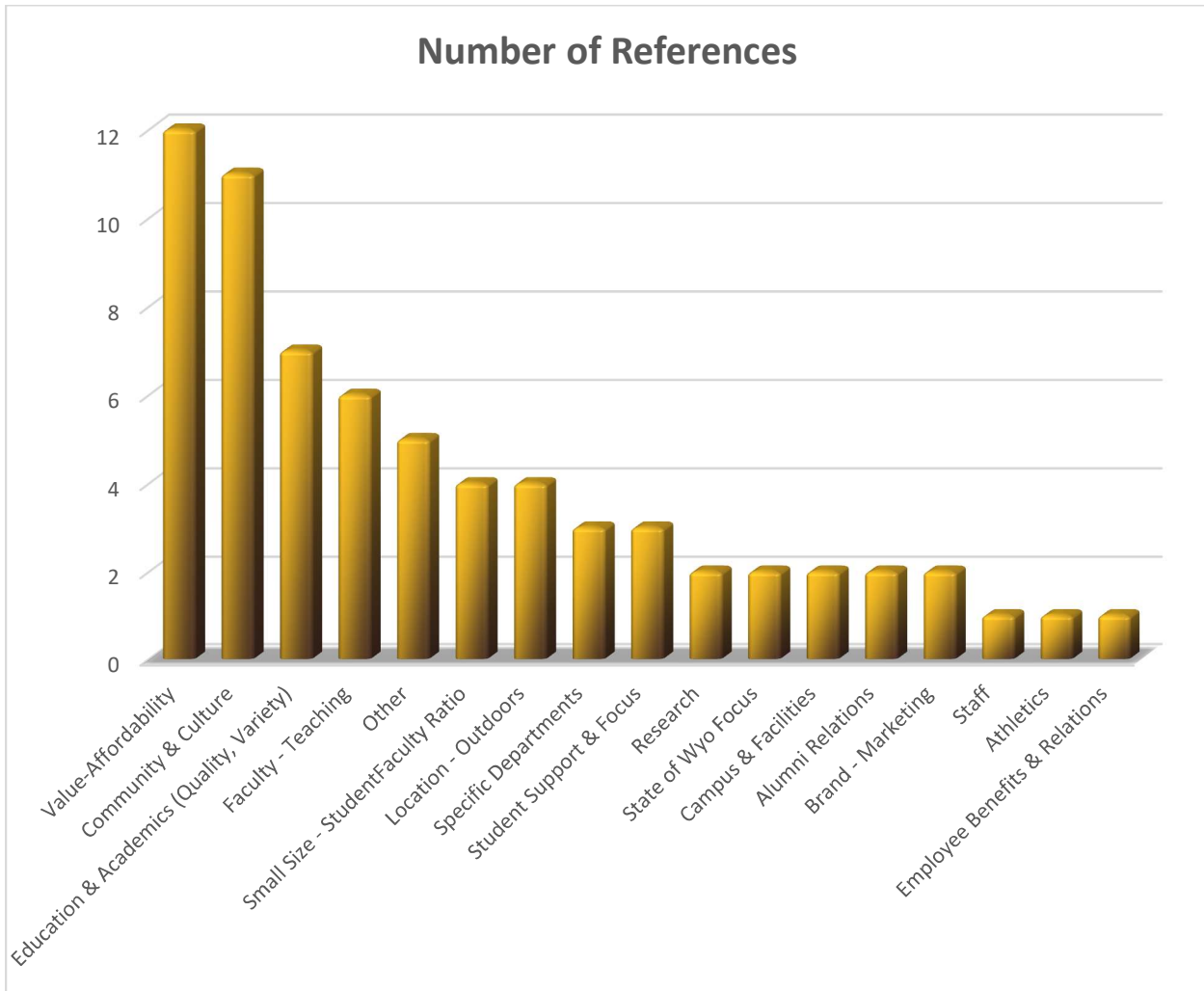


UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- With the area I am in, I think it is the communication between faculty and staff. All areas are not like that especially department to department.
- Working with industries for future jobs for students. Caring faculty and staff. Alumni base after graduate.

Student

Figure 5. Student Q2 + Q3



- A good advertising campaign. Things you can rent out to enjoy life in Wyoming’s outdoors.
- A great community of loving people that truly care about you.
- Adapting to keep as many people on payroll before difficult decisions are made. UW is known for getting creative to protect their employees.
- Affordability (which is deteriorating every year that tuition rises), study abroad opportunities, and outdoor activities.
- Affordable in-state tuition, general care for the safety and well-being of students.
- Affordable tuition and a great faculty to student ratio. I have known all my professors and they are genuinely interested in making me a better individual.
- Brings fresh blood into the state.
- Chance to explore the world in an open ended way as opposed to my high school, which felt very limiting.
- Fostering of community and collegiality.
- Friendly.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

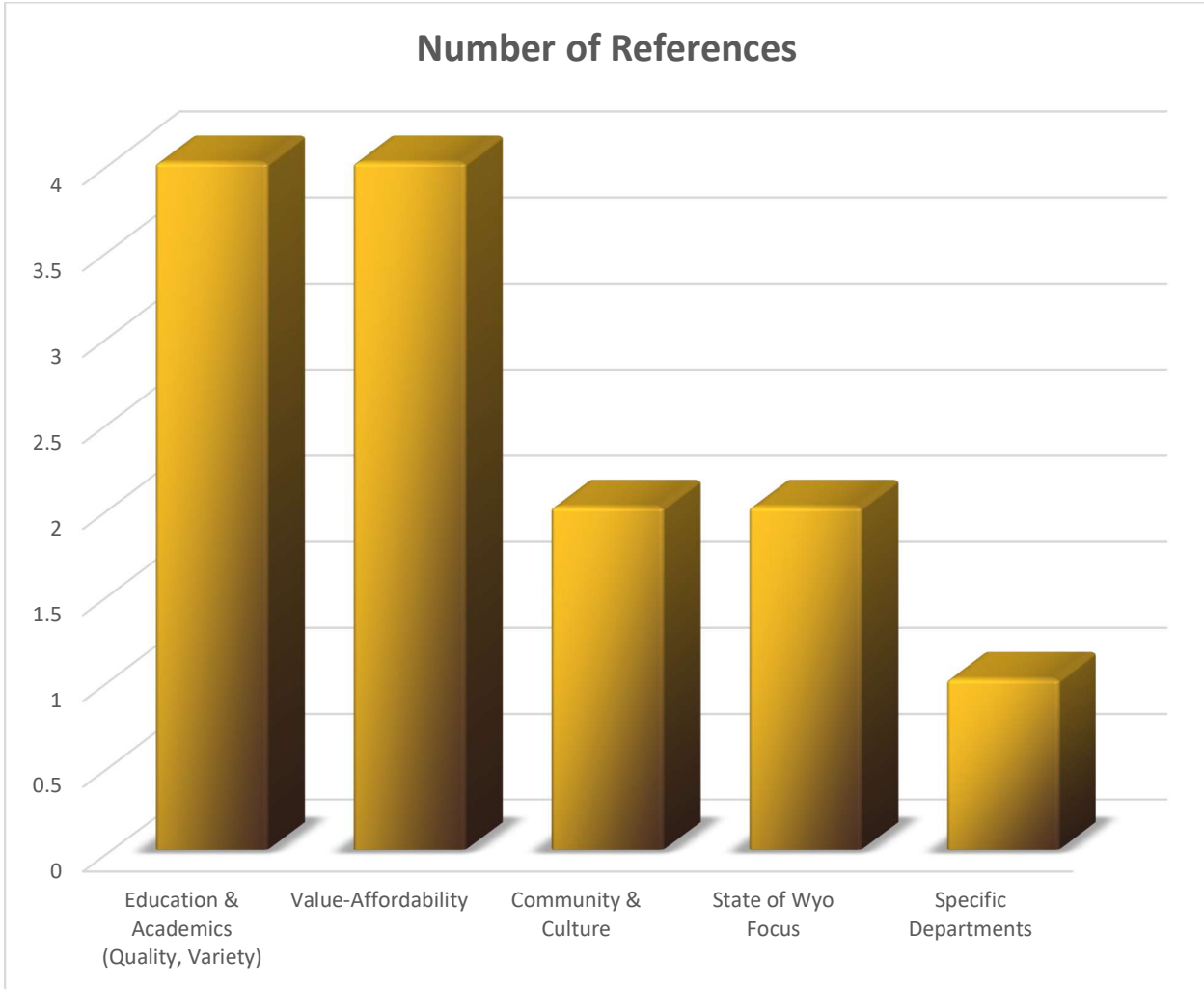
- Has a good-sized student population so that students don't feel like one in a million others.
- I am a parent of a current senior who has benefitted from all that UW has to offer. I did attend last night's zoom meeting, but just wanted to share a few more thoughts. We are from Boston and UW has been an excellent learning opportunity and highly affordable choice for my daughter.
- I am a parent. UW has historically provided a good education at a reasonable price, so good value for the dollar.
- I appreciate most the fact that UW scholarships make college a possibility for so many Wyoming students. I am also impressed with the opportunities to become a student of the world by traveling to other countries to study.
- I had a great experience when I was attending UW, graduated with a degree in General Business Management. Great in-State option.
- I have a great connection with my professors.
- I think UW does well in connecting students to opportunities and helping students figure out their own path to success.
- It does a great job marketing the university as well as engages with parents and students about feedback on what they are doing well and what they could be doing better; always looking ahead.
- It provides a good education for a good price and people are friendly and welcoming.
- It provides a good education for a good price and people are friendly and welcoming.
- My previous survey got submitted before completion. Please see Q12 answer and suggestion.
- None, I figured the school would reflect the values and ideals of WY. Unfortunately, I have been disappointed in UW and the lack of values and ideals reflecting the state.
- Professors are personable (even online) and are easy to reach and get in touch with.
- Provide a diversity of degree programs at affordable prices.
- Quality and passion of professors. Location. Community engagement. Beautiful campus. Engaged alumni.
- Quality education at a reasonable price for technical degrees.
- Really wonderful faculty, small enough classes for more personal teaching, quality personal.
- Student outreach and research.
- The biggest pre covid strength would probably be the university's individuality. Bigger universities often fall into the liberal category and thought process. UW used to be a place to get away from group thought, like my brother and father experienced when attending.
- The College of Education, Agroecology, English, History, and American Studies programs are strong. Providing an economical option for in state and out of state students is positive. Selecting passionate faculty is strong. This may not remain a strength if too many programs are gutted.
- The size and the opportunities for research, travel abroad, and have a better working relationship with other students and faculty compared to larger institutions.
- UW has been known in the past to give a great college experience at a lower cost than other universities. UW has also been known to offer something different for those seeking it.
- UW is a hidden gem. Our daughter is a freshman at the university and we stumbled across this amazing campus by accident on a day trip through Cheyenne and Laramie. Needless to say, she fell in love with it and that is when she was still in middle school. Laramie is unique.
- UW is strong in engineering, football, and fundraising within the state and alum communities because those are the areas of interest for which the most resources are dedicated by its administration, legislators, and individuals in positions of influence.

## UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS

- UW offers a beautiful campus and a diverse range of classes/majors. Laramie is a unique university town with a friendly charm in close proximity to the urban advantages of a larger city in Denver. Opportunity for stellar international study is available. UW is exceptionally affordable.
- UW provides opportunities for students--lots of travel abroad opportunities; anyone from Wyoming can come to school here, pretty much. Also, I believe our various colleges do great work in the state. Business, Engineering, Ag, and Education all have relationships with the state that are invaluable.
- UW serves its students. I come from Colorado, and I can't think of any University in my home state that would work as hard to efficiently use funds and try to give students a quality education. I feel that when students speak up, their voices are heard. ASUW is strong and influential in leadership.
- What it did well in the past was a high-quality education with free and balanced thinking. All three of my children complained of liberal indoctrination and no opportunity for a conservative voice. The pandemic has made it worse and the COVID response is out of control.

*UW Foundation Donor*

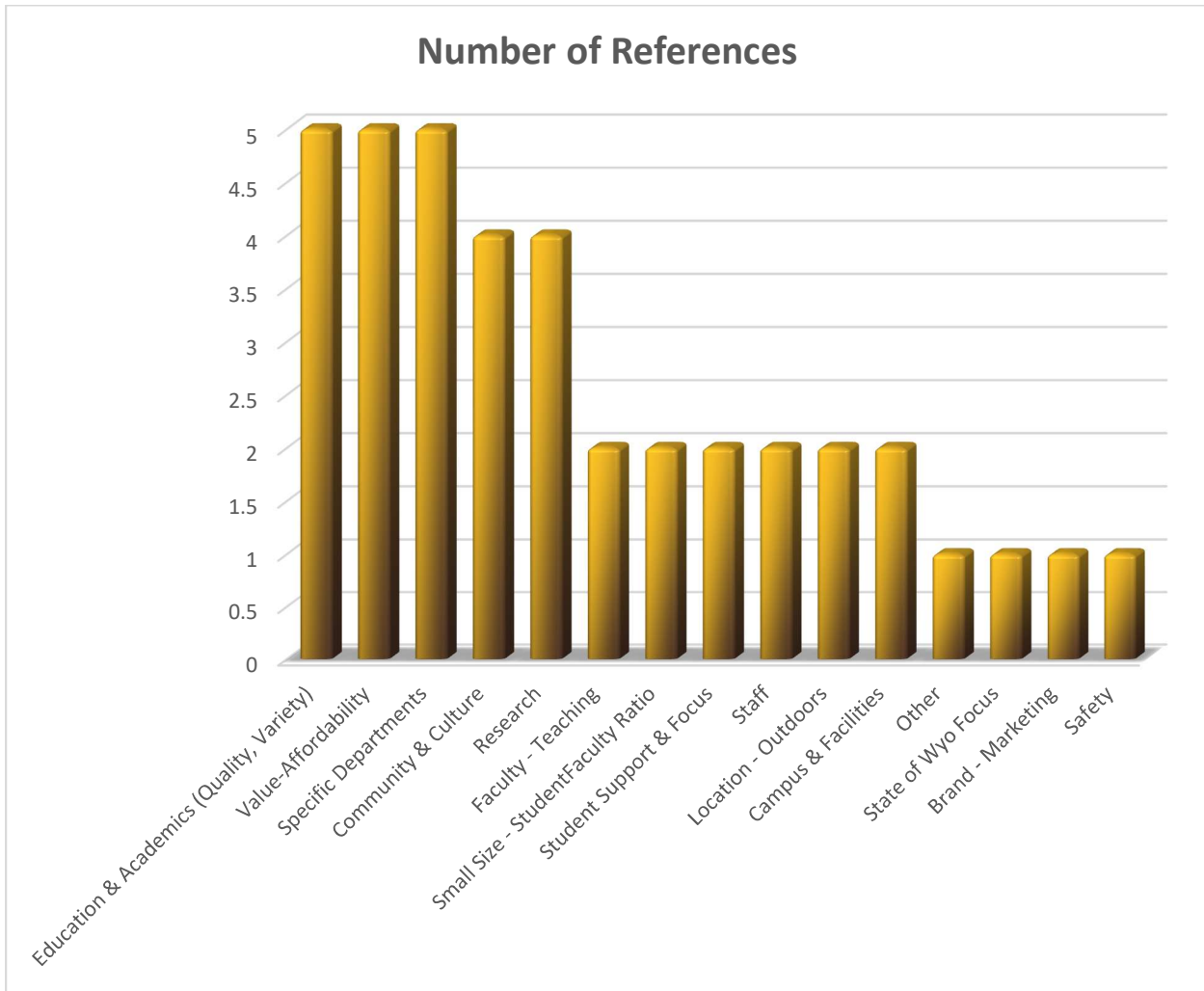
Figure 6. UW Foundation Donor Q2+Q3



- Cause trouble.
- Opportunities provided to the students. Affordable. Great sense of community and belonging.
- Provides a quality education at a very affordable price. 2) Provides a valuable positive focus for the state of Wyoming inside and outside the state.
- Providing a great education at a great price. Leading research and engagement in some areas.
- Staying local and thinking about the state needs. Staying affordable. Having strong degrees that can apply to all people and not focus totally on being politically correct.
- The above colleges have great programs.

Wyoming Community Member

Figure 7. UW Foundation Donor Q2+Q3



- Affordability.
- Energy education and research. Agricultural education and research. Business education and entrepreneurship. New technologies and applications. Environment and natural resource education and research. Healthcare education. Affordable tuition.
- Forms the backbone of the community in Laramie.
- Including parents with these e-mails. I am actually an out-of-state parent, but it wasn't listed as an option in the affiliation choice in question one.
- Offer small class student faculty learning experience.
- Our children (4th year and 1st year) are getting a quality education at a great price (in-state tuition). We appreciated the steps UW took to keep everyone safe during COVID.
- Personalized quality instruction. Excellent staff.
- Student faculty ratio.
- Takes care of the staff, faculty and students. Puts their health first.
- Teach when there are actually professors in the classroom that give a shit!

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- The campus is impressive. Very clean, well built. Very welcoming. Beautiful library.
- The outdoor atmosphere and support of that. The way it supports the state of Wyoming's industries. A beautiful campus. A community that embraces the college and its students.
- The strong academics. Emphasis on research. Realistic job preparation for students. Espirt de corps among students and larger community. "Go WYO" is a familiar refrain that demonstrates allegiance to the institution.
- UW is relatively inexpensive and is often able to provide financial assistance to students.
- UW is very good at engaging students academically to fulfill their greatest potential.
- Value, which degrades each time you raise tuition fees, etc.
- We have a pretty good freshman set up system, making sure that students have some safe guards in place to prop them up if they start failing. UW is good at underpaying people to work here which should allow for more money to be directed towards other areas.
- Work-life balance, 2) Undergraduate education.

## Q4. What is/should be our identity?

The following table displays the total number of responses to “Q4. What is/should be our identity?” Also listed are the number of responses by Respondent Type.

**Table 4. Q4 Responses by Respondent Type**

	Number of responses to Q4	Percent of total responses
All	126	100%
Staff	55	43.7%
Faculty	24	19.0%
Student	18	14.3%
Alumni	16	12.7%
Wyoming Community Member	10	7.9%
UW Foundation Donor	3	2.4%

Responses were coded into the following “identity” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other.” The following table displays the categories, as well as the number of references made in the responses.

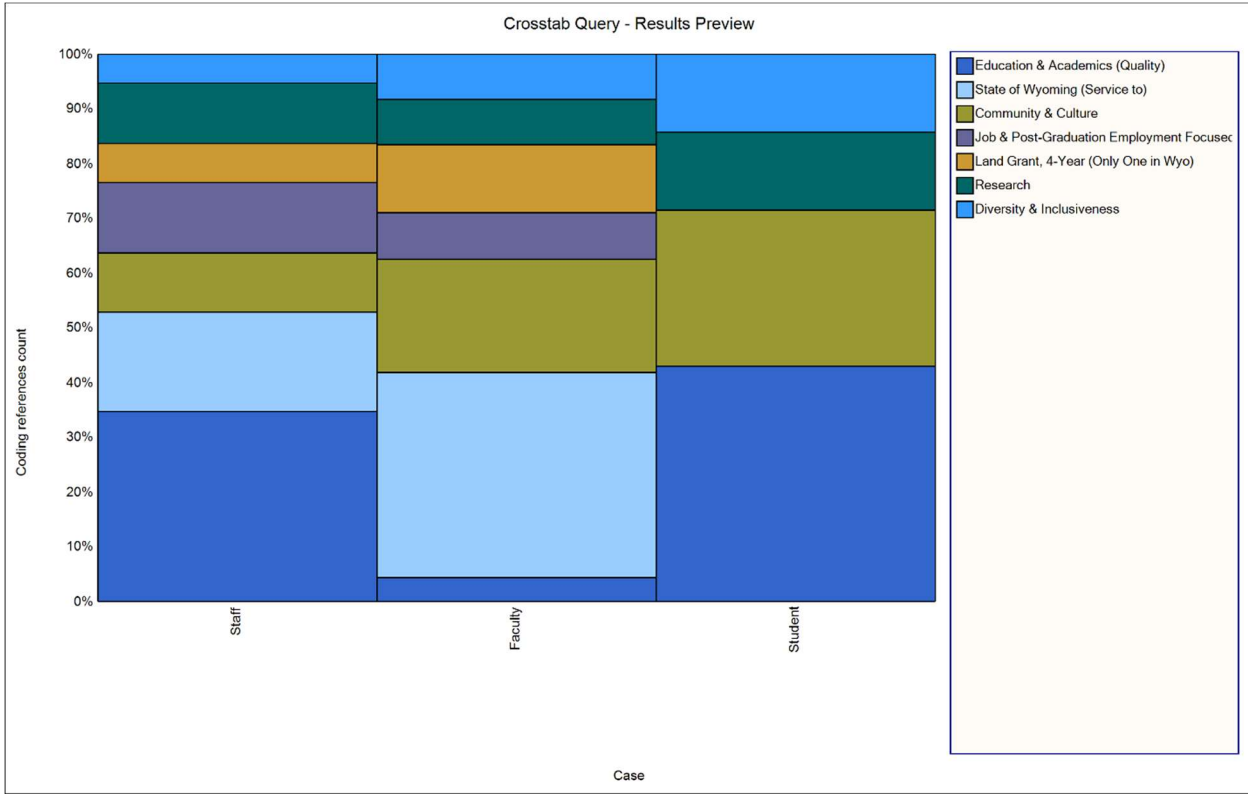


Table 5. "Identity" Categories

Codes	Number of coded references
Education & Academics (Quality)	30
State of Wyoming (Service to)	28
Community & Culture	16
Other	16
Job & Post-Graduation Employment Focused	12
Land Grant, 4-Year (Only One in Wyo)	11
Diversity & Inclusiveness	10
Research	10
Affordability & Value	9
Faculty & Teaching	9
Student Focus and Service	8
Industry Ties	7
Work Ethic, Integrity, Honesty, Strength	7
Arts & Humanities	6
STEM	6
Variety of Courses & Opportunities	6
World Needs More Cowboys	6
Agriculture	5
Location & Laramie	5
Equality & Justice	4
Small Size	4
Energy & Natural Resources	3
Innovation	3
Outreach	3
Staff Focus	3
Accessibility	2
Cowboy (School) Pride	2
Recruitment	2
Social Science	2
Technology	2
Adaptable & Realistic	1

Below is a graphical comparison of the three largest Respondent Type groups (Staff, Faculty, and Students/Parents) with the top 7 "Identity" categories. The overall top 7 categories are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that "Education & Academics (Quality)" is listed most often by Students and Staff as UW's current or desired identity, whereas Faculty list it much less often.

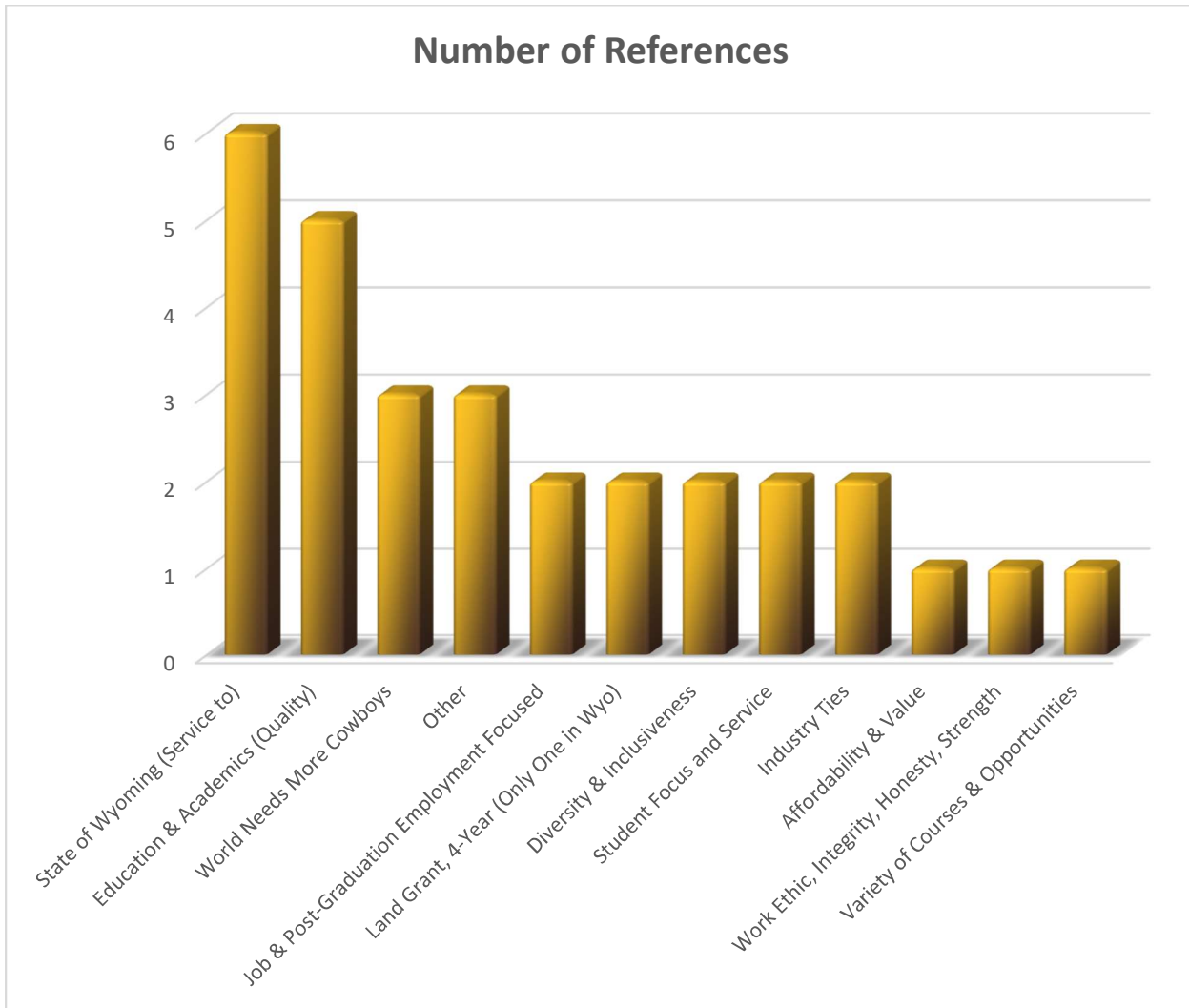
Figure 8: Identity Compared Q4



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Alumni

Figure 9. Alumni Q4

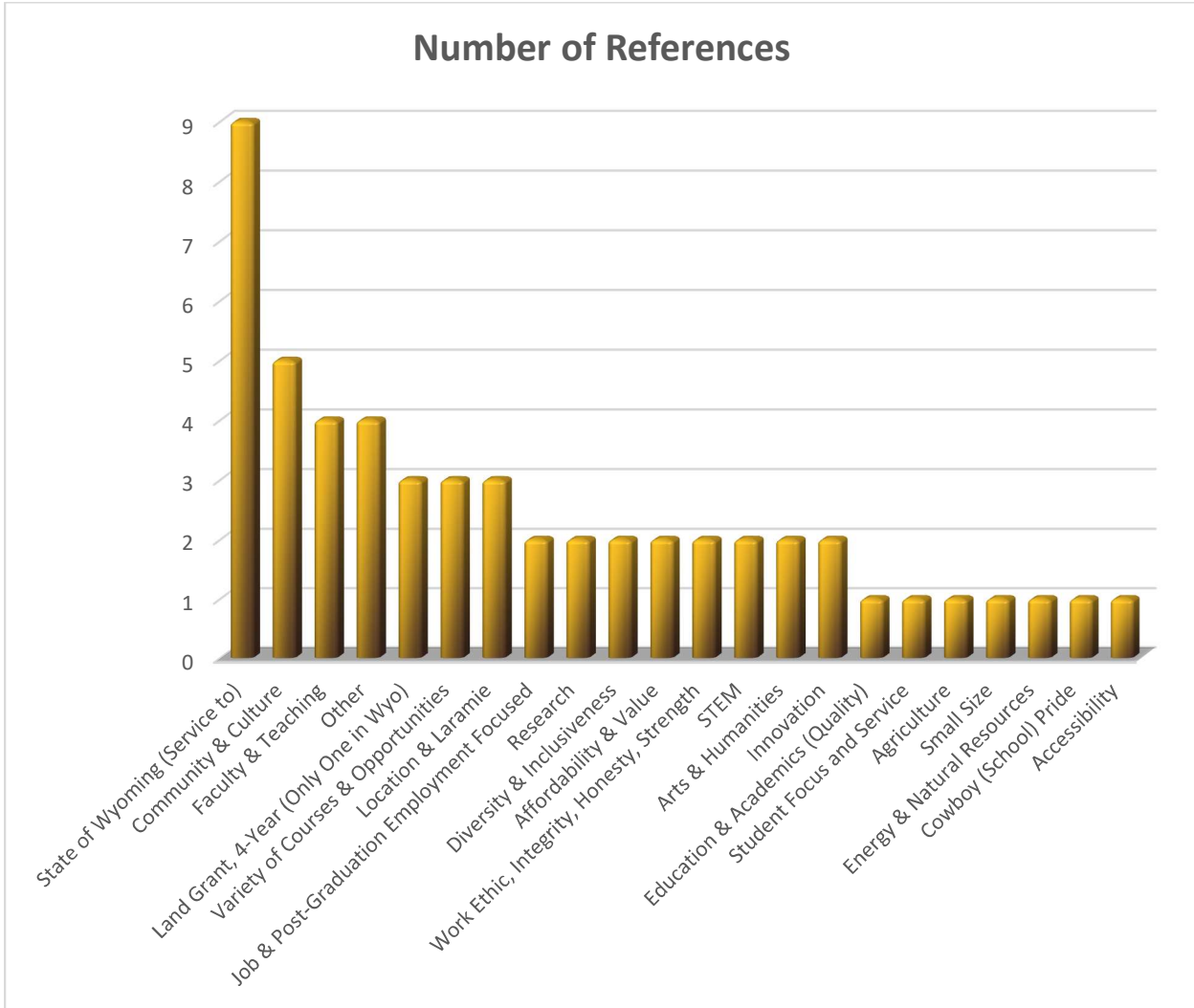


- A first class university that is welcoming to all that provides a strong academic experience, promotes critical thinking and opportunities to learn and grow outside of the classroom.
- As the ONLY University in Wyoming, you should remain a well-rounded postsecondary option for Wyoming. If this is not a priority and you wish to focus on engineering and agriculture, more students will leave the state or choose to not move here, decimating the Wyoming economy and culture even further.
- Cowboy values in a unique environment with excellent educational experiences and diverse opportunities.
- Educating Wyoming high school graduates. Consulting with business community.
- I really like "the world needs more Cowboys." Expand that so we toss Cowboy hats instead of flat, rented caps, as our uniform of graduation.
- Land grant university: more emphasis on education, less on corporate research: especially at tax-payer expense.

- Not many university's that provide their students with multiple perspectives on subjects. Many only teach a progressive liberal agenda. In Wyoming we should be a university that values history and tradition as well as progressive points of view. That is a university that I would send my child to.
- Providing a quality education for the youth of Wyoming with a focus on getting them a job when done. Remain a force in college athletics as well.
- Service-minded, state partners, true land grant mission.
- The best educational institution is in Wyoming and a quality education at an affordable price in the Rocky Mountain region.
- The marketing campaign of the World Needs More Cowboys is a great campaign and does represent the identity of the institution.
- The World Needs More Cowboys really is strong. It speaks to Wyoming's grit, courage, free thinking, diversity, loyalty, and integrity.
- UW should be an economic driver for the state of Wyoming. It should work hard to educate all folks that are interested from the state while leveraging strategic partnerships with the business community and government to find ways to build an institution that can thrive without reliance on others.
- We care about our students and preparing them to: provide for themselves and their families,
- We should be a freethinking intellectually open environment.
- We should be the advanced education for Wyoming students. We obviously can't do everything but let's be good at what we do.

Faculty

Figure 10. Faculty Q4

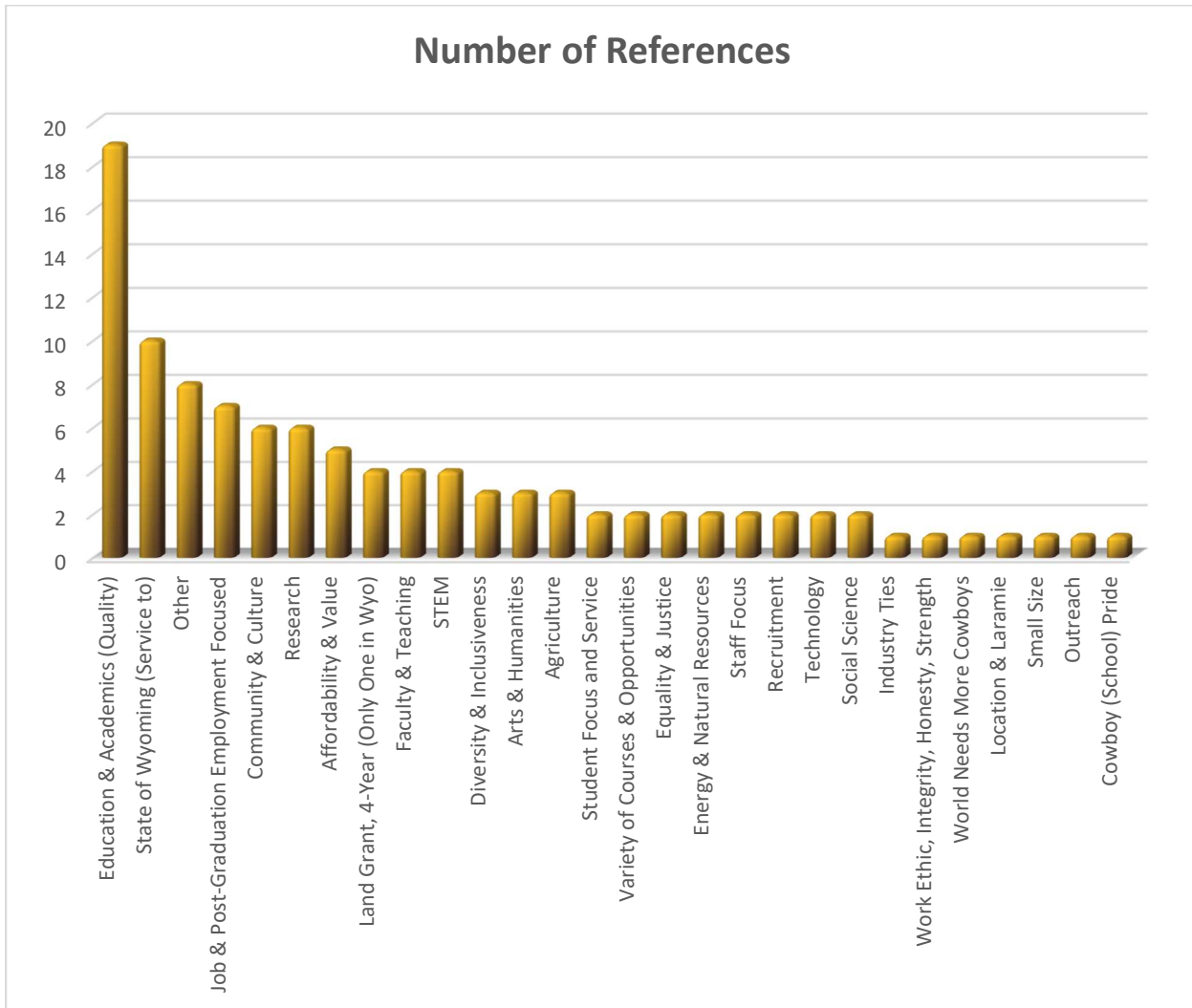


- A focus on teaching excellence and the value of community.
- A good minor-league university that can launch students and junior faculty into the next level and, perhaps, even the major leagues of careers. Given our size and the competitive field, it is simply absurd to believe that we are or could be a major player in any STEM field.
- A leader in the state for innovation, not just serving existing traditions, leading in terms of diversity/inclusion, leading in terms of the energy transition. Serving our state by looking and pushing forward.
- A university to be proud of that is great in form and substance.
- A well-rounded education open for all students. Not just students in engineering. An education that provides students the ability to become fruitful members of a community.
- A wide range of courses beyond STEM.
- Focus on strong liberal arts undergraduate education.

- For undergrads: You want small classes, accessible faculty, hands-on opportunities, lots of outdoors, environmental research, support for international study . . . then we're your place. For graduate students: we've got some world-class researchers who can involve you on the ground floor of breaking research.
- Friendly and supportive institution that can balance teaching and research. An untapped resource for companies that could be enticed to locate in the Southeast portion of the state.
- I'm not a fan of the 'the world needs more cowboys'. I'd like to see us identified as innovative, caring, and encouraging to the next generation.
- Innovative science and teaching for the betterment of the people of Wyoming with an emphasis on high altitude living, agriculture, and business since that is the core identity of Wyoming that differentiates us from the rest of our peers and competitors.
- Land grant University that serves the state on many fronts, such as workforce training, community engagement and engine to enable the growth of Wyoming economy from fossil fuel heavy into the renewable energy sectors.
- Land Grant, Rural, Innovative with a focus on the subjects that Wyoming does best (many of these subjects are global in reach, but also inherent to Wyoming).
- Land-grant mission should remain central, but focus more on developing and changing the state economy instead of just propping it up. Our flagship status is questionable when we have as many students as the community colleges.
- Public engagement in communities around the state. Providing quality connections to the University and what UW can offer.
- Should our identity bend to trends or should we set it and move forward? I believe we define our identity. I would humbly suggest the President's Four Pillars can be goals, but "more..." is not really an identity. I nominate "The Cowboy" as our identity: toughness, loyalty, and hard work.
- State-wide engagement. Mentoring of undergraduate students. Excellence in the arts, humanities and sciences.
- Strength through adversity.
- UW has been everything to everyone in the state. We should draw on trust invested in the university to model the balanced future the state needs. We need to educate the whole person to engage fully in the community, the state, the nation, and the world. If we become a technical school, we will fail.
- UW's identity is that of a 4-year, state, land grant university. This implies a traditional, academic environment where smart people take time to consider various academic topics. Our identity in the future should include that but also include and stress "solution provider". We solve problems.
- We are Wyoming's only 4-year university. But we also offer great value to out-of-state students. I hope we back away from the "land-grant" identity, or contextualize it with the effects of the Morrill Acts on Native Americans. I am not proud of this & cringe when I hear a leader foist this "mission" on us.
- We should be an accessible school--the most accessible for first gens, for students with special needs; for students at a distance; for students who do not want crippling loan debt.
- Well-rounded institution with strengths in key areas important to the state.
- What it is - we should avoid efforts to change it.

Staff

Figure 11. Staff Q4



- A good small university where one can get a decent education.
- A land grant university, serving in the capacity of the mission statement. The return to being considered a research based university should be addressed.
- A low cost university focusing on degree programs that are useful towards finding rewarding employment opportunities.
- A place where curiosity is encouraged and supported.
- A school that provides an equitable college experience that is affordable, but relates well to the industry. Have more industry ties, pipeline to companies that align with our colleges.
- A university for Wyoming, but competitive/comparable at the national level in select areas. Solid undergraduate education.
- A well rounded and respected placed to get a degree of any kind. We are the only University in the State, we need to serve the state as a whole and not specialize. It would be to our detriment to do that with our "pillars."

- Affordable, quality, individualized experience.
- Agriculture and Engineering and Energy Research.
- Although UW is in a remote location, we need to appear accessible through a robust outreach program, digital delivery, flexible and diverse online degrees and easy transfer process. New distance education slogan: "We're Closer Than You Think."
- An academic one.
- An employer that takes care of staff and faculty, not just faculty.
- An outstanding university representing the state of Wyoming.
- Answered during a listening session.
- Be the best education source for all levels of learning and research in the state. Be a national source of pride and respect.
- Confusing question, not sure on response.
- Consistency, ease of job placement, welcoming to all, responsibility to community.
- Cowboys - 1) Live each day with courage, 2) Take pride in your work, 3) Always finish what you start, 4) Do what has to be done, 5) Be tough, but fair, 6) When you make a promise, keep it, 7) Ride for the brand, 8) Talk less, say more, 9) Remember that some things are not for sale.
- Educating and serving the state of Wyoming in a sustainable and just way.
- Excellence in education.
- Focus on attracting and maintaining genuine, passionate, diverse people, to provide a high quality, practical education.
- Given we are the only 4 year university in the state, UW should be the premier educational destination for in-state students and appeal to all out of state students for the quality instruction we offer.
- High quality education.
- Honesty, full disclosure, solid education, safe environment, employment after graduation.
- I don't care about this question, I am using this field to continue my answers for Q14. Recruit some well-known faculty from other universities to come here, pay them what they're worth and build some new programs around them. Stop using so many adjunct professors. Invest in your people rather than buildings.
- I would like to see UW be described as a well-run, top academic, research and land-grant University. I would like to see the University respected as it used to be, and not known for constantly floundering.
- Is: a mess. Should be: ?
- It should be a blending of our past, our culture, what got us here & made us uniquely UW & Laramie community & WY culture, combined with our open arm inclusiveness and our eagerness for new technology & approaches. We should be flexible & multi-functional old & new, all peoples & options.
- Niche programming.
- Obviously Education, but the feel of campus has changed drastically. For example, Homecoming was a big deal. Offices decorated, staff wore brown and gold proudly. That is no longer the feel. We need to find that identity again.
- Old west values and intelligence.
- One State, One University.
- Our identity should be diversity.
- Our Identity should be tailored to Wyoming. What the people of this state do. IE: Agriculture, Petroleum Engineering, and Mining.
- Our identity should have an orientation centered around providing a world class education in STEM, law, and cloaked with a depth of character that a sprinkling of humanities courses will provide.
- Perseverance in the face of life's obstacles - What the Cowboy image was always intended to represent.

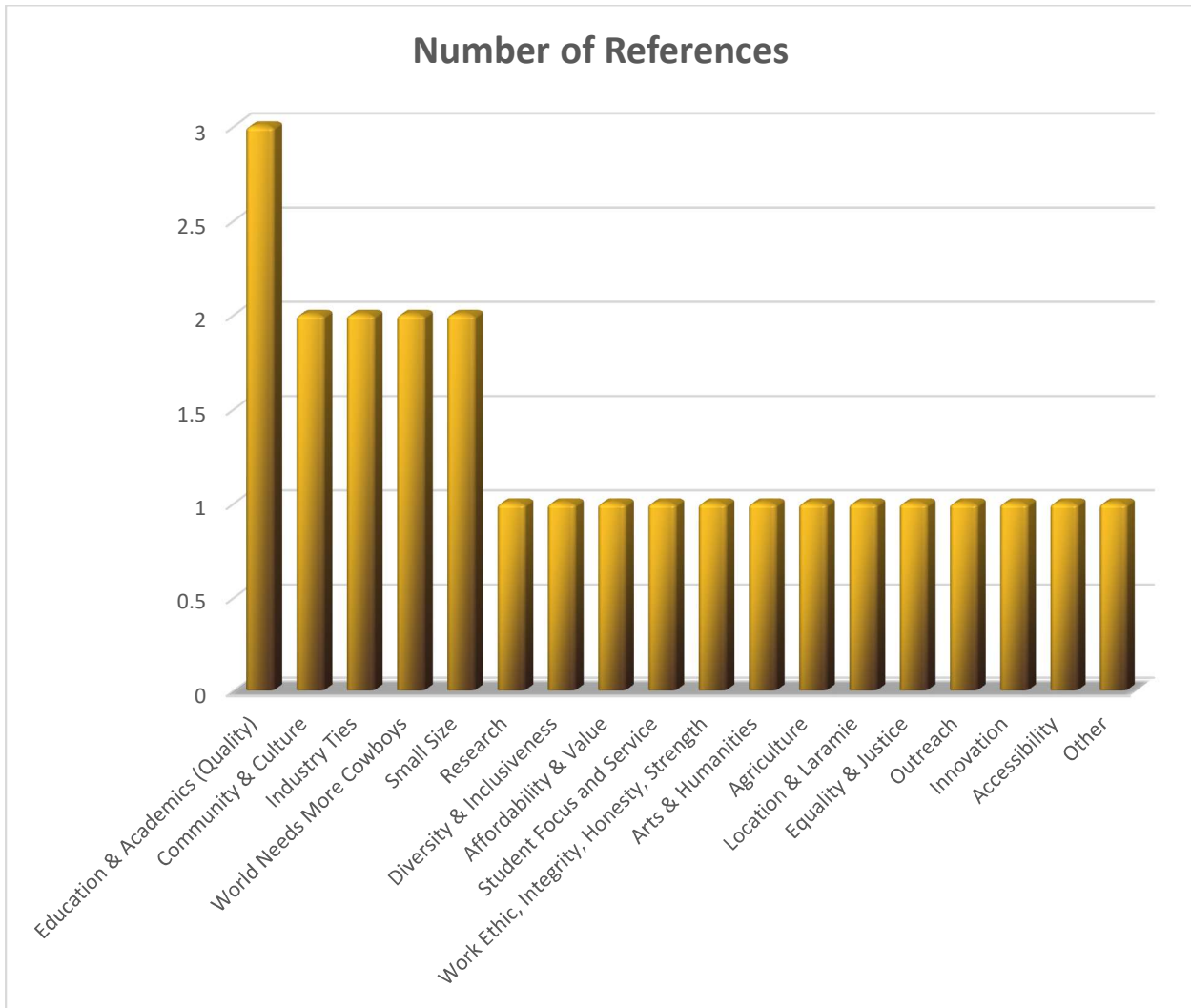


UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Probably layoffs.
- Providing a great education to the residents of Wyoming. Wyoming residents should have an affordable choice that lands them in a competitive job market.
- Quality education affordably.
- Quality education with variable experiences available... should be our identity.
- Research, and providing students experiences beyond our borders to gain awareness and increase creativity, while providing ample opportunities for students to return to the State and put down roots here.
- Should be: Adaptable and Realistic.
- State of the Industry Education. Industry in which students are to be placed, not necessarily the field of Education. The success of training is/should be based on the placement of graduates in their field, not just placed.
- Teaching students what they're paying to learn.
- Teaching, Research, Service.
- The World Needs More Cowboys, this is a good marketing campaign and should be supported.
- Underestimated, resourceful, grit.
- UW challenges and supports students, provides excellent programs that lead to workforce or graduate school opportunities.
- UW should be at the height of research and development, with projects that can reach across the whole state.
- UW should make and break, not follow the others around us to make sure we 'keep-up' with them. Go rogue and totally redo the majors and systems we have. Read about Christine Ortiz <https://www.chronicle.com/article/mit-dean-takes-leave-to-start-new-university-without-lectures-or-classrooms/>.
- We lost it when the trustees took over.
- We should be the university equipping Wyoming students for the next generation of technical, agricultural, social, and democratic advancements.
- We should focus on offering a quality education in majors ranging from social sciences/fine arts/humanities to hard sciences/engineering. We should not seek to grow enrollment just to increase revenue. We need to invest in PEOPLE: staff & faculty, not buildings.
- Welcoming & diverse. Our logo/brand is strong.
- Work ethic and standards. Integrity and honesty.

Student

Figure 12. Student Q4



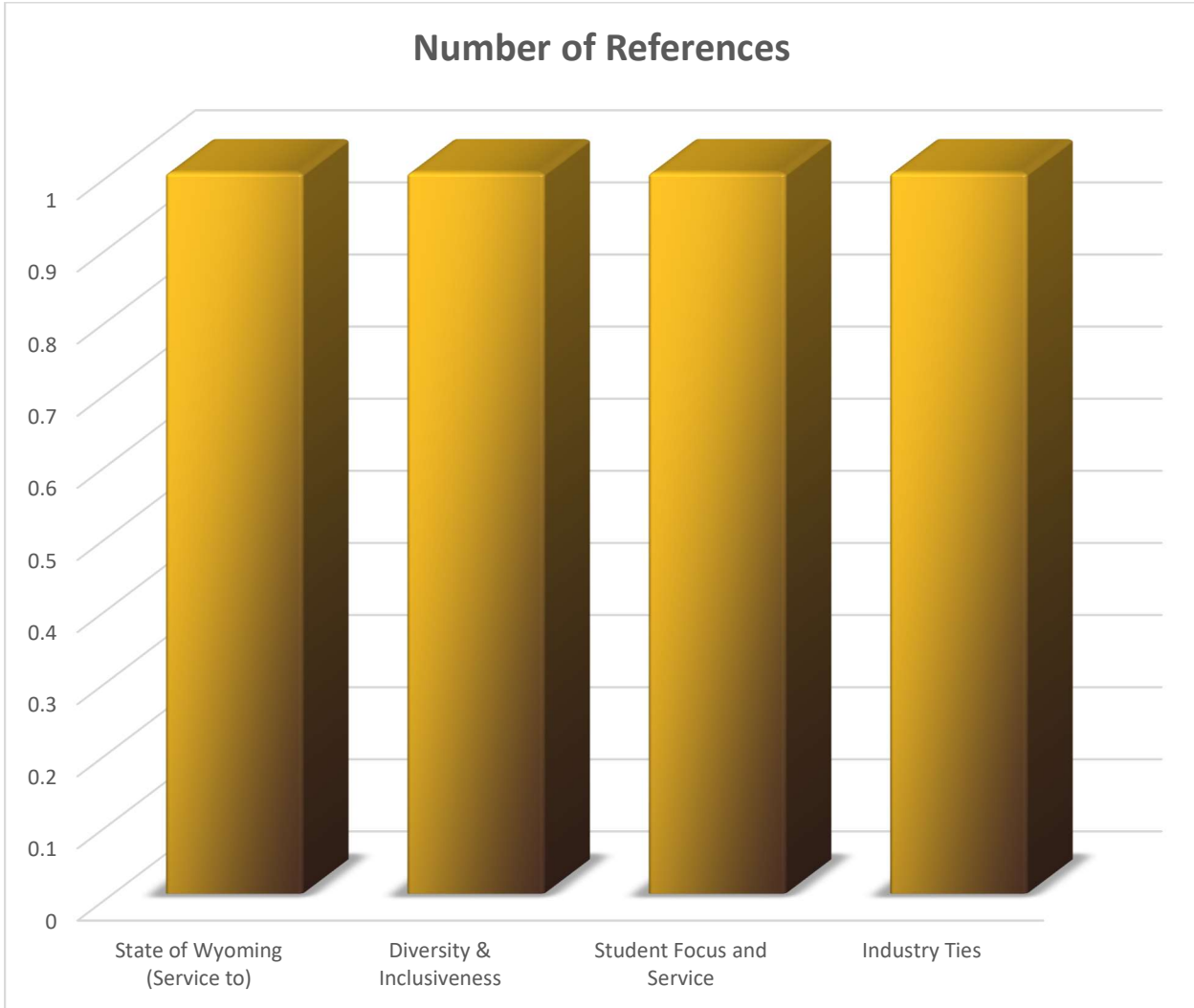
- A school. That should be the [expletive] identity. None of this racial biased [expletive]. We are so tired of it. No wonder you have an enrollment problem. You have locked kids in rooms, removed education, allowed professors to not teach and have decimated this university.
- Accessible education, empowering student leaders, and merging the values of DEI with the resilient identity of Wyoming.
- Community. Close community ties with progressive successes.
- Continue to pursue a good value education. Give students a solid education that they can be proud of while maintaining costs that allow them to attend without accumulating enormous debt. Raising costs and cutting core academics means lowering the value to dollar spent and won't be attractive.
- Contribute in meaningful ways to their communities, and be good citizens.
- Family, people that actually want you to be here and don't treat you like you're just another statistic. I chose Wyoming out of all the other universities because the recruiter seemed so excited to talk to me. No one else was like that.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- I like the whole "world needs more cowboys" thing.
- I think our identity is as a small school in size but a big school in academics and arts. I think this should remain our identity and I think that outreach across the state could be expanded in the future.
- Making a great college experience for college students while providing great academics.
- Our current identity is that we are an "oil and gas" school and that we are a "conservative school" that is white. There is a lot of white supremacy in our current identity. Our identity should be about top quality research and innovation in areas that Wyoming can uniquely pursue.
- Our identity should align well with that of the rest of the state. Emphasizing the cowboy code and everything that it stands for. The majority of Wyoming thinks alike and although diversity should be encouraged, the Wyoming spirit should be championed.
- Our identity should be individuality. Right now, every organization and institution is encouraged to follow the group instead of making their own decisions. We should be a free thinking university. This does not mean we should be "woke". Being woke divides us. We need free thinkers.
- Quality education.
- Students should be able to explore their interests and work closely with teachers in small classes.
- That UW has so many opportunities that larger, bigger-city universities offer but is located in an Old West Town and has its own unique culture and values that other universities have lost because of trying to be too much like everybody else. Don't let political ideology cloud the bigger picture.
- The world needs more Cowboys is a good slogan. The University needs to partner with industries to provide opportunities to students and to receive funding for the University.
- UW's identity is entirely state-driven. It's focused on its influence and presence in Wyoming and the unification of 'Wyomingites' under its brand. However, UW's identity should be far more student-centered than state-centered because we are suffering the most despite being the reason you're here.
- Wyoming! UW alienates the majority of the state with liberal policies contrary to WY. Sending residents to out of state schools with more conservative policies. The state is agriculture based - don't cut Agriculture programs. UW should reflect this and they would retain and recruit better enrollment with strong Agriculture.

*UW Foundation Donor*

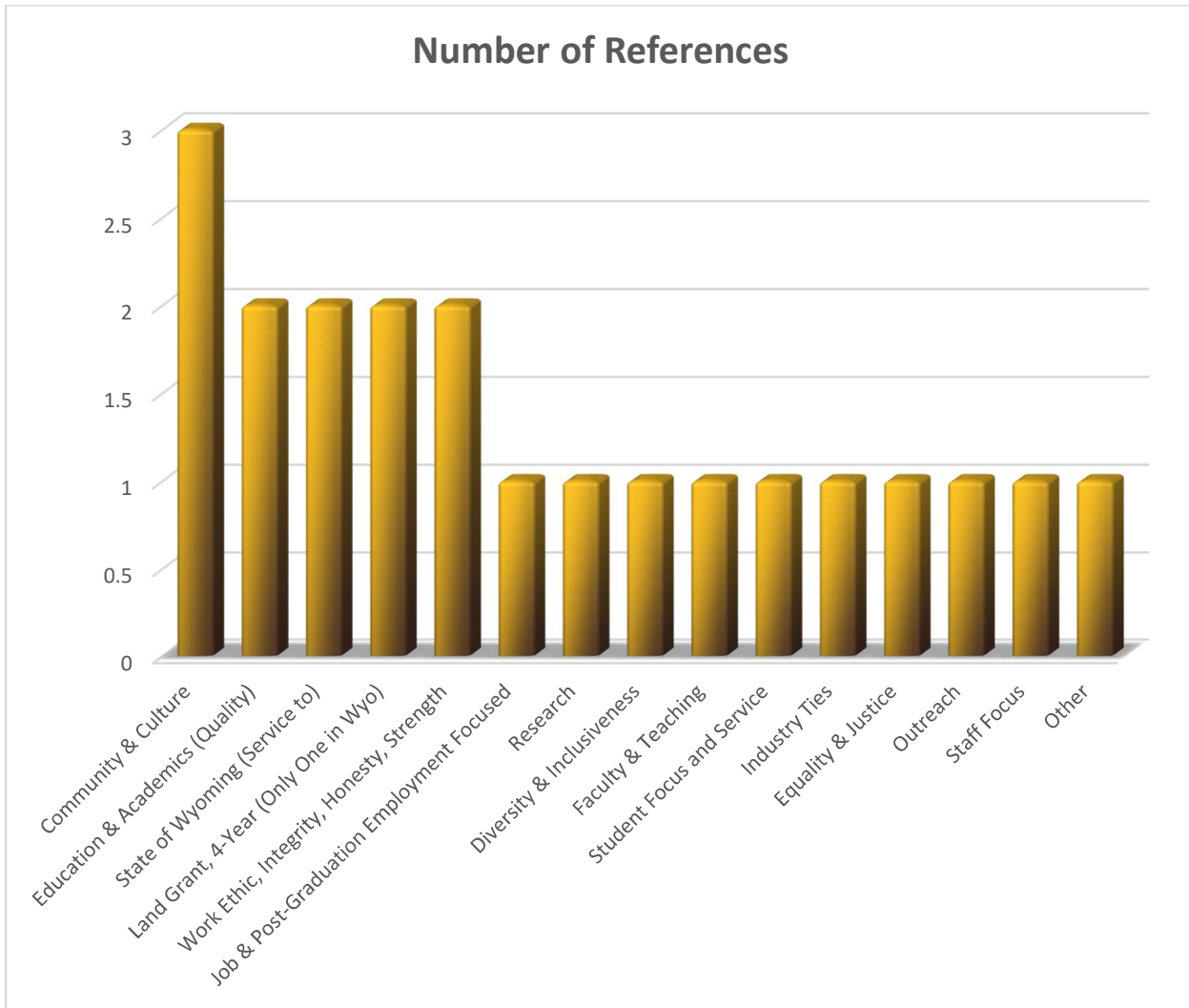
Figure 13. UW Foundation Donor Q4



- Everyone is Welcome.
- Our identity should be the state college that puts the education of students first and not let political agendas and philosophies direct us to useless endeavors.
- Strategic partner working with the State of Wyoming, Community Colleges, High Schools and Industry to ensure viable future for the state.

*Wyoming Community Member*

Figure 14. Wyoming Community Member Q4



- A forward looking public institution committed to providing education in fields that will benefit the students and the state. Now and especially in the future.
- Academic number one. Self-reliant. Community focused. Well-prepared.
- As a land grand school, it needs to have this dual personality.
- Cowboy /Cowgirl. Continue being welcoming as you are. Freedom, Equality, Sense of Adventure, Hard Working, and Inclusion. Play up the history of dinosaurs! Does any other university have that? Probably not.
- Driver of the Wyoming intellectual, cultural landscape.
- Only 4 year higher education institution in Wyoming offering bachelor and graduate degrees.
- Top notch school that cares for students and non-administrative employees who are the heart of the university and keep it going.
- Traditional American values.

- UW should be the education, research, outreach and cultural center for the state. This doesn't mean it has to do everything, but it should be actively connected to community colleges, K-12, state and federal agencies, appropriate nonprofits, local economic development offices, etc.
- We are one of the most conservative states. We don't want our children in a liberal college. UW should support our states conservative values. We should take note of colleges like Hillsdale College, and Liberty University, where our US Constitution is important and taught.

Q5. What are the strategic priorities UW should focus on? If we were building it from scratch, what would we focus on? What does this new University look like?

The following table displays the total number of responses to “Q5. What are the strategic priorities UW should focus on?” Also listed are the number of responses by Respondent Type.

Table 6. Q5 Responses by Respondent Type

	Number of responses to Q5	Percent of total responses
All	129	100%
Staff	60	46.5%
Faculty	25	19.4%
Student	17	13.2%
Alumni	15	11.6%
Wyoming Community Member	9	7.0%
UW Foundation Donor	3	2.3%

Responses were coded into the following “priorities” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. The following table displays the categories, as well as the number of references made in the responses.

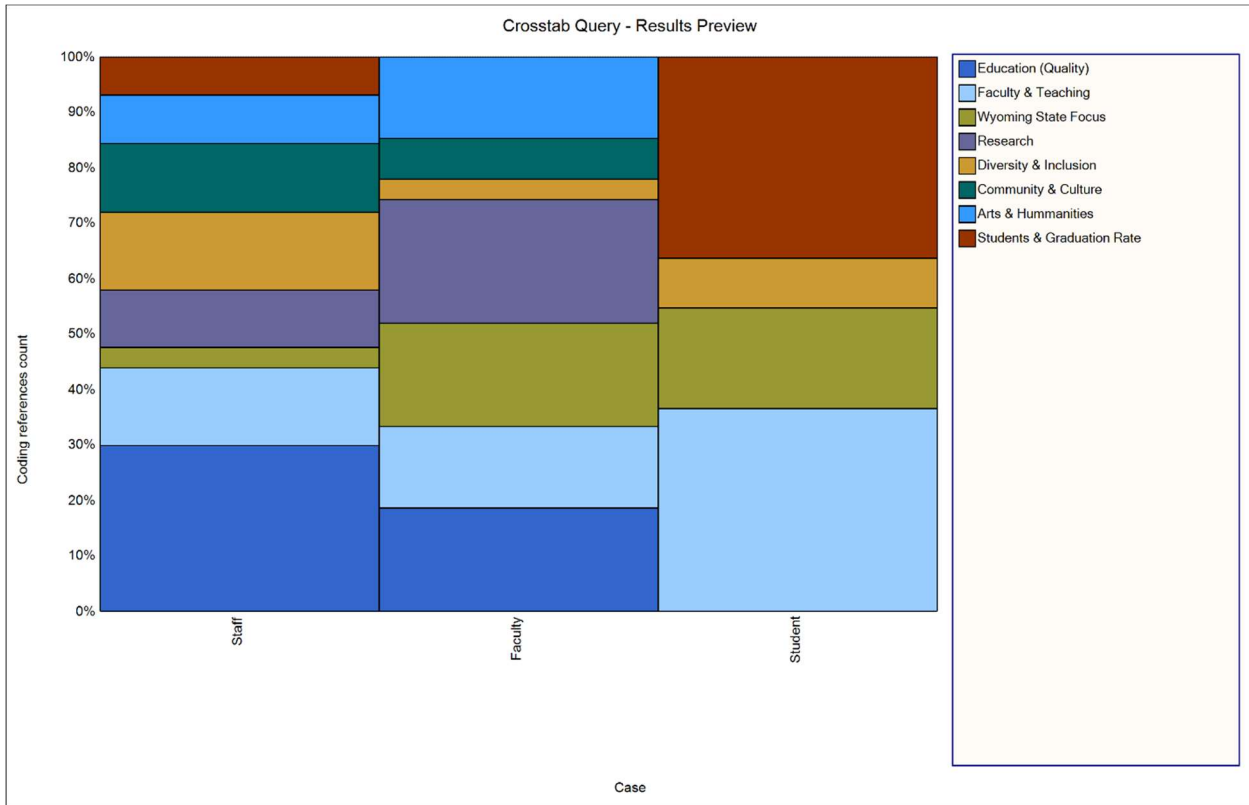
Table 7. “UW Priorities” Categories

Categories	Number of coded references
Education (Quality)	31
Other	29
Faculty & Teaching	17
Wyoming State Focus	17
Diversity & Inclusion	14
Research	14
Community & Culture	13
Arts & Humanities	12
Students & Graduation Rate	11
Job Placement	9
Staff	9
Technology	8
Affordability	7
Outreach & Online Service	7
STEM	7
Energy (School of)	6
Programs	6
Wages & Work	6
Funding	5
Administration	4
Campus & Facilities	4
Out-of-State Recruitment	4
Business (School of)	3
Agriculture (College of)	2
Athletics (Less)	2
Land Management	2
Outdoors & Outdoor Recreation	2

Below is a graphical comparison between Student, Faculty, and Staff respondents of the top 8 “UW Priorities” categories. The overall top eight “priorities” are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that “Faculty & Teaching” is listed as a priority most often by Students, while both Faculty and Staff list that priority less often.



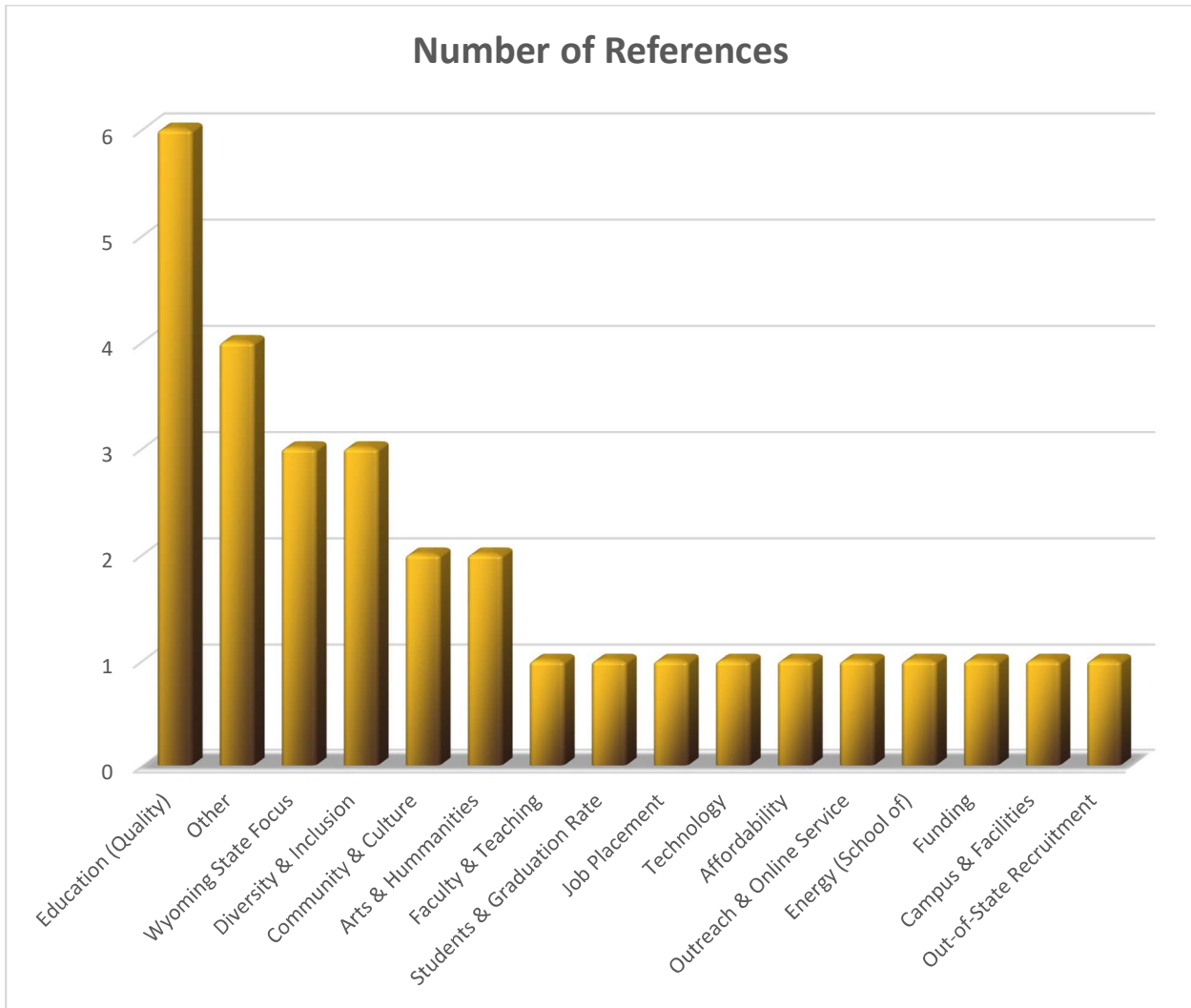
Figure 15 : UW Priorities Compared Q5



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Alumni

Figure 16. Alumni Q5



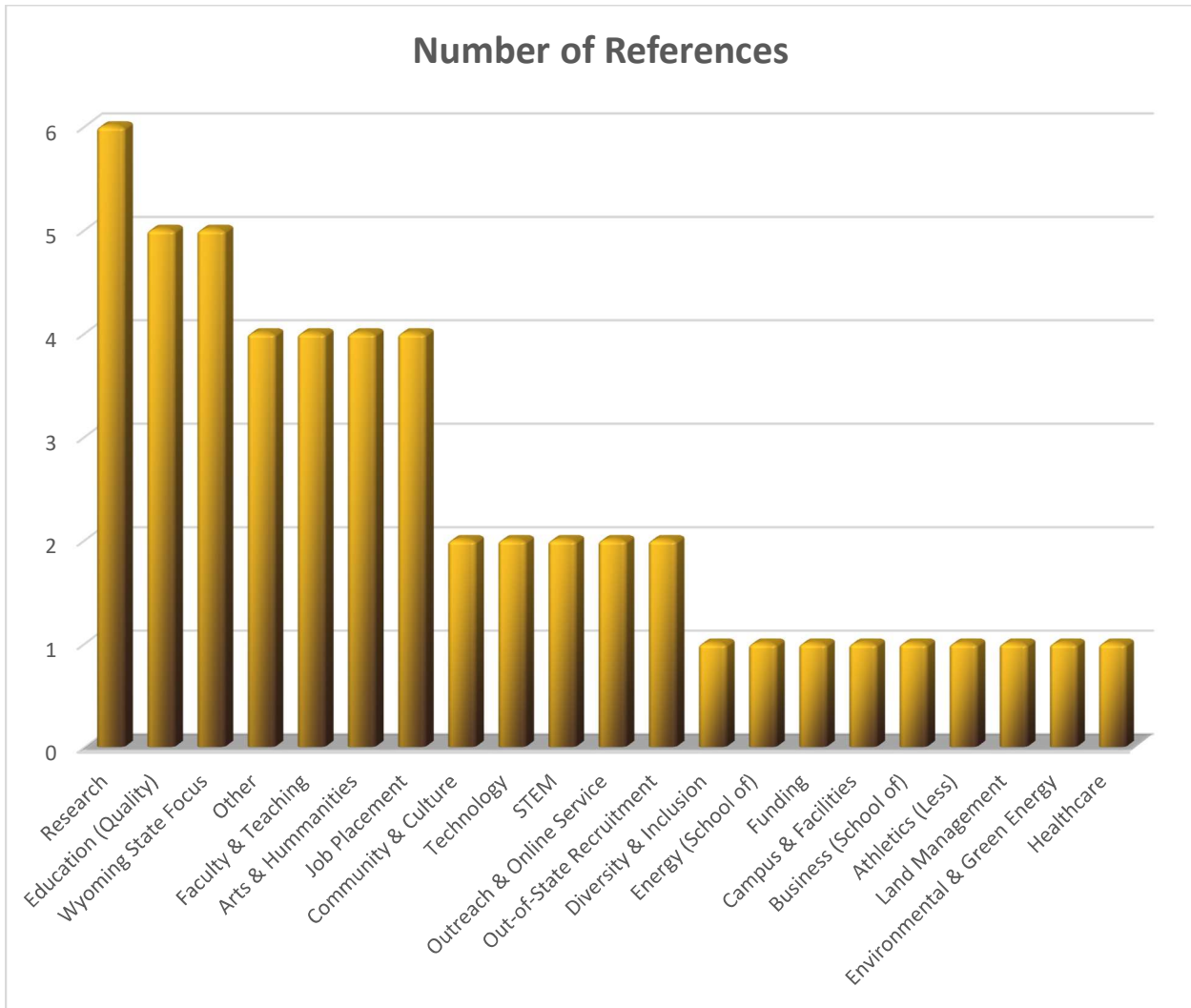
- Accessible to all, no matter their income level, race, religion, ethnicity, gender identity, sexuality. True Wyoming spirit of allowing people to be who they want to be and standing up for what is right. Focus on how to think versus merely preparing people for careers.
- Be a strong university that doesn't try to be everything to everyone, meaning limit number of degrees so that the university isn't overstretched. Reduce number of administrator's positions so funds could be used for students' education and employee salary and benefits. Do not overbuild infrastructure.
- Being a culturally relevant and diverse academic system that focuses on innovation and growth. Become a technology hub that also is open to varied lenses, opening ourselves to more people transferring into instead of out of our communities.
- Educate Wyoming kids.
- First choice of schools for Wyoming residents. Focus on degree programs that are in high demand yet also provide a well-rounded education for those in the liberal arts. Be known nationally for indication in renewable energy.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Growing our ability to generate internal revenue, and not rely on external funding.
- I feel like the pillars that the President has outlined are a great direction to go into.
- If we were starting from scratch, as a land grant institution, we would be looking for programs that support the education of students in career paths.
- IN CLASS INSTRUCTION! You did the current students an injustice with this farce of remote learning. Shameful.
- Liberal arts education for all; then specialization. Too much emphasis on "entrepreneurship". Leaders and innovators need to be well grounded in multiple disciplines.
- Modern dorms and facilities that will attract more students; degrees that prepare students to contribute in a meaningful way (and not just in engineering).
- Relevant, agile, resilient, and effective (vs merely efficient). We should educate leaders (in all fields we touch) of Character who are good, informed Citizens that make a difference. We should focus only on what we do well and grow national attendance, while still providing to WY.
- Remote learning opportunities that have as many or more students online as on campus.
- Remove liberal indoctrination and one-sided thinking and things will be fine.
- We need to look at our resources and be the best we can within those parameters. We do not need to grow—growth means attracting out of state students which we subsidize.

Faculty

Figure 17. Faculty Q5



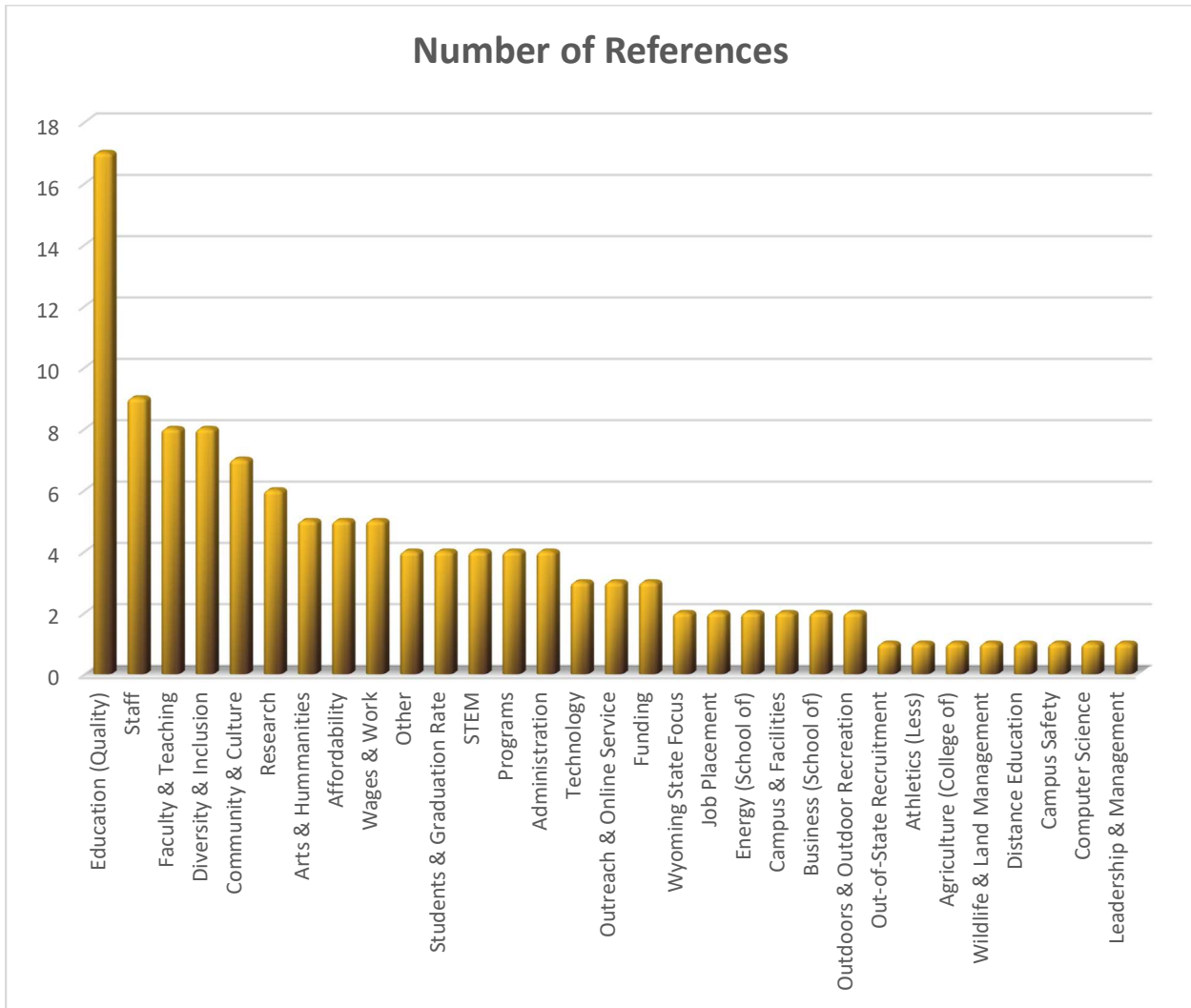
- A university that is ahead of the curve on technology, facilities, and teaching excellence. As it stands, UW facilities are not up to par with other universities. With decreasing admissions nationally, this makes it very difficult to attract out of state applicants.
- A very solid liberal arts institution. In fact, if we focused on the arts and humanities, rather than chasing the enigma of STEM, we might have a chance at genuine quality.
- Balanced education and skills which reflect needs of the state and its limitations.
- Continue to grow research via current research active faculty and strategic, sustainable hiring of future research active faculty. This new University will have abundance of granting writing (pre-award) and grant management help. Additionally, such a University will have 'well-equipped' TT office.
- Cross disciplinary research and educational experience - flatten the organization structure so that administrative overhead is cut back dramatically.
- Eliminate masters programs in the arts and humanities--refocus on undergraduate liberal arts education.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Energy transition - this isn't just geology, school of energy resources, business, etc., but this includes communications and networking and developing social license through a variety of humanities-based efforts.
- Engaging Wyoming's youth and families. Providing outside the box solutions to uniquely western problems.
- Environmental research, green energy (solar, wind, batteries; do-it-yourself installation), tourism research (thinking of state economy here: natural, historical, Indigenous -- and marketing to international audience), global cooperation studies (economics, history, cultural, political).
- Fewer irrelevant athletics programs.
- I get the pillars, but they are wobbly without a strong foundation in arts/humanities.
- I have always felt our first priority should be education and our second priority should be excellence in research in focused areas.
- Innovation in both theoretical and applied research. Extensive land management to tie into the strengths of the state. Carbon capture and renewable energy, and establishment of new business ideas to foster change and diversity in Wyoming.
- Leverage the College of Business and the Research Group to develop an environment that helps partner potential solution providers (researchers) with solution implementers (industry).
- Make community colleges part of a UW system; shift more focus here to Research & Development and professional training programs.
- New STEM College - blow up the traditional college structure. Bring sciences and engineering together to bring more efficiencies and promote more collaborations. Unite fundamental biology programs. It's amazing that some have little teaching requirements.
- Offering courses that provide students the ability to be well-rounded active members of a community. A focus on teaching and holistic education, not just engineering.
- Only large degree programs that can produce positive economic results for students and the state. Much leaner with fewer programs.
- Recruiting, health sciences, more online programs.
- Research infrastructure. This has already been cut so how can research faculty be asked to contribute to the economic diversification of the state?
- Tech and healthcare are two fields that will be/are emerging as priority areas for the 21st century. If we are building from scratch, why not be high tech and people focused? Cutting edge distance learning since our state is big and spread out.
- The future. Not the past. There is a lot of baggage we can let go of, including the ancient Morrill Act land grant shtick.
- The new university is the place to be engaged, active, and, most importantly, challenged. It is the place where students receive a balanced education that makes them ready to take part in the world. The focus should be on the kind of liberal arts and science education that makes sense for our world.
- This university already looks like what it looks like. It is a good example of efficient, low cost operation. But any big, recent additions should be reviewed.
- We should focus on small classes, on distance education, on solid undergraduate education, and on service to the state.

Staff

Figure 18. Staff Q5



- A friendly, family oriented welcoming place offering exceptional education at a low cost.
- A new Geology building and new Education building.
- A quality research extensive university that has opportunities comparable to larger state institutions but has educational opportunities & advantages b/c of its smaller size.
- Academics and Research.
- Academics in both humanities, liberal arts, and STEM. A well-rounded liberal education must include all of these. From scratch, a redesign must include a focus on this over athletics. Smaller intramural sports should be encouraged over division 1 sports.
- Bring in out-of-state students...entice with financial aid.
- Building an efficient labor force with people who are knowledgeable, professionalism, and holding those accountable for unethical behavior. We should look like we know what we are doing.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Classic all-round education, fundamentals for life after university in all cultures, a unique focus on region's strengths not necessarily extractive industries such as wildlife/land management, outdoor sports and it's satellite industries, a focus on what can be provided to make the state better.
- Development of innovation & undergraduate/graduate degrees that carry high levels of job placement post-graduation.
- Distance opportunities for rural areas that have many non-traditional folks and reach out of state students with great high need programs.
- Diversity, inclusion, campus safety, livable wages.
- Educating the citizens of Wyoming, researching elements that help Wyoming the most. 21st Century UW uses more technology to better connect people throughout the state in real time, indoors and in the field.
- Energy education and research, especially carbon sequestration. Climate change. Computer science. Solid undergraduate education. Good business, education, computer science, and health sciences education. Outdoor recreation and tourism.
- Exactly that, disregard the incredibly archaic conception of what a university even is. Prioritize serving the community and doing so in an equitable way. Focus primarily on experiential education. We do not need endless academic programs where students shuffle about from PowerPoint to PowerPoint.
- Finding a better funding source.
- Finding ourselves again. I feel like after Sternberg, we really lost our way.
- Flexible work schedules.
- Focus more on quality of education, and diversity.
- Focus on needs and address problems in the state of Wyoming.
- Focus on other items other than Minerals for support for UW.
- Getting off the State's tit because that cow's going to be milked dry real soon... you should probably outsource everything that is "self-op" asap to save dollars short term and deal with the contractual repercussions in a few years..... (Don't worry though, somebody else will have your job by then).
- Give annual raises to full time employees, take care of those who are making this University work, you need them to operate.
- Good education at an affordable price.
- I was glad to see that "Inclusive" was designated as one of the president's pillars. I hope to see intentional efforts to see this pillar in action and not just be something we say we will do or be. UW needs to prioritize diversity, inclusion, and equity together, fully and continuously.
- Integrated learning and research, be all inclusive. Know where there future will provide overlaps of discipline and application.
- Leadership and Management with integrity.
- Lean business model, utilizing the space we currently have to focus on useful programs.
- Less like a bunch of people doing their own things and more a unified whole.
- Making well-rounded citizens who are educated beyond their major's specialty.
- Maybe trying to attract students and not chase away the good staff and faculty.
- More respect to the behind the scenes work. Compassion to those that are not in the public light but fix things when things go wrong.
- More science, more technical fields, focused arts and humanities. IT, financial services, and student affairs too much power, administrators, and staff members. And staff.
- More students getting degrees, better teachers, less pointless research.
- New University Trustees, the current ones no longer make decisions good for campus.

- Not all multi-management tier structure with high pay, not always hire outside WY, not always hire/pay consultant groups before committee before decisions, use the land resources community (let snow melt & water the land), use local artist co-ops & students in construction/furniture/deco.
- Not overworking employees, not constantly laying off employees, not having the lowest employee morale.
- Pay attention to small effective and interesting programs.
- Priorities to focus on would be our way of thinking. If it weren't for the students, not one of us would have a job. We should focus on continuing to be diverse and treating each other with respect, no matter if you are a Janitor, a Staff, or a Faculty!
- Programs with great opportunities for successful placement.
- Providing a robust and extensive learning and research experience for the state of Wyoming. As the one university you cannot specialize, you have to be able to provide the range of opportunities or you will bias the state and students.
- Rebuilding our core of education for the citizens, stop playing to fads and strengthen the programs we are really good at and known for.
- Reduction in total Admin salaries/admin positions and more focus on faculty, programs and quality staff.
- Research, entrepreneurship, creativity, training critical thinkers to strengthen our democracy.
- See above. Focus on healthy programs with staying power; eliminate some outside partnerships that drain resources. Invest in global-online degrees.
- See question four above plus a focus on hydrogen tech development.
- Staying affordable and personal. Be small but good. Stop trying to be giant and have a million new buildings. As part of that small but good, be more welcoming to diverse groups. Value your employees more, especially staff, since they form the core of the student experience.
- Streamlined and efficient. No duplicate courses, degrees and colleges, i.e., Haub School, COB, & Ag have similar courses. How many VP's and AVP's are really necessary? Centralized accounting, website management, advising, recruiting, and testing.
- Student learning and wellbeing as priority. Humanities valued as much as the sciences.
- Teaching and research.
- The education should be the main focus. Offering diverse and interdisciplinary courses from diverse and interdisciplinary instructors is key.
- The whole of higher education is going to move towards flexible and online teaching. UW should position itself to offer a highly regarded online undergraduate program. This could increase the student count and revenue without increasing the campus infrastructure.
- To continue to improve our Agriculture, Engineering and Mining programs.
- Train your people well enough to leave, but treat them well enough that they don't. If the employees are taken care of they will take care of the students. I also think the University needs to find its why. It seems to be lost and just surviving.
- Undergraduate education and student experience inside and outside the classroom.
- Use of technology to grow the reach of UW and to stay up to date with current practices and connecting others outside of our community.
- UW needs to invest in students after they enroll. This looks like a robust advising program, investment in co-curricular community building programs, and focusing on undergraduate educational outcomes in T&P processes.
- UW should focus more on retention of faculty and staff, continuously having to fill any position is causing the university to become both inefficient and outdated. We should also stop trying to make it all about "being a business" we do not focus enough on student education.

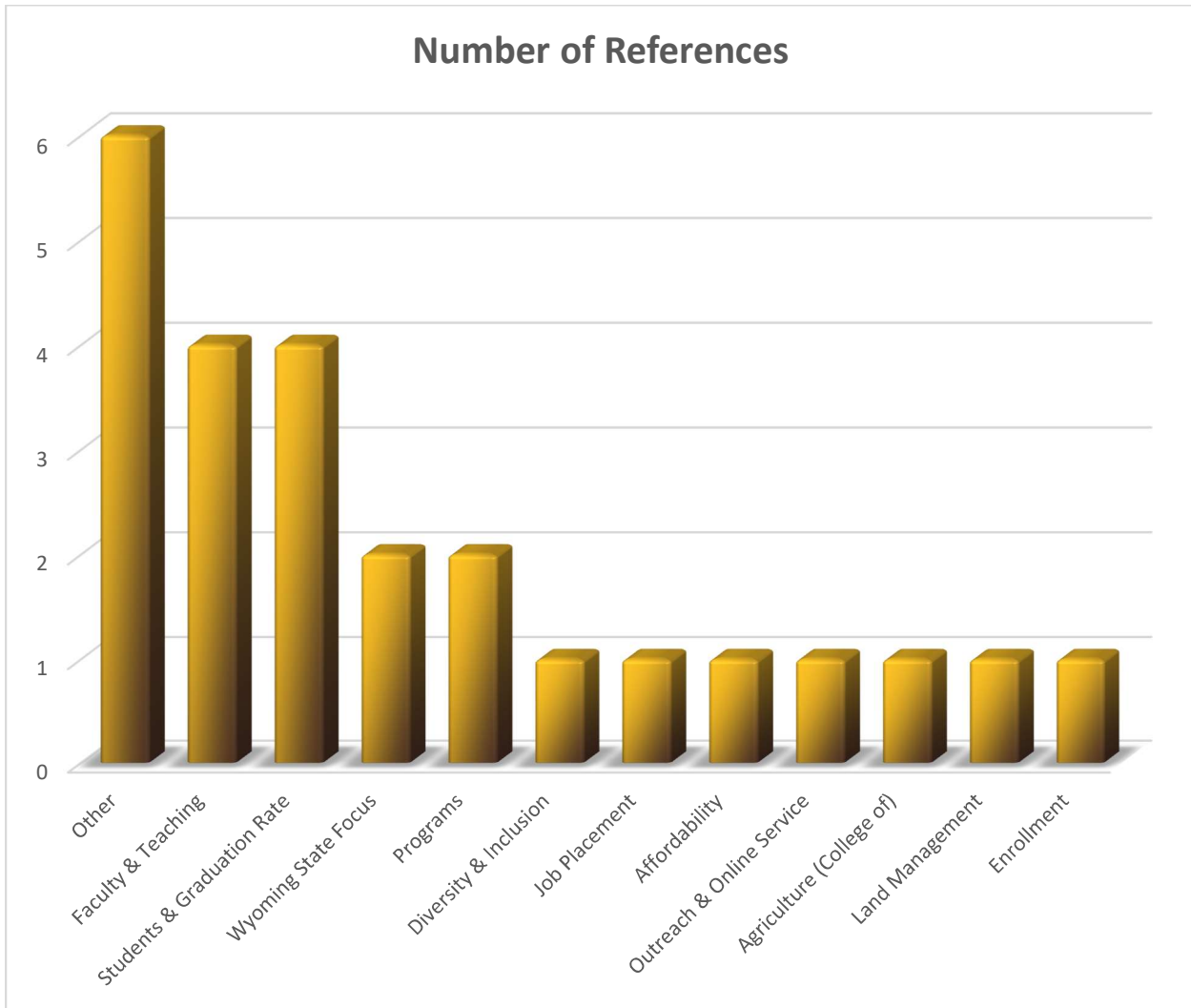


UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Well-rounded, affordable education in diverse subjects. Training Wyoming's workforce. Developing and researching new technology, medicine, scientific subjects, social science, and humanities.
- Wholesome environment to send your kids. Excellent education, employee satisfaction.
- You should treat ALL races equally, even white people.

Student

Figure 19. Student Q5



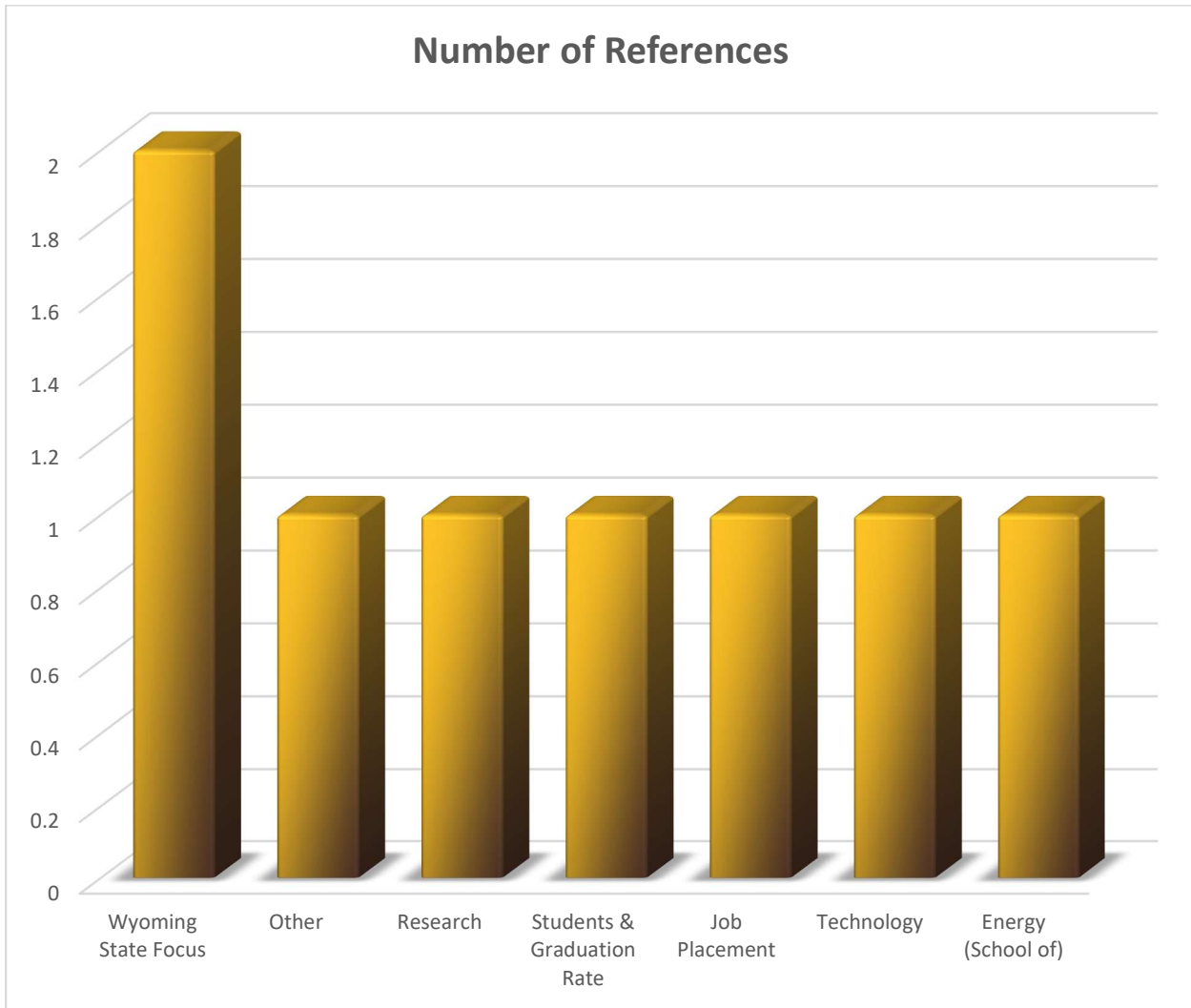
- Enrollment & academic programs.
- Focus on what the state IS - AG and natural resources. If we had strong and outstanding programs that competed with out of state schools enrollment in those programs would go up.
- How about in person teaching so student can collaborate. Maybe if you get back to the basics students will return but I don't blame those that have left. There is very little for them here.
- I have heard that there are weird rules around hiring faculty, like one department can lose a faculty member but then not be able to get a new one until another department gets a new one, etc. I think this should change because to attract students and make money, you need programs with good professors.
- I think we should prioritize the things that would further Wyoming as a state. Focus more on teaching kids for job placement in industry instead of a focus on research. UW should encourage tech and industrial schools to co-align and increase the job force of Wyoming.
- Innovation, curious minds, outside of the box teaching.
- In-person classes or everyone will continue to drop out.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Lots of cross discipline engagement. Less of a focus on the academic rat race and a real focus on developing ideas and teaching well. I would love to see UW focus on all things public lands. Collaborative governance and collaborative solutions is the future and should be a focus. More hybrid programs.
- More digital and more inclusive.
- Our priorities must be the students. The shutdown of the university did not reflect well on the mental health of students.
- People can actually graduate.
- Please prioritize affordability for students. I received a non-resident scholarship in 2017, which has offset a lot of my college costs. But as I'm entering my fifth year and my scholarship is expiring, I am very stressed about how to finish my education well while also paying my bills.
- Prioritize students. Focus on students and their holistic well-being. It looks student-centered.
- Retain what is working well and expand to meet rising costs.
- Student-centered academic programs that look ahead to the jobs that will be needed and faculty that understand the future.
- The same, just back to normal before COVID.
- Undergrad exposure to the world.

*UW Foundation Donor*

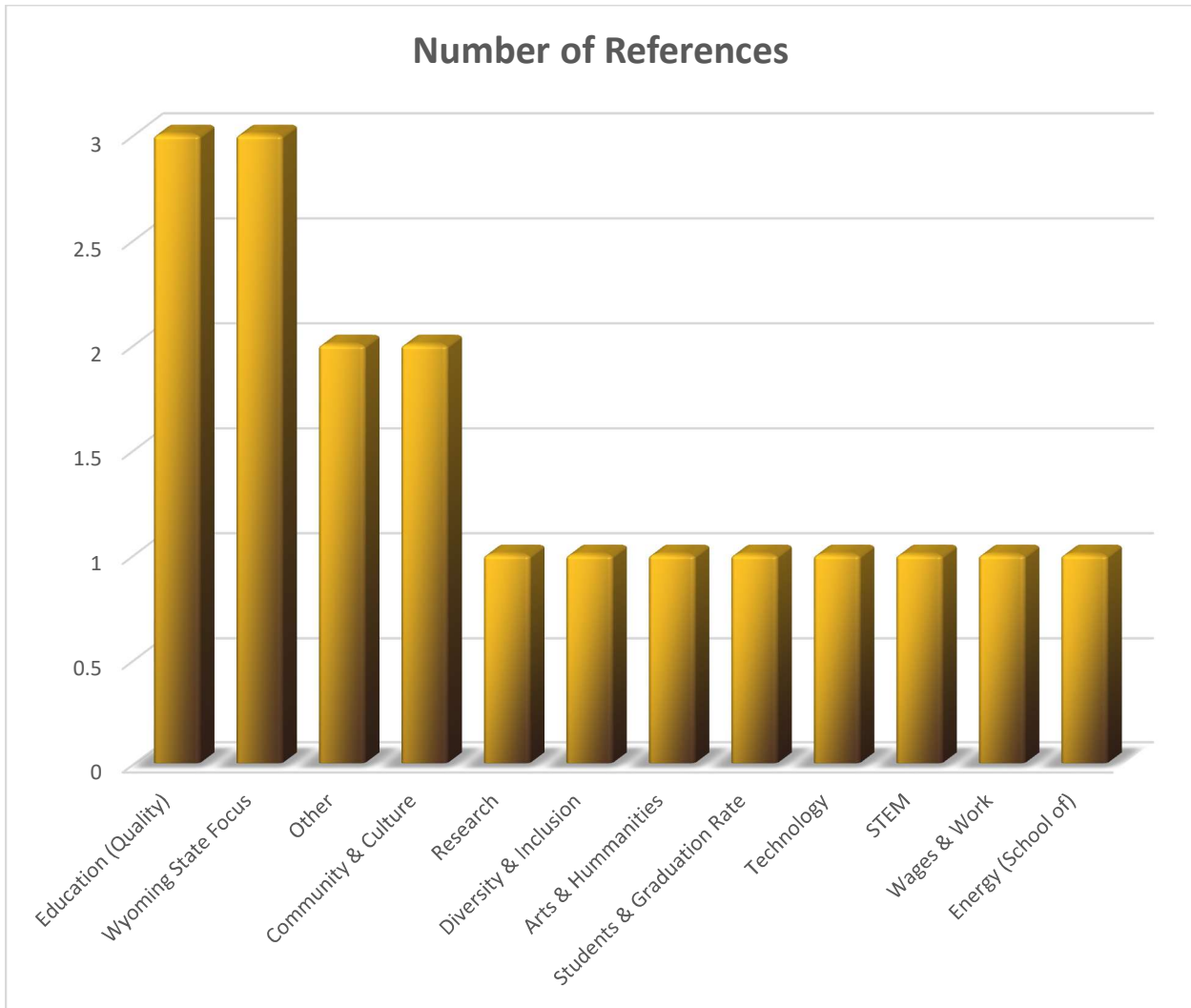
Figure 20. UW Foundation Donor Q5



- Priority 1 - successful graduation of student that can get jobs, Priority 2 - develop students and research that can be utilized in the state, Priority 3 - treat non-faculty staff with respect and not as lower class citizens.
- Size of the school gives everyone the chance to succeed, be seen, excel.
- Support the state on revenue opportunities; energy and mineral industries, tourism, technology.

*Wyoming Community Member*

Figure 21. Wyoming Community Member Q5



- Do not run a university like a business or a political entity.
- Educating the students of Wyoming. Welcoming everyone. University under 20,000 student with small class sizes offering a variety of degrees and opportunities.
- Focus on undergraduate education.
- Spirit of the West, inner freedom, sense of adventure within and beyond the campus.
- Support our states conservative values. Teaching innovation with what Wyoming resources we have. Educate on the truth, how we do have clean coal.
- The new university should focus on leading the state in meeting Wyoming's future challenges. This starts with undergraduate programs that blends technology and humanities into all disciplines and degree offerings. UW graduates should be adaptable to the quickly changing world.
- The university should look for new horizons and new opportunities that will be important contributors to the national and state wellbeing and the career paths of your students.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS

- Too much has been put into gleaming towers recently. Not enough has been put into people. The University should strive to hire Wyoming people, pay them respectably, and deliver high quality education to the people of Wyoming.
- Undergraduate research. Preparing students for challenges. Flagship programs such as engineering and energy.

## Q6. What serves as the core of the institution? What absolutely has to stay?

The following table displays the total number of responses to “Q6. What serves as the core of the institution? What absolutely has to stay?” Also listed are the number of responses by Respondent Type.

**Table 8. Q6 Responses by Respondent Type**

	Number of responses to Q6	Percent of total responses
All	130	100%
Staff	60	46.2%
Faculty	27	20.8%
Student	15	11.5%
Alumni	15	11.5%
Wyoming Community Member	10	7.7%
UW Foundation Donor	3	2.3%

Responses were coded into the following “core” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. The following table displays the categories, as well as the number of references made in the responses.

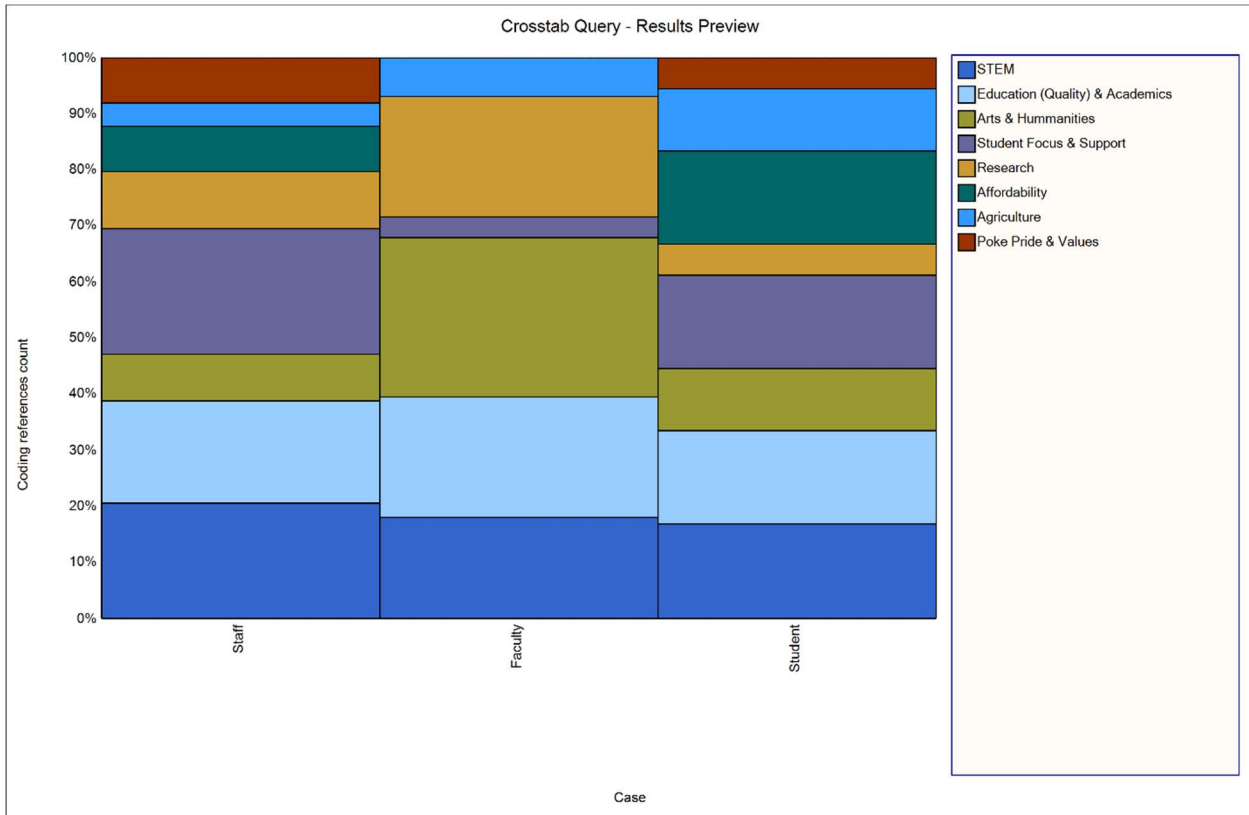
Table 9. "Core" Categories

Codes	Number of coded references
STEM	27
Arts & Humanities	22
Education (Quality) & Academics	22
Student Focus & Support	18
Other	16
Research	13
Affordability	12
Agriculture	10
Poke Pride & Values	10
Faculty	8
Business	7
Education (Program)	7
Wyoming State Focus	7
Facilities & Infrastructure	6
Integrated & Interdisciplinary Learning & Research	6
Natural Resources & Climate Science	6
Teaching & Instruction	6
Administration (Less)	5
Athletics	5
Community	5
Computer Science	4
Employees & Employee Morale	4
Energy	4
Health Sciences	4
Programs (Diversity & Strength)	4
Staff	4
Campus Recreation	3
Law	3
Equality	2
Inclusion & Diversity	2
International Studies	2
Outreach & Distance Ed	2
Pharmacy	2
Tourism & Hospitality	2

Below is a graphical comparison between Student, Faculty, and Staff respondents of the top 8 “Core” categories. The overall top eight “core” categories are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that “STEM” is listed as core to UW most often by Staff, closely followed by Faculty and Students.



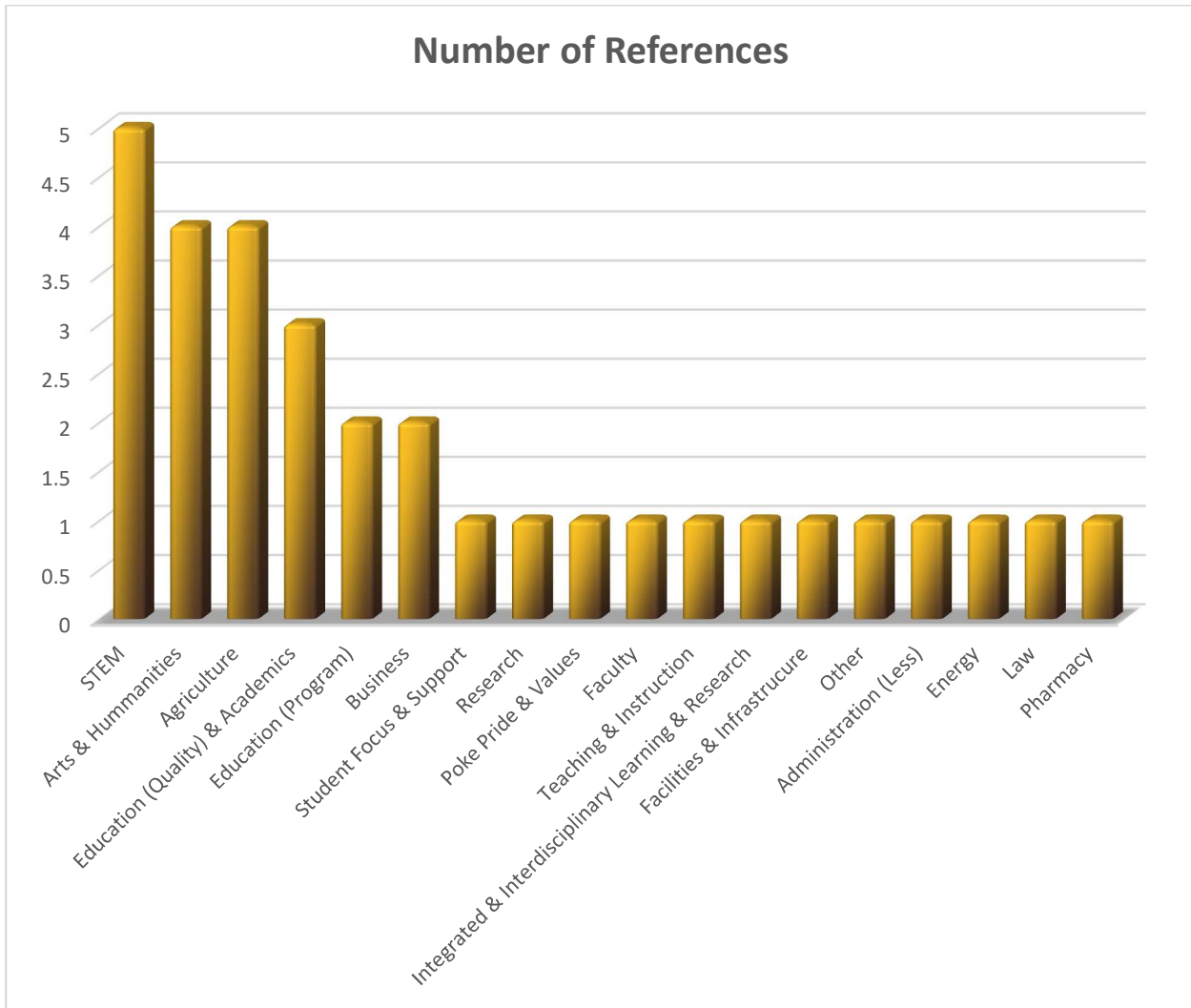
Figure 22: "Core to UW" Compared Q6



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Alumni

Figure 23. Alumni Q6



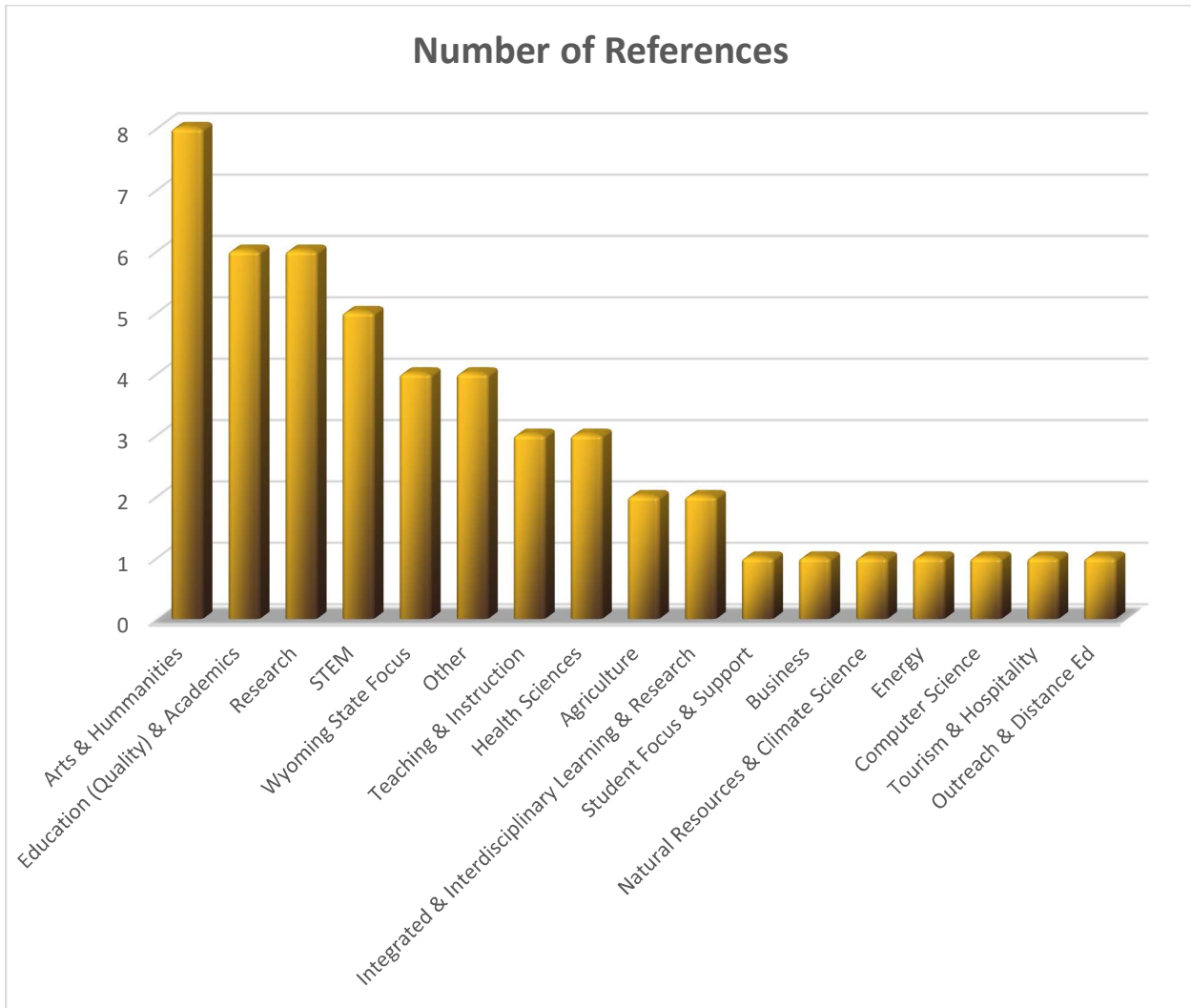
- A strong faculty, modern classrooms and dorms.
- Academic units, basic financial units, limited administration without outrageous salaries that could be used for students and employees.
- Agriculture, agriculture research and the extension services.
- Arts & Sciences as with any great learning institution.
- Availability of undergraduate programs. Framework for all professional degree colleges, like engineering, health sciences, etc.
- Base degrees, regardless of college (Gucci add-ons take a hiatus). Collaborative learning that builds on interdisciplinary syllabi.
- Business college, law college, engineering and to some degree agriculture.
- College of Business, College of Engineering, College of Education, College of Agriculture
- History education. American Studies. African Diaspora and Native American Studies. Haub School. Continue to open hearts and minds of students.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Need to continue to offer a liberal arts education as this is imperative to creating graduates that value diversity, education and independent thinkers. School of education, pharmacy, engineering (more focus on climate issues and renewable energy), fine arts (would bring back writing institute).
- Need to maintain the balance between educating folks for a career and enriching people's lives to make them better individuals and citizens. Need to keep liberal arts programs, cultural programs, engineering, science, technology.
- Service, teaching, research - we are the only 4-year institution so we have a responsibility to the state to keep these pillars and prepare critical thinkers and civically engaged citizens.
- The core is what the students of the future need to be successful. Students pick a career path on year 1 of a four year plan that may or may not exist when they graduate. How are you helping students and business align with need?
- UW has to return to a place we can all be proud of again. A level of independence that matches the spirit of our state.
- We are an agricultural state and the University should continue to reflect that with an excellent agriculture program. I love the sports programs and would be sad to see them cut, but of course a University must keep excellent academic programs.

Faculty

Figure 24. Faculty Q6



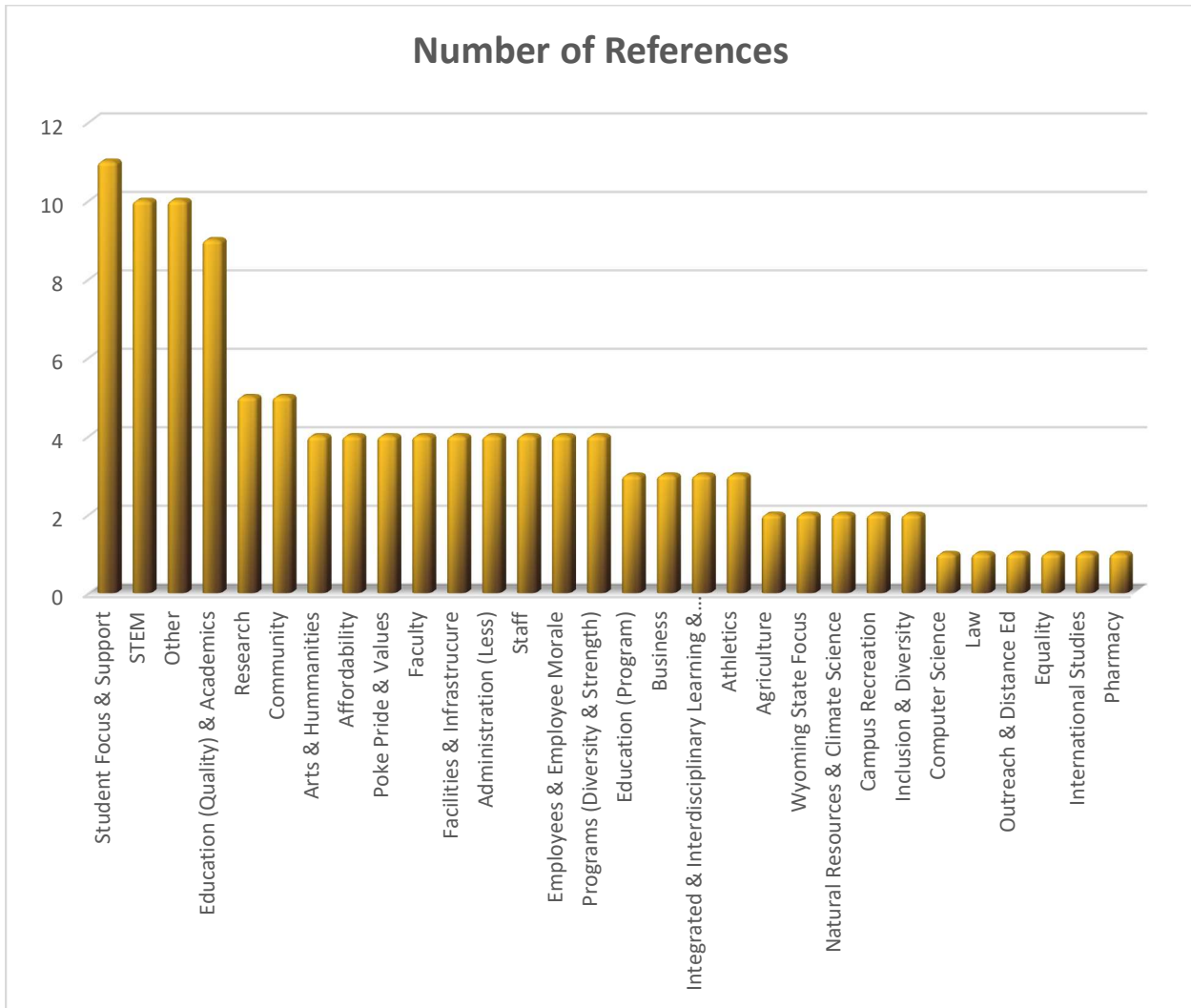
- 3-legged stool of the land grant. Research, teaching, instruction. Rewards for high quality research and grantsmanship. Service to and partnership with actors in the state (state, federal partners, producers, business, communities).
- Academics; Research and development.
- Agriculture and Extension, Natural Sciences, and Engineering.
- Anything Land Grant. All things needed in the sole institution in Wyoming (so sciences must be balanced by arts/humanities).
- Arts and Humanities are the bedrock. These are highly interdisciplinary and work strategically with many other disciplines including the sciences.
- Arts and Humanities. Health Sciences. Mental Health (students and faculty).
- Computer science/Engineering (NOT just oil and coal -we need to lead the way on diversifying our economy). Distance learning. Healthcare. A robust liberal arts foundation (we just don't want to be an advanced technical school). Robust student support -counseling, academic, advising.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Engineering and business. We need some arts and science, but there has to be a compelling reason, we just can't afford niche (and unusual) degrees.
- Frankly, more balance between engineering, science, social sciences and humanities. We are NOT a technical college. We need to offer programs in each of these tines of the university. When we shut one out, that also excludes a large section of potential majors and students.
- Geology and other programs related to natural resources and natural sciences. These sciences are core to the state and to the university.
- Health sciences.
- I am going to say that excellent education has to be the core of this institution (and I favor research personally). Then, I feel we should invest in our excellent researchers, whatever areas they are in. Finally, I feel we should systematically support research in areas vital to our state.
- I realize that agriculture is a huge part of the university. However, we have seen from the global pandemic that healthcare professions are needed in Wyoming. The College of Health Sciences is critical to the future of the state.
- I think it is a huge mistake to cut whole programs. Once gone, it will be very difficult to recover.
- Most things should stay, but we are overloaded in some of the humanities and biological programs with faculty. Keep the programs and classes, but merge and shrink some of the excess faculty. Student faculty ratio in Arts & Sciences is quite low.
- Oh, hard not to be biased. Certainly need the basics covered by Arts and Sciences (math, English, history, but also foreign language, especially Spanish, Chinese).
- Quality liberal arts education of our students.
- Strong STEM colleges.
- Teaching - UW primary mission is to serve the people of Wyoming's higher educational needs. Those units involved in supporting teaching must remain in place. Research support should be increased, if possible, in order to develop solutions. Everything else should be considered secondary.
- Teaching and Research. We provide training for a (possible) future workforce that can contribute to the state's economy. Division 1 sports is not core to this institution. Revenues generated do not cover expenditures. We are not going to train the next generation of professional sports stars.
- The College of Arts & Sciences is the academic foundation of this, or any, credible university. The professional programs and colleges (e.g., Business, Engineering, and Education) are expendable given our regional competitors.
- The College of Arts and Sciences -- especially the Humanities. Understanding what the human experience in all its richness is critical to higher education and to the formation of an engaged citizenry able to think critically, communicate effectively, and act responsibly. All the rest depends on it.
- The core of UW is being able to offer some liberal education with a combination of practical skills to build a future for Wyoming. Our industries are energy, tourism and agriculture. Straying too far from those realities will challenge our sustainability.
- The liberal arts.
- The strongest elements of each program, combine where needed, support and nurture programs, reduce overhead through combining programs.
- These may conflict, but solid undergraduate education and research. Maybe we need to improve our research standing. Also, service to the state.
- Undergraduate liberal arts education.

Staff

Figure 25. Staff Q6



- A full offering of athletic, fitness, recreation, and wellness opportunities. Campus Recreation is of paramount importance to this institution.
- Academic programs and a large amount of options for students. Pushing for a business outlook on education means that we are overpaying our higher administrators and undercutting our faculty, staff and students.
- Academics, Research.
- Administration needs to gain the trust and respect back from the staff. The moral of this institution is decreasing, hiring is so hard because UW does not have a good reputation for hiring as it did 10 years ago. 10 years ago there was pride with working at UW, not now. Good people keep leaving.
- Affordability for students and a strong, diverse, and lively research community.
- All of our colleges have strong purpose. Solidify smaller programs within larger departments that can support them without taking away their identities. Keep the programs and lose the overhead. Lose the layers of administrative bureaucracy that have been created in the past few years.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- All of our degree programs.
- All the aspects that make this university a successful and well-rounded experience for our students.
- Alumni and alumni base. Alumni & Athletics must absolutely not only stay, but be a fore front of the mission of the University.
- Core values in all areas (staff, faculty, facility infrastructure).
- Cows and coal. (sarcasm)
- Dedication to a good, lower cost education and lower level staff.
- Despite recent expansion to business & engineering, it can't come at the cost of losing valuable humanities/fine arts/social science majors & courses. ALL majors at UW should be required to take courses in the "liberal arts" tradition as part of General Elective requirements. Don't turn UW into a glorified tech school.
- Employees who contribute to the mission.
- Engineering Program.
- Engineering, Ag, Environmental Resources, Education.
- Engineering/Math/Sciences; Theatre/Dance; Education; Pharmacy; Business; some Sports; International Studies; Nursing. To help the city become more of a partner with UW, consider having it absorb student health services, mental health counseling, facilities/grounds, etc. New businesses will grow.
- Equality. We strive for it, we reach for it and work for it. We have worked and strived for it for so long that those that were considered pandered to/superior, are now being left behind.
- Everything.
- Giving out degrees.
- I very enjoy how much influence ASUW has in happenings at UW. Student voice and power at any institution of learning is so valuable.
- In terms of a physical campus, having a central "quad" (Prexy's pasture) helps create community by giving students a shared experience.
- Integrated learning and research, be all inclusive. Know where there future will provide overlaps of discipline and application.
- It's hard to limit it. We have to have our STEM programs, and our College of Education is ranked far too high to consider cutting it in any way. We have to have the fine arts, as well (theatre, art, music). Maybe we could eliminate so many directors and AVPs, we have a lot.
- Keep core academic programs as complete as possible.
- Not athletics, Sciences must stay.
- Operations staff is what keeps this place running. If you keep cutting the people that take care of the campus there will be no one to maintain campus, after that no salary will attract faculty or students to a building that is falling apart.
- Our welcoming of all people. The Arts and Humanities and Science has to stay. If they are pushed out of the institution, we are making those fields inaccessible to many in the state. Do not do that. Do not make that mistake.
- Outreach - integrated programs - interdisciplinary thinking.
- People committed to our students, passionate about their field of study and making the world around them a better place.
- Pride, honesty, integrity, inclusion.
- Probably keeping our jobs but that's never real.
- Programs for student success including tutoring, advising, and honors programs. If we don't support students, the rest of our aims are moot.
- Programs that are going to help move Wyoming forward, and produce job ready graduates.

- Quality faculty and staff that provide excellent programs and services. Residential Life, Student Activities, Internship Opportunities, Work Study opportunities, etc.
- Safe, positive community values.
- Small class sizes. Caring professors. Caring staff.
- Solid undergraduate education. Graduate education and research in select areas: engineering, energy, computer science, business, climate change.
- STEM, Law, and Agriculture is our core these must stay and to fashion a niche to procure our survival we must accomplish some cutting edge breakthroughs in the above core areas by securing additional corporate and private funding.
- STEM.
- Students!
- Students? Focus on attracting students with cost/perks/etc. because people won't be going to college much at all in the coming decade.
- The academy. Research is the purpose of this institution, it was the intent behind land-grant institutions. At our core, we research and provide information to the state. Academic departments must stay.
- The colleges that bring students to UW, Engineering, Business, Arts and Sciences, Sciences, Health.
- The education should be the main focus. Offering diverse and interdisciplinary courses from diverse and interdisciplinary instructors is key.
- The fact that we are the only state university leads me to think we potentially lose students to other states when we continuously cut programs. The core is education offered to students. If we cannot afford to do that, we should stop buying brand new fleet vehicles.
- The idea of an affordable education for all is the main attraction to the university, without it there's a real lacking of why someone should come here. But once that person is here, making them feel like a part of a community for the betterment of all should be a main focus. Instilling a purpose.
- The people, the outdoors, the way of life, the community/spirit - WY tough, true grit, "rural" wide open spaces, Welcome to Wonderful Wild WY, Code of the West - tough & fair & draw a line, "Untamed spirit of the West & Majestic natural beauty" that has to be experienced not explained.
- The people.
- The quality of education. Extension that pertains directly to Wyoming. Spending exorbitant amounts of money to provide research that benefits globalized oil companies no longer makes sense. A cost-return model needs to be implemented for further spending.
- The research. From the research forms the basis from which you can teach and provide opportunities for the students and the state.
- The Students is the core of our institution. The employee's need to stay!
- The students. But that's not what the new president cares about.
- Top notch faculty.
- We are Wyoming...yes it snows, but we are tough, smart, fun, and have a moral compass.
- We can't forget we are a land grant. We just need to accept that we can't be everything to everybody.
- We have many pockets of the university that are highly committed to serving our communities and decolonizing the university experience. Elevate those and build around them. Don't mistake that as simply being a humanities or DEI or student affairs thing. That applies equally to science, business, etc.
- Wellness resources for students are something that should absolutely stay. Healthy students (physically, mentally, and emotionally) will be more successful students and members of society.
- Without UW Operations this place would be a dilapidated dump. You need to invest more money into the older buildings or they will crumble out from under you.

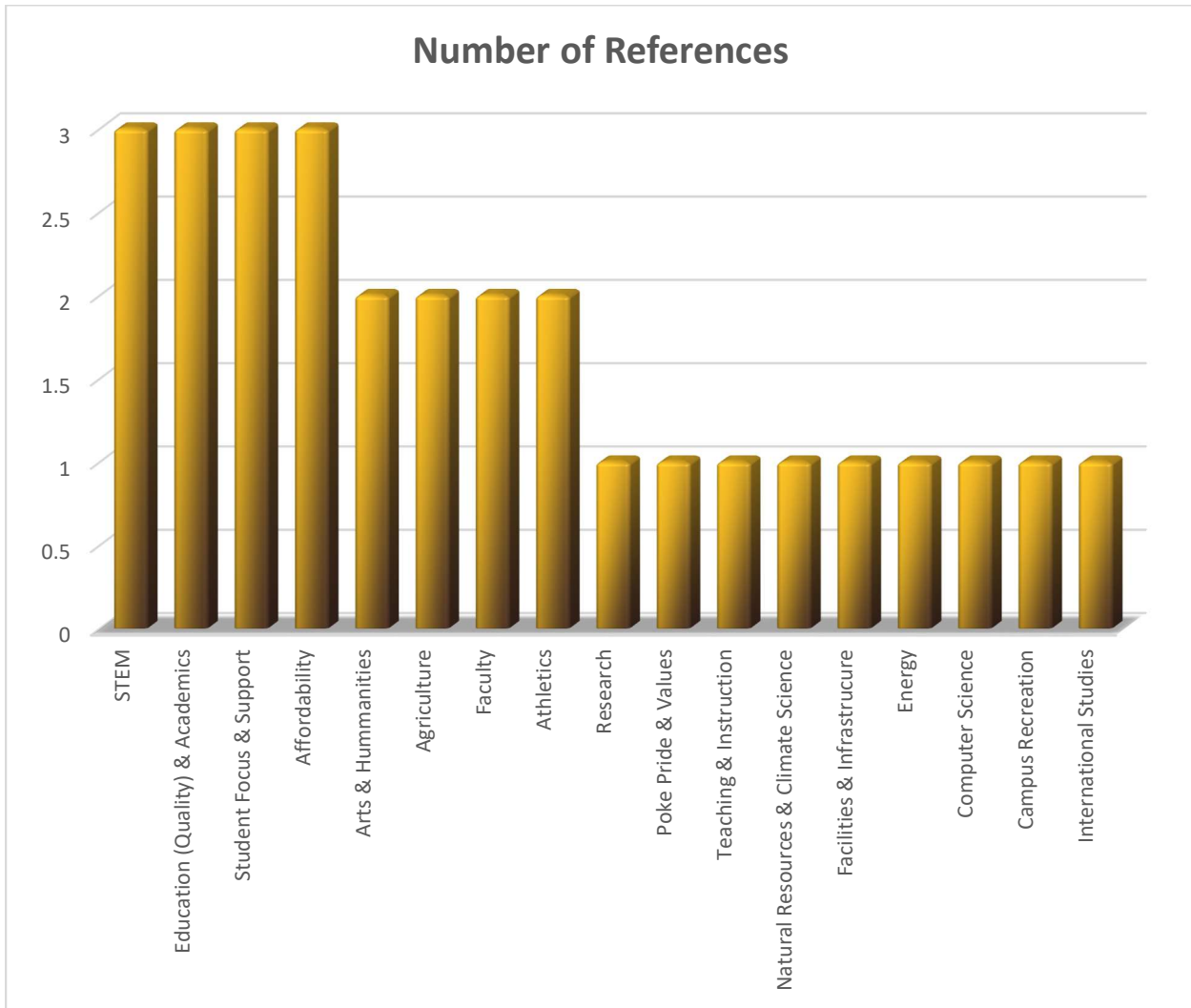


UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Wyoming Pride! Not just UW but the whole state. Play on everything we have to offer. We can't be the "good ole boys club" but Wyoming is known for our grit, friendliness. We have lost that amongst staff across campus.

Student

Figure 26. Student Q6



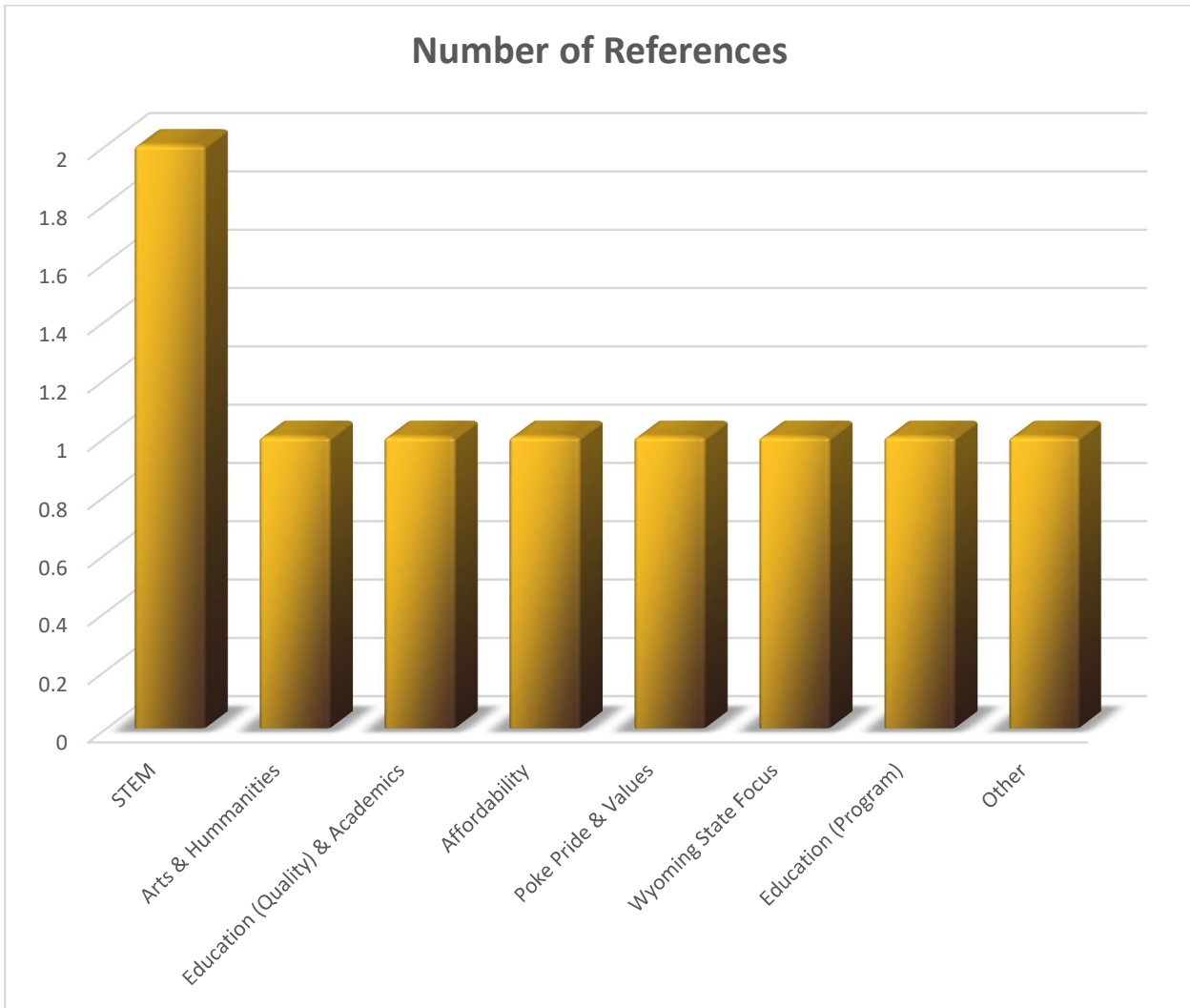
- Advising, professors, academic help.
- Agriculture and natural resources should be the core, but they are not and it hurts the school's enrollment.
- All of the great opportunities to students, like research, study abroad, tutoring, academic help that is one-on-one, and more in-depth and long-term advising.
- EDUCATION! Why is this so hard to understand? Good teachers with good backgrounds. Not this general and racial [expletive]. A QUALITY EDUCATION!
- In-person Academics, Football, Basketball.
- Liberal arts.
- Reasonable cost and quality academics.
- STEM (you already built a whole building for it), education (you have a great college of education) business (same reason), computers/IT. The football program brings in plenty of revenue as well.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- STEM fields and agriculture are the heartbeat of Wyoming and should continue to be the focus of the University and its path going forward.
- STEM. We need good professors, professors that challenge that status quo. A good professor can do more for the students than any fancy machine or state-of-the-art labs.
- Students are at the core of UW, despite appearances. Raising tuition and rent while charging us both online and in-person fees is insulting and, honestly, criminal in a pandemic. Our student support services are essential, especially with the recent losses and attacks we've faced.
- The core of the institution that has to stay would be individual thinking. Being different from big group think universities.
- The Haub School is essential and in my opinion is doing some of the most groundbreaking and important work at the University. It is an underappreciated asset. The visual arts and theater are also so important for our community. Political ecology and political theory are important as well.
- The scholarships and land grants and financial aid opportunities. Crucial.
- There is already so much to offer- beautiful campus, amenities, sports programs, core classes, international studies opportunities, etc. These basics are working well and should stay.

*UW Foundation Donor*

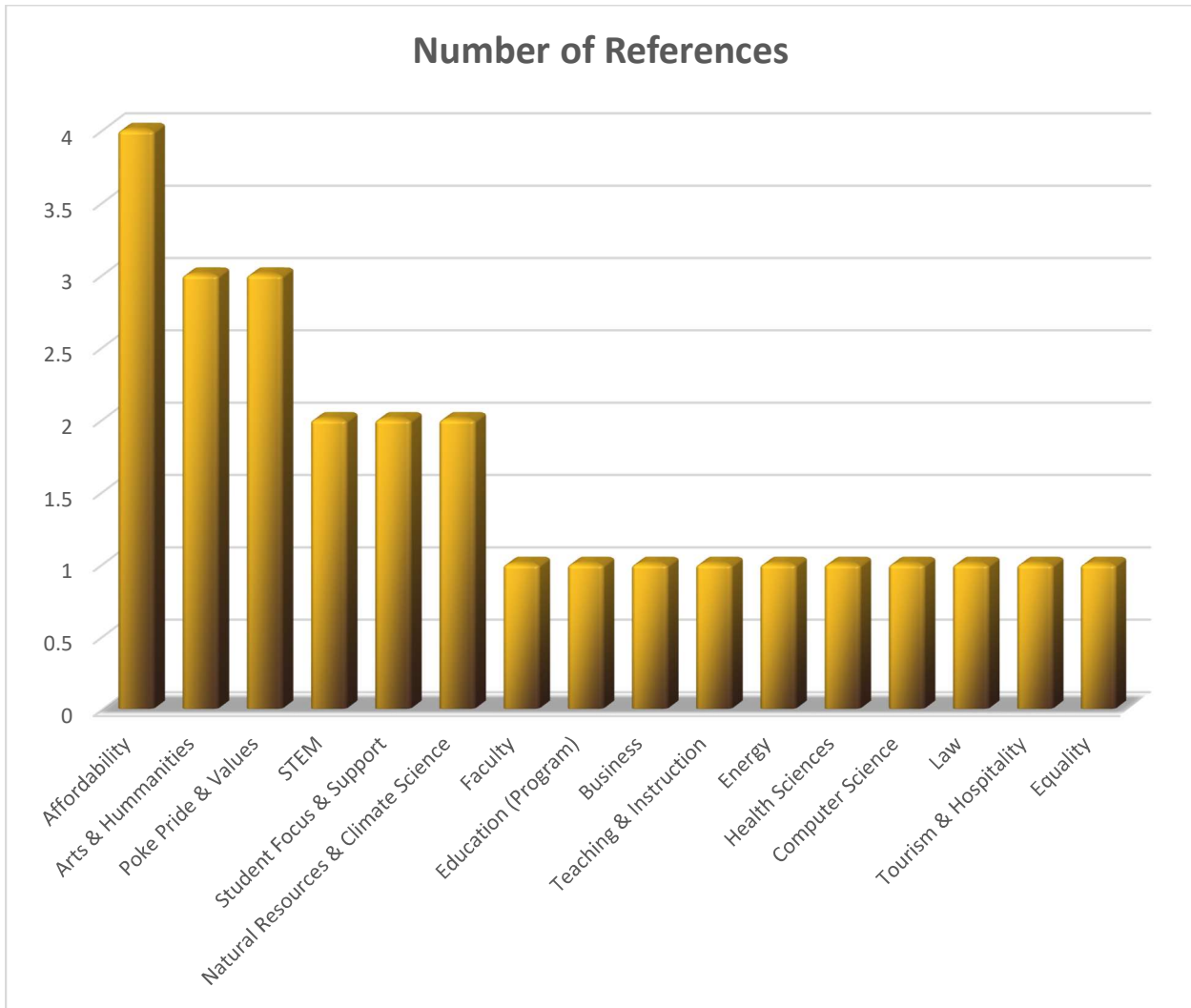
Figure 27. UW Foundation Donor Q6



- Must support key degree and research programs that support state strategic direction, 2) As the only 4 year public institution, need to maintain quality programs across broad spectrum of arts & sciences, humanities, 3) Must maintain competitive compensation to ensure long term viability.
- Quality education that is affordable.
- Strong Engineering--build on that, make it huge draw. Education--state needs it. Cowboys! Football, identity, love of the state the history and the future.

*Wyoming Community Member*

Figure 28. Wyoming Community Member Q6



- Affordability.
- At the core, humanities is essential to those graduating with degrees in engineering, technology development, computer science, healthcare, K-12 teaching, business and economic development, energy, environment, hospitality, and social services.
- College of Arts and Sciences, College of Engineering, College of Law.
- Cowboy / Cowgirl, Equality, Affordable Tuition.
- Natural sciences, arts, letters, western civilization with the core values of our democratic republic.
- The undergraduates.
- The variety of majors, choices need to stay. Affordable tuition for in-state students.
- The World Needs More Cowboys, our Mascot. Instilling toughness, and people who believe they are in charge of what happens in their own life. No victim mentality. Take charge, be the person that makes a difference, in the community you're from, or the community you will go to in the future!

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS

- Undergraduate focus. We are affordable, practical, united in mission to prepare productive citizens. Love that students can make it through in 4 years with little or minimal debt.
- Well educated PhD faculty absolutely must stay. The core of the institution must be excellence in instruction not inexpensive lecturers that do not even have Master's degrees teaching students.

## Q7. What’s missing in our current mission?

The following table displays the total number of responses to “Q7. What is missing in our current mission?” Also listed are the number of responses by Respondent Type.

Table 10. Q7 Responses by Respondent Type

	Number of responses to Q7	Percent of total responses
All	118	100%
Staff	55	46.6%
Faculty	24	20.3%
Student	15	12.7%
Alumni	14	11.9%
Wyoming Community Member	7	5.9%
UW Foundation Donor	3	2.5%

Responses were coded into the following “Missing from Mission” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other.” The table below displays the categories, as well as the number of references made in the responses.

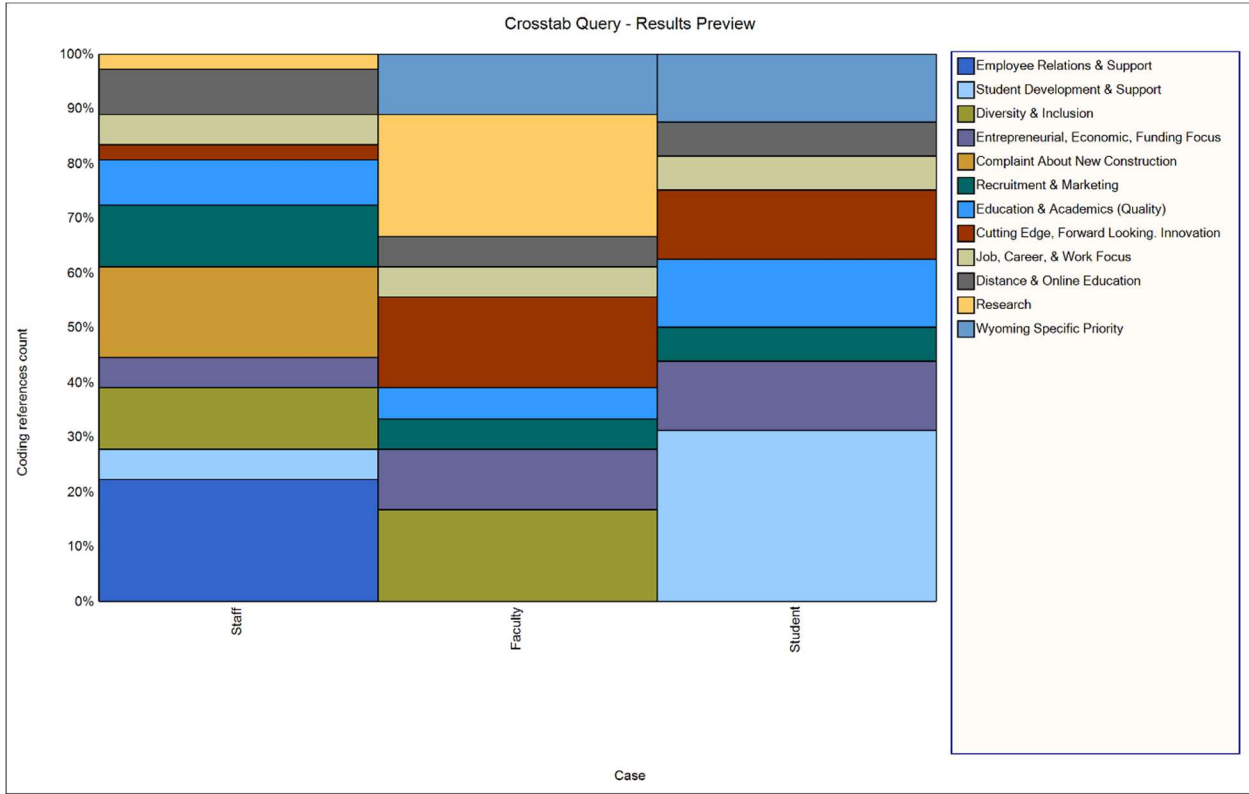
Table 11. "Missing from Mission" Categories

Codes	Number of coded references
Other	17
Employee Relations & Support	9
Student Development & Support	9
Entrepreneurial, Economic, Funding Focus	9
Diversity & Inclusion	8
Cutting Edge, Forward Looking, Innovation	7
Complaint About New Construction	6
Education & Academics (Quality)	6
Recruitment & Marketing	6
Job, Career, & Work Focus	6
Distance & Online Education	5
Research	5
Wyoming Specific Priority	5
Faculty & Teaching	5
Strategic & Streamlined	5
Staff	4
External & Industry Partners	3
Global Environmental Issues	3
Interdepartmental, Cross-Discipline	3
Social Science & Humanities	3
Traditional, Conservative	3
Critical Thinking	3
In-Class Education, COVID Response Complaint	3
Spirit of the West (Cowboy Values)	3
City of Laramie Relations	2
Creative Arts	2
Education (Broad)	2
Leadership	2
Less Inclusion	2
Simplicity	2

Below is a graphical comparison of the three largest Respondent Type groups (Staff, Faculty, and Students/Parents) with the top twelve "Missing from Mission" categories. The overall top twelve categories are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that "Entrepreneurial, Economic, Funding Focus" is listed most often by Staff as what is missing from UW's mission, while listed less so by both Faculty and Students.



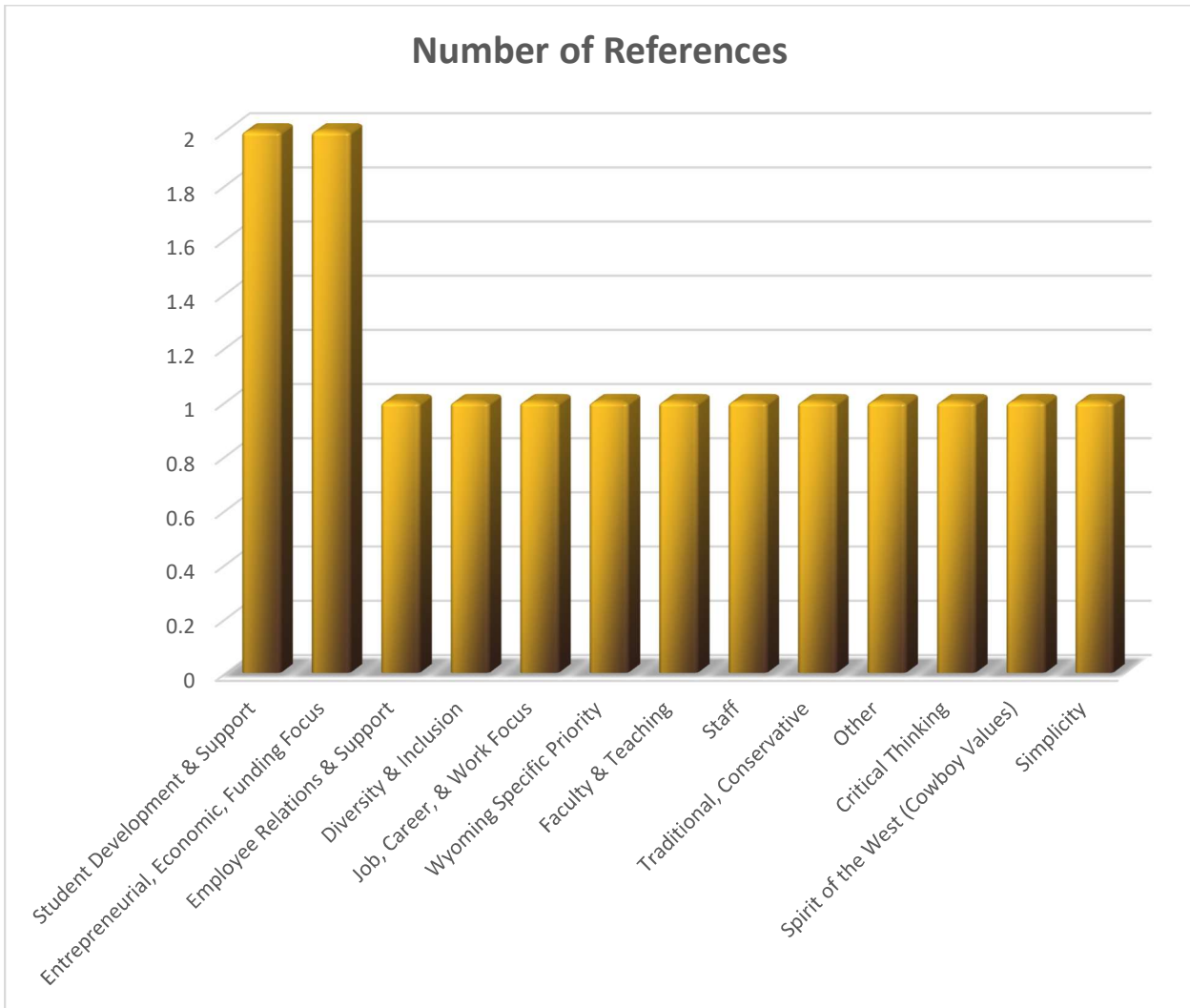
Figure 29: "Missing from Mission" Compared Q7



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Alumni

Figure 30. Alumni Q7



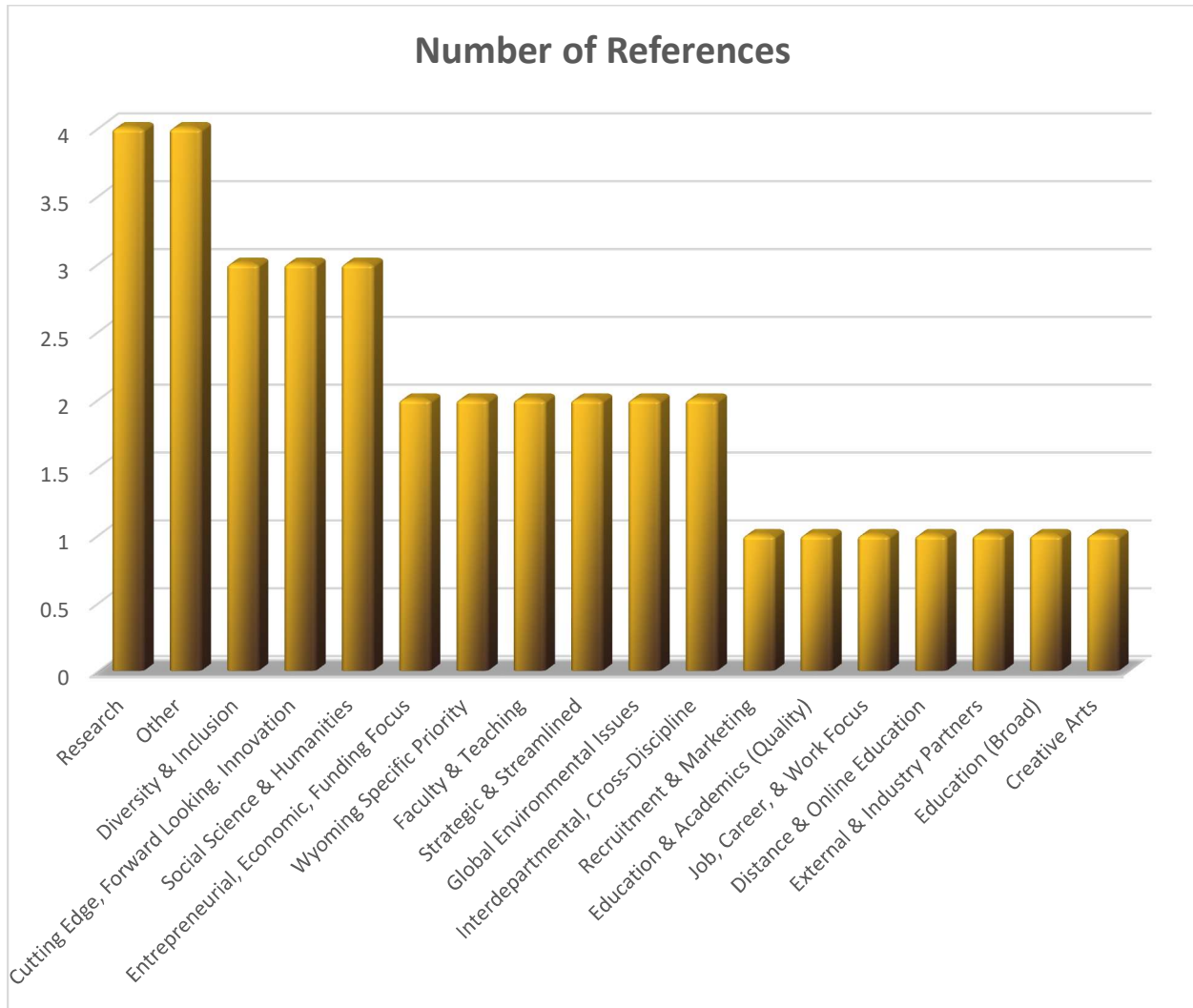
- A focus on students well-being. Not from a physical health stand point but from a mental health standpoint. Too much emphasis has been put on covid and students education and mental health has been neglected.
- Alignment between course work and what the businesses need.
- Commitment to having the best staffing and high quality instruction at the undergraduate level. Too much emphasis on growing the athletic department, not enough on quality undergraduate professors/instructors, too many make-believe graduate student "instructors".
- Fair compensation across the board for employees.
- I like the mission statement, but it's not always followed or implemented with fidelity.
- I think that we need to be the best we can be with our resources. We need to monetize some of our research to help further our goals.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- It's not missing, but the need to strive to diversify and be inclusive is very important. For UW to be able to continue to grow and involve folks that haven't traditionally participated it needs to create a safe space. It needs to be a progressive thought leader and not tied to past philosophies.
- LOL, about \$30million. In reality, simplicity. How does it read at the 8th grade level? It's a good expanded mission, but the tasks and requirements implicit in the verbiage don't lend themselves to daily understanding and self/organizational inculcation.
- Respect for any conservative ideas and our way of life in Wyoming.
- Students feeling like they have enough of a say in their own educational experience. Students not feeling like they are a resented paycheck for UW.
- The inclusion of alumni.
- The mission is ok.
- The public good at times gets overtaken by the job preparation function. We must be civically engaged citizens so we can make a difference for our state through critical thinking and engagement.
- The world does need more cowboys. Start acting like it.

Faculty

Figure 31. Faculty Q7



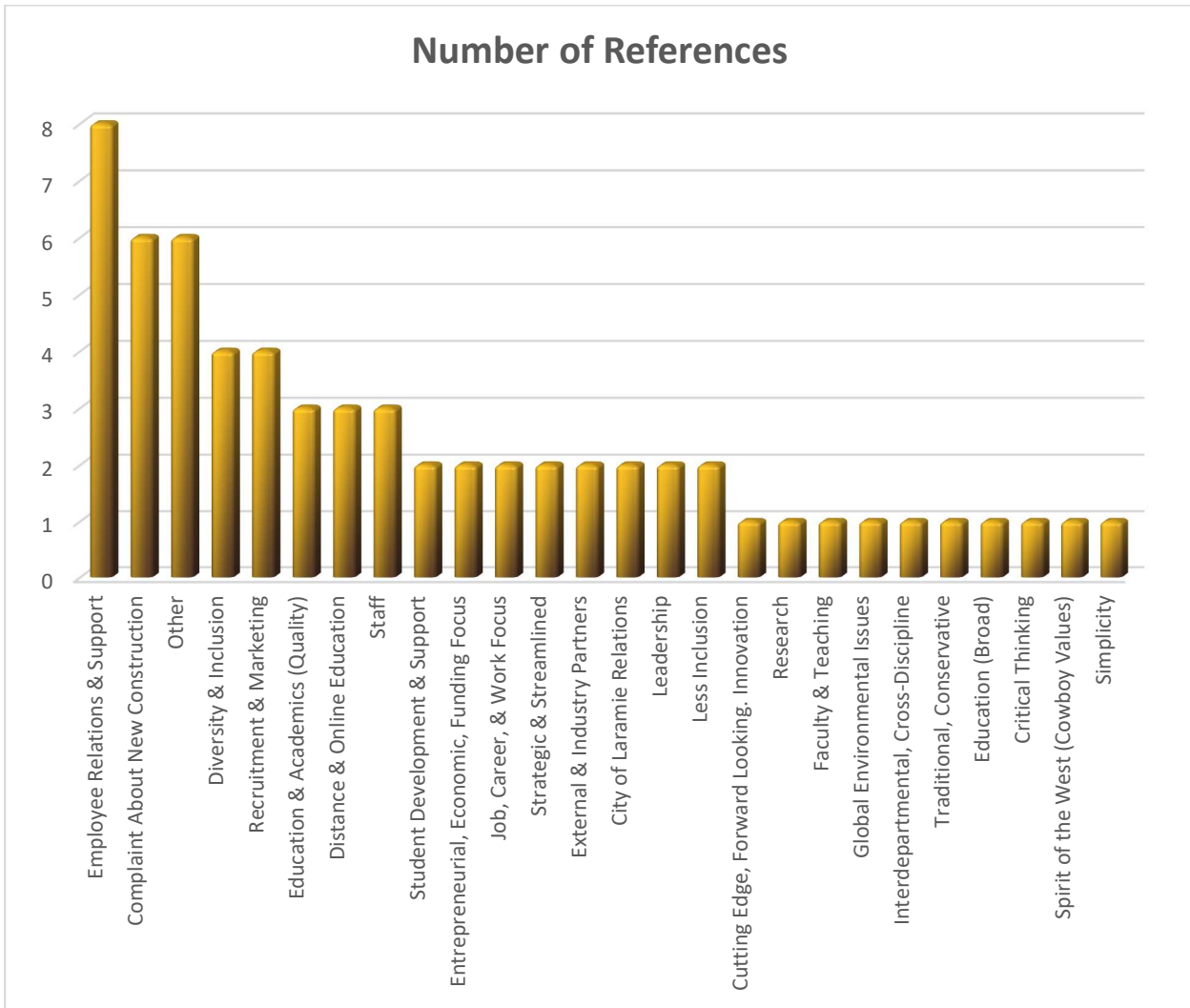
- A clear and explicit recognition that we are a university, not a 4-year community college with a weak Division I athletic program. The soul of UW as an academic institution is the College of Arts & Sciences. Professional training for entry-level positions must not be the focus of the institution.
- A recognition of the true mission of a university. Since 2016, if not much earlier, some have tried to bend UW to corporate goals - that is wrong. If UW does not have an IPO, it's not a modern corporation. And that should be obvious.
- A respect and recognition of social sciences and humanities.
- A vested understanding in the realities of Wyoming life including limited connectability, economic fluctuations, and a dedication to Wyoming priorities. Too often we import leadership and priorities from regions with differing values and priorities. Often these "new" ideas never take time to learn.
- Being forward-looking and a leading institution. Revamping our programs to be more in-tune with what younger generations are excited about. Emphasize green, emphasize big data, and emphasize inclusion.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Commitment to Humanities education. College is more than job training -- and even in there Humanities education does extremely well. We devalue the Humanities (except for Law) at the university, and we do so at our peril. Students and society suffer when we fail to teach society is worth effort.
- Corporate sponsorship or partnerships of focused research initiatives and entrepreneurial efforts which could ultimately lead to companies locating in Wyoming and a more diversified economy. It is not through spinoffs as it would take decades for these to sufficiently grow to impact the economy.
- Cross-disciplinary studies - we are trying -but it's a much different way of approaching things than in the past.
- Entrepreneurial and sustainable-moving away from coal/oil/old energy sources.
- Focus on improving undergraduate writing and communication skills. This is the weakest point for my students, and no matter how much bitcoin or computer science education we give them, if they can't communicate professionally, they will not succeed in the workforce.
- Focus on languages, Humanities (slashed last budget round by philistines). A responsive, informed (at least non anti Humanities) Board of Trustees.
- Focus. We can no longer be all things to all people. I feel we can only afford to be 1) excellent at our core education (USP), 2) focused on majors that serve the state, 3) support our excellent researchers regardless of area, and 4) support research in areas vital to Wyoming.
- I like our mission, nothing missing in my view.
- I think our current mission is fine -- it's carrying through, delivering on it that is now hard.
- I think our mission is fine. However, we need to focus more on maintenance and less on innovation. We need to do things well, not do more things. I keep coming back to the Honors College. It was a bizarre decision to add that when we were cutting \$42,000,000 from the budget.
- It needs to focus more on faculty and the institution, the constant push for outside needs has gutted the university and stretched resources beyond faculty's ability to contribute to the dictation in a meaningful way.
- Marketing - I have developed patents I believe address important issues facing Wyoming / US today but I cannot attract research funding. Funding typically goes to tenured faculty and as a Professor of Practice I am not being considered for funding. "Marketing" is needed to attract more funding.
- Rather than stewarding cultural resources, what about developing diversity? As it stands, Wyoming is a state that lacks that and does not foster that.
- Rewards for innovation and risk taking. We are so busy in our daily jobs and tasks it is hard to get our heads up and see how to adapt, and then have time to pivot.
- Specific language that speaks to the creative arts as key to developing critical thinking in students.
- Strong leadership in research support and technology transfer efforts, especially in effective IP marketing. The other important item is how we hire. Often, there are folks who hold leadership positions without relevant experiences.
- The current land-grant mission is rooted in supporting industries that are not going to save this state. We need to shift to be R&D for the future of the state. We are duplicating efforts with community colleges- not clear why anyone should come to UW as a Frosh.
- We have a stunning lack of diversity. And things are not getting better. See the recent zoom-bombing incident for evidence. Or the confrontation at Ridley's between one of our BIPOC students and a Neo Nazi. We have nothing in the Uni-Regs about how to deal with harassment from outside UW.
- We need more interdisciplinary programs and less bureaucracy. We also need more online offerings. My department missed an opportunity to have a full suite of courses ready for online learning to market in the US and abroad.

Staff

Figure 32. Staff Q7



- "We seek academic and co-curricular opportunities that will ..." tackle global environmental issues in interdisciplinary ways.
- A focus on preparing student for life outside of academia. Metrics for employment of our students in their field of study. What is the purpose of providing a degree, if it does not advance our students careers?
- Academics should always be the driving force of a land-grant university. We have far too much admin overhead in Old Main these days. We didn't need it before and we don't need it now.
- Again, I want to see intentional action behind any diversity statements or missions that speak to being inclusive, accessible etc.
- Alignment. A budget is a moral document. Statements about supporting diversity or community engagement etc. mean nothing if they aren't backed up. We can lead in this area if we want to, so let's do it.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

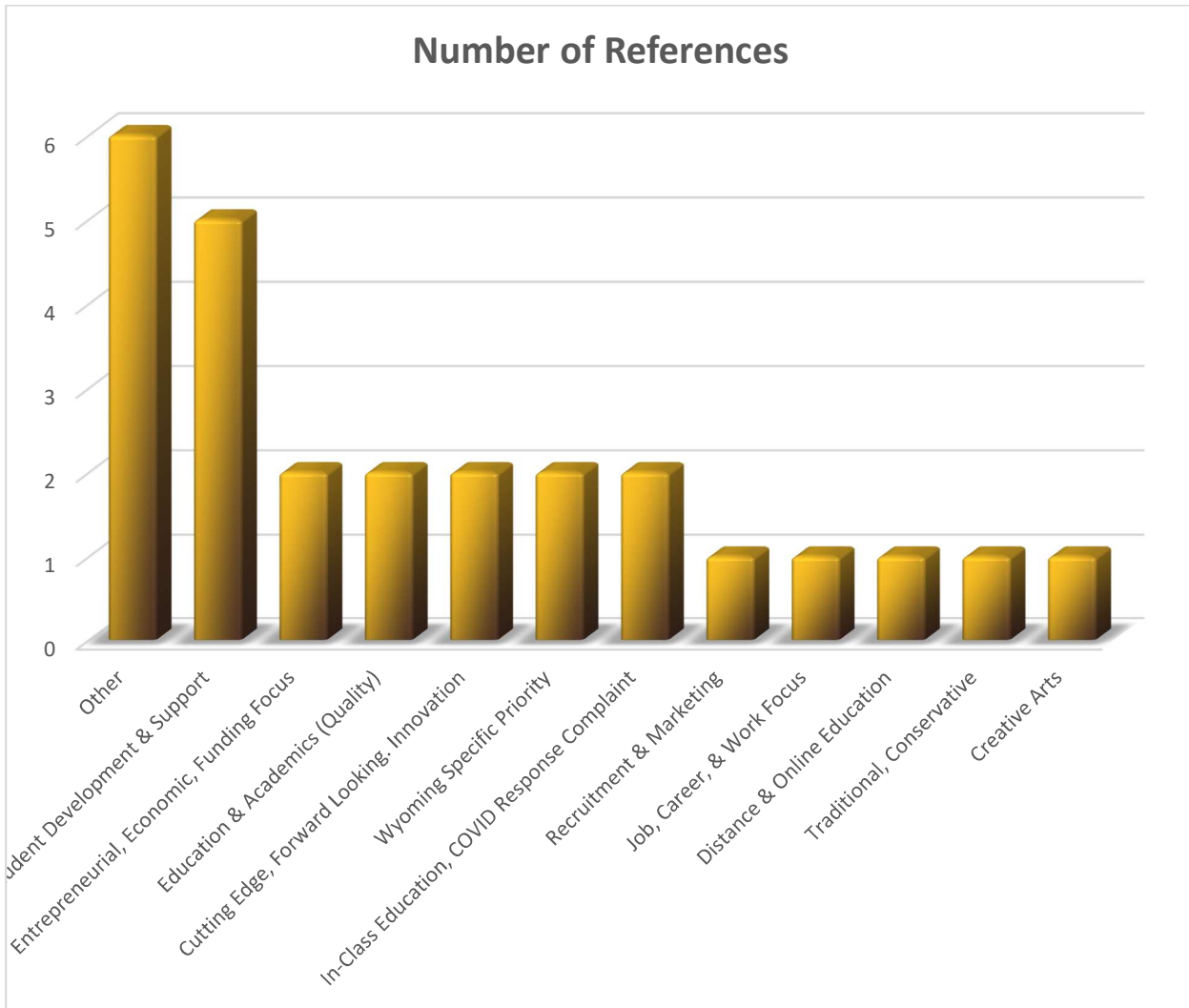
- All these new buildings being built to keep up with Colorado is a waste of tax payer's money. Your mission should be to get the students back into some well-maintained buildings and not just a bunch of new ones.
- An emphasis on experiences outside of the classroom.
- Attracting students.
- Being self-supporting.
- Caring about employees.
- Currently we focus on students, and yes this is the driving factor with our institution. But how can we serve the students without adequate faculty and staff.
- Diversity among the faculty and with the courses being offered. A focus on a complete education in a variety of subjects. Courses that are useful to the students, and not just courses and programs that please the donors.
- Diversity is mentioned in the mission, but the university needs to put its money where its mouth is. Diversity initiatives are completely underfunded, so right now they are just for looks and can't accomplish much.
- Employee benefits cut, no incentive to retire and open jobs for younger generation. Transparency.
- Employee wellness - many other universities have programs, dedicated spaces, and support for employee health and wellness. The EAP is a good start, but takes a few days to connect with someone.
- Ethics, creativity, globalization, critical self-reflection, critical thinking.
- Focus on building PEOPLE first. Have to find a balance between supporting people, education and providing/maintaining facilities. Right now, UW seems to be focused more on building and acquiring real estate, than PEOPLE and education. UW cannot even keep up with the facilities we have.
- Focus on staff and caring about the people. Working with the city instead of against trying to close down streets.
- Focus on student development. The advising model does not focus on holistic advising, and many students don't even get good academic advising. There needs to be a focus on student life outside of the classroom including CSIL/HA/SO activities that build a sense of belonging and social consciousness.
- Goals for the near future and not so near future.
- Having a cutting edge focus and a world renowned focus of study in our colleges that we do better than anyone else.
- I think it is all encompassing how it is written. If you interpret it to include all of us beyond your pillars.
- It would be great to provide more connections between the different colleges and departments.
- Leadership.
- Money. It's terribly unfortunate, but we may have to increase tuition. There just is very little that can be done to maintain our current size. We cannot cut more faculty and staff and maintain our student size. We've already done so much.
- More attention on academics and less on athletics.
- More distance degree opportunities.
- Need more robust marketing and recruiting to increase enrollments. Online forms aren't effective connecting prospective students to the correct recruiters, advisors, or departments. Eliminate multiple recruiters in the same regions.
- Nothing is missing. We have too many things we do not need.
- Offering of online degrees--this needs to be dramatically expanded.
- Part of our mission is to cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners. I haven't heard much of external partners except petroleum.

- Paying employees well.
- Paying the custodians more money.
- People to fill all the new enormous buildings.
- Perhaps not missing, but needed is a reduction/solidifying in focus which core values can branch off of.
- Prioritizing the well-being of faculty and staff. Setting them up to be successful.
- Promoting strong work ethic.
- Reliable, consistent leadership without upper level bloat.
- Research.
- Respect for staff and faculty. The prioritization of administration over anyone else will sink this university.
- Respect of staff and their hard work. Faculty expect their staff to just magically do everything above and beyond while their pockets get lined and ours have holes. Many departments are top heavy in supervisors. Too many queens and not enough worker bees.
- Retaining the rural outdoors WY tough true grit spirit of the west, core of the people & community that we exist for, live in, & were created & supported by. Not a "big city", not a Fort Collins wannabe. Market this in our brand - tourism, sales; & yet we also have the big city tech & connections.
- Retention and attraction of students, faculty, and staff.
- Simplicity. Sometimes a basic take is better.
- STAFF COMPENSATION AND RETENTION.
- Stronger Industry Advisors, industry drive.
- Taking care of the city in which the University of Wyoming resides in.
- The importance of online and continuing education...so much revenue lost and opportunities if we would just invest!
- The trustees are so engrossed in buildings they're not looking at teaching, they want this University to be like so many others, why can't we be who we are, going into the 21st century is great but keep some things that worked from the past. without the past we are no one
- The University has continued to grow, but we are continually cutting personnel. Everywhere you go on campus we are shorthanded. That equals students not getting the instruction they need and the structures not being maintained as they should be.
- The word "students," since they are core ... they are everywhere understood in the mission but never stated outright.
- There is such little return on state money. The university has spent well over a billion dollars on capital construction over the last 15 years, without the need for this extra space. The whole of campus is filled with empty space. Not only offices and labs, but whole floors of buildings vacant.
- Too inclusive...cater too much to locals.
- True equality. We as a whole, in my opinion, have worked so hard to equalize the minority that those that were considered in the majority are now, in my opinion, being discriminated against.
- UW can't be all-things-to-all-people so I guess the mission needs to reflect words around strategic, visionary, corrective, streamlining, which might help when it comes to makes the tough decisions of when to eliminate/add programs.



Student

Figure 33. Student Q7

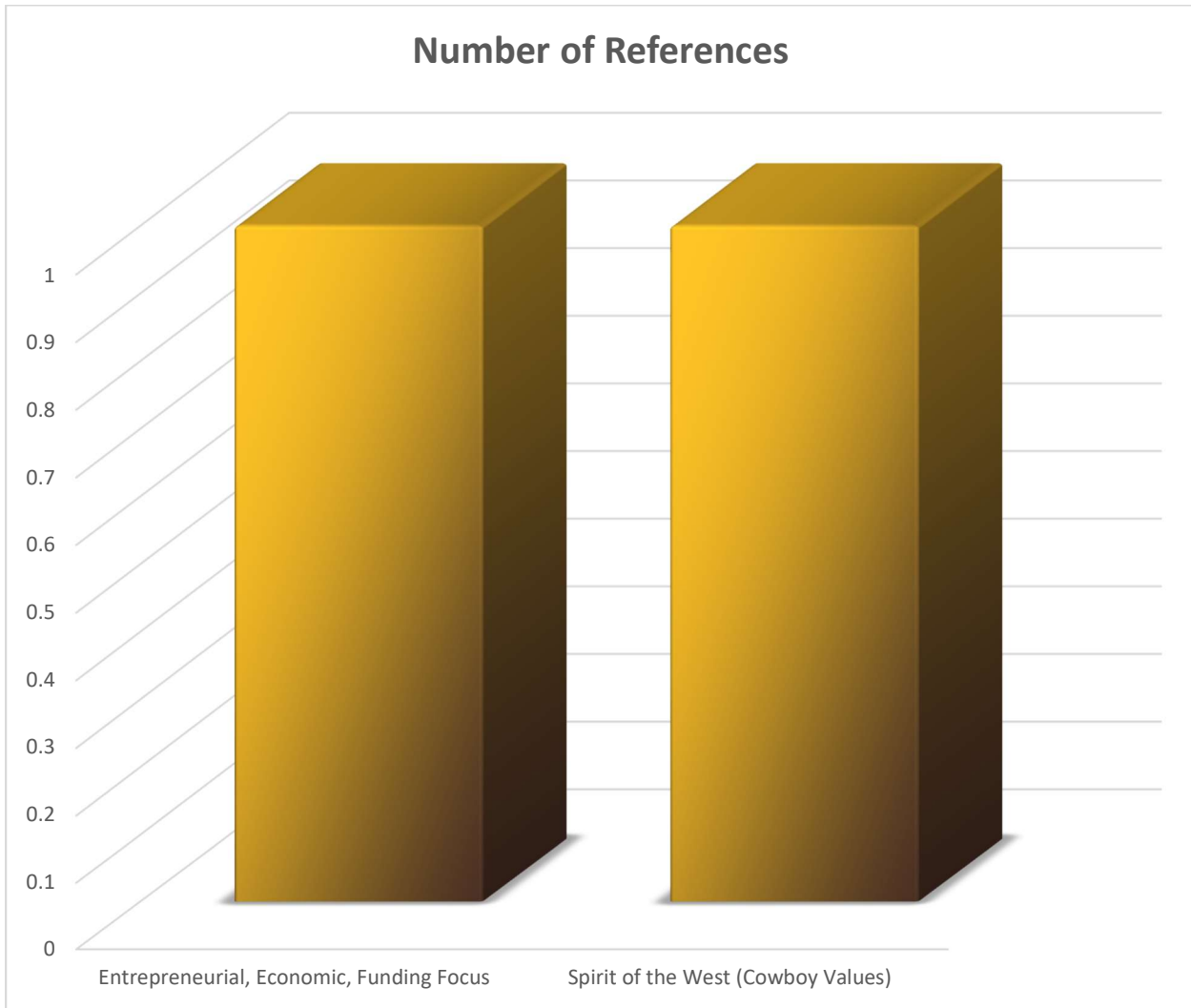


- "Student leadership" positions expect students to uphold high standards of professionalism, communication, and responsibility, but pay only \$8-9/hr. This begets a socio-economic barrier for those who can't afford to gain leadership exp. for such a small wage.
- Ability to stay in school, ability to graduate in four years or five.
- Agriculture, natural resources, and conservatism.
- Broader support for the arts and creativity in sciences and arts. The board of trustees and the legislature seem to kill every program that even smells of liberalism, even if it is an extremely successful program (creative writing). Creativity is the difference between a technical school and a university.
- Courage and striking an unbeaten path. UW has frequently followed others blindly in the past couple years instead of our historic trend of being brave and different. Instead of focusing on education, the admin has caved to a pandemic that they did little to slow or stop. Control what you can.

- I like UW's mission. This is kind of a sad survey to fill out, I've gone here for 6, going on 7 years and UW has enriched my life in a lot of ways that I didn't expect. UW's mission, as far as I understand it, is to build confident, smart, and well-rounded future leaders. You accomplish this.
- I think UW needs to be able to put more pressure on the state and needs to help the state diversify the statewide economy. I also think that having more outreach across the state would help in this effort.
- I'm not sure UW provides everything it says it does. We don't offer much to out-of-state students, and, as a Wyoming native, I can recognize the breadth of this deficit. We're so focused on identity we can't look past ourselves. Also, 'responsible stewardship of our financial resources' is missing.
- In my bigger classes I feel like professors don't really care about me.
- Innovative and creative opportunities that other state universities employ as streams of revenue.
- Lack of responsiveness to student needs relative to current economic conditions and job forecasts. Quality.
- Let's see. Professors in classrooms where students can collaborate. GET RID OF ZOOM AND ONLINE OPTIONS! Part of education is learning to work with others. You have bowed to the fear mongering and have screwed students who are paying a high price. Money included not just the education.
- The current mission should focus on the future- and expansion, to help fund already successful programs. Education of Wyoming students is most critical, but WY is the most sparsely populated state in the country. Students from out of state, (with out-of-state tuition) could help sustain UW for all.
- The left side of the engineering building is gross, the hallways look like something out of the 1960s, yet I have a class there every year. Why are we not using better classrooms? They just sit empty half of the time.
- What's missing is opening up the school. I thought UW would be a different offer from everywhere else but we jumped on the shutdown boat. It's why we lost so many students from the dorms this year and why so many kids decided to work instead of go to school.

*UW Foundation Donor*

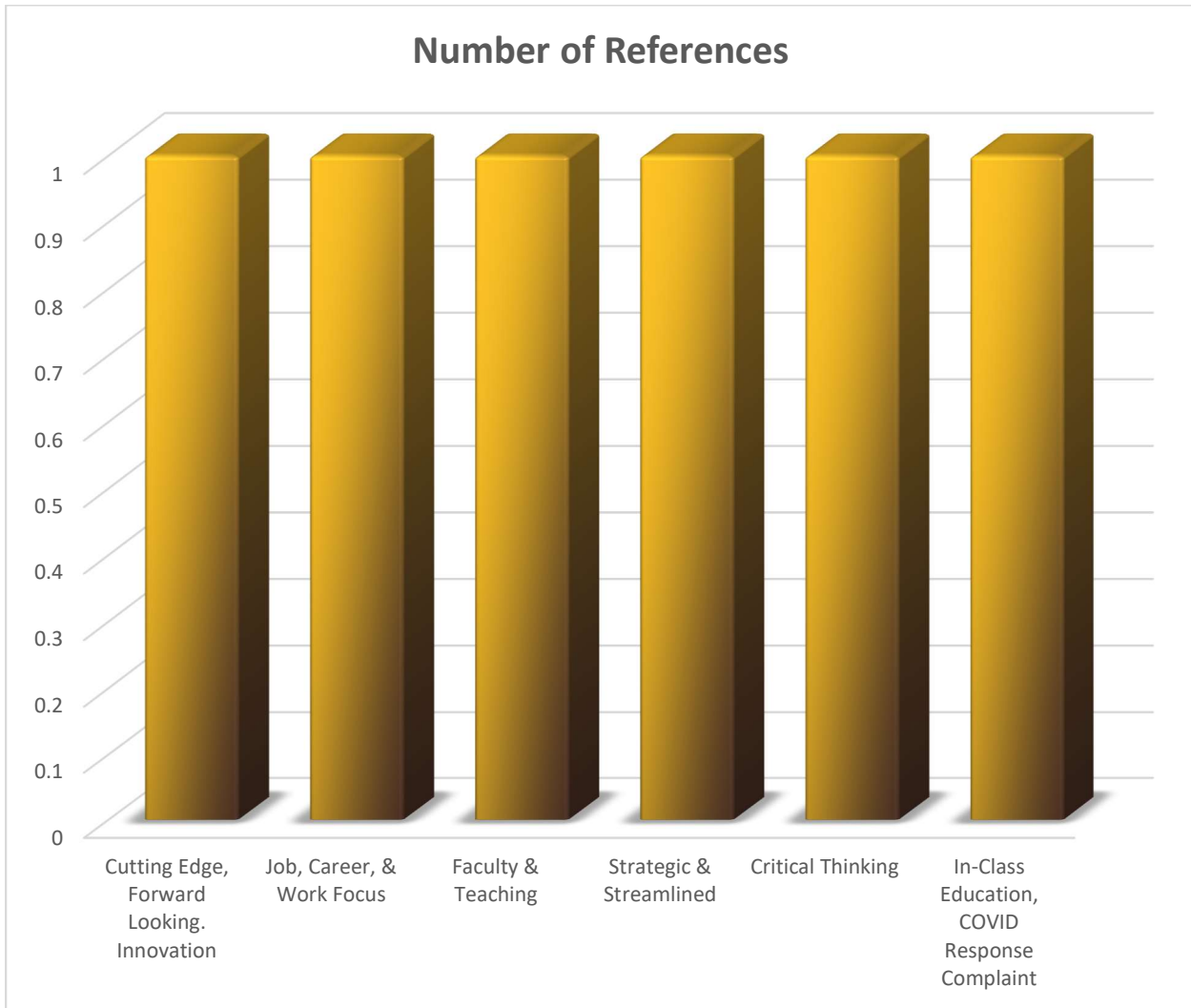
Figure 34. UW Foundation Donor Q7



- A focus on revenue enhancement. A few possibilities I am thinking about: 1) Partner with community colleges to offer more advanced degrees there with remote learning, grad student support, other. 2) Offer and market more graduate certification / degree programs online - leverage value pricing.
- Not being afraid to say what our culture is.
- Seems good as is.

Wyoming Community Member

Figure 35. Wyoming Community Member Q7



- As with much of the state, there is far too much reliance on the oil and gas industries, because of this we are missing opportunities to move the university and the state beyond this very limiting and ever decreasing horizon.
- Foreign language.
- Not Following our current mission is what’s wrong. Being scared. Embracing fear. We need to open the college, open the sports. People who are high risk can still do online class. Be a cowboy, be tough, mentally and physically, Embrace freedom and our constitution, defeat socialism.
- Nothing critical is missing. Perhaps too many sub-specialties.
- Nurture an environment that values and manifests CRITICAL THINKING SKILLS, diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect.
- The focus now is on running a university as inexpensively as possible. The quality in instruction is not being maintained.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Would like more emphasis on "getting a job" and service. Practical application of the skills learned in academic courses.

## Q8. What are some areas where you think that UW has the capacity to grow?

The following table displays the total number of responses to “Q8. What are some areas where you think that UW has the capacity to grow?” Also listed are the number of responses by Respondent Type.

**Table 12. Q8 Responses by Respondent Type**

	Number of responses to Q8	Percent of total responses
All	122	100%
Staff	55	45.1%
Faculty	26	21.3%
Student	15	12.3%
Alumni	13	10.7%
Wyoming Community Member	10	8.2%
UW Foundation Donor	3	2.5%

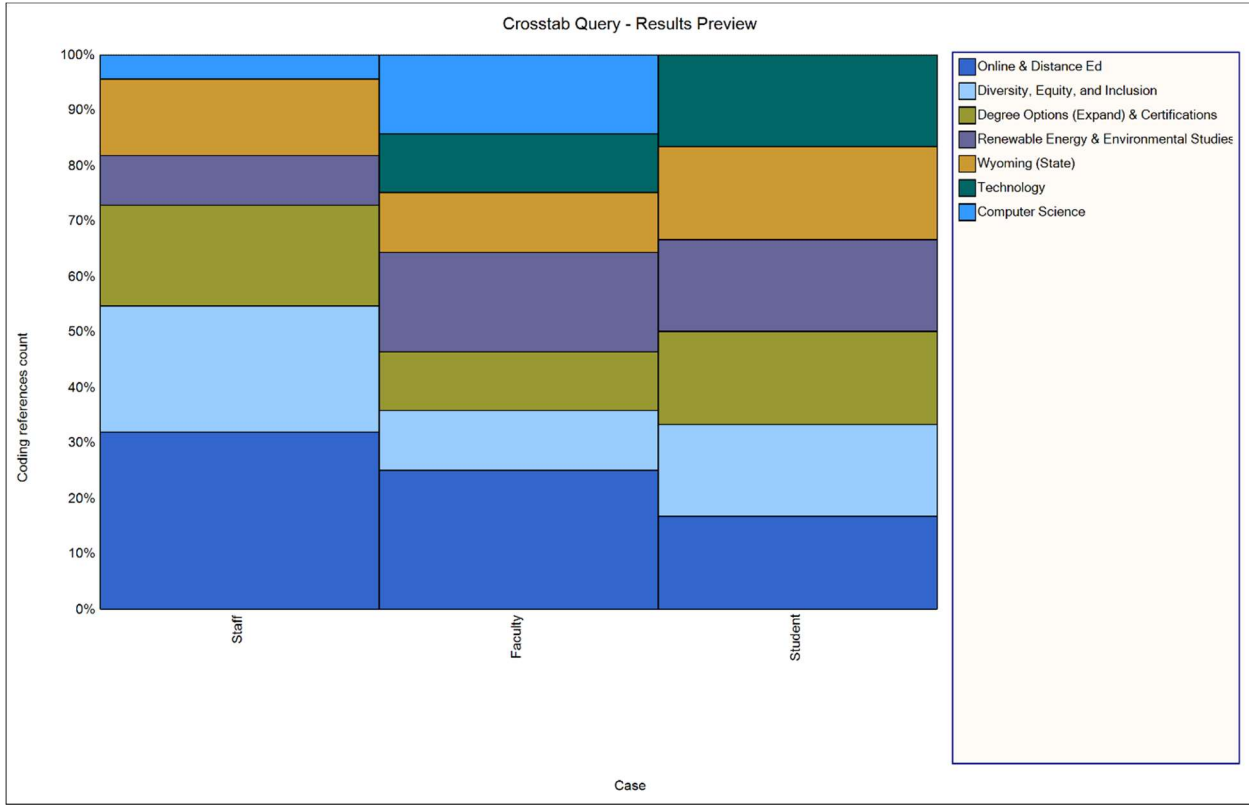
Responses were coded into the following “areas for growth” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other.” The following table displays the categories, as well as the number of references made in the responses.

Table 13. "Areas for Growth" Categories

Codes	Number of coded references
Other	29
Online & Distance Ed	18
Degree Options (Expand) & Certifications	11
Diversity, Equity, and Inclusion	11
Renewable Energy & Environmental Studies	11
Wyoming (State)	10
Technology	8
Computer Science	7
Admissions & Enrollment	6
Engineering	6
Facilities (Less Growth)	6
Research	6
Student Support	6
Business	5
Culture & Community	5
Education (Quality & Type)	5
Funding	5
Job Placement	5
Affordability	4
Agriculture	4
Block Chain	4
Employee Relations	4
Natural Resource Management	4
Tourism	4
Wages & Pay	4
Arts & Humanities	2
Facilities (Improve)	2
Leadership & Management	2
Local Community (Laramie)	2
Outreach	2
Science	2
Teaching	2

Below is a graphical comparison between Student, Faculty, and Staff respondents of the top 7 “Areas for Growth” categories. The overall top seven “areas for growth” are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that “Online & Distance Education” is listed as a priority most often by Staff, closely followed by Faculty and Students.

Figure 36: Areas for Growth Compared Q8

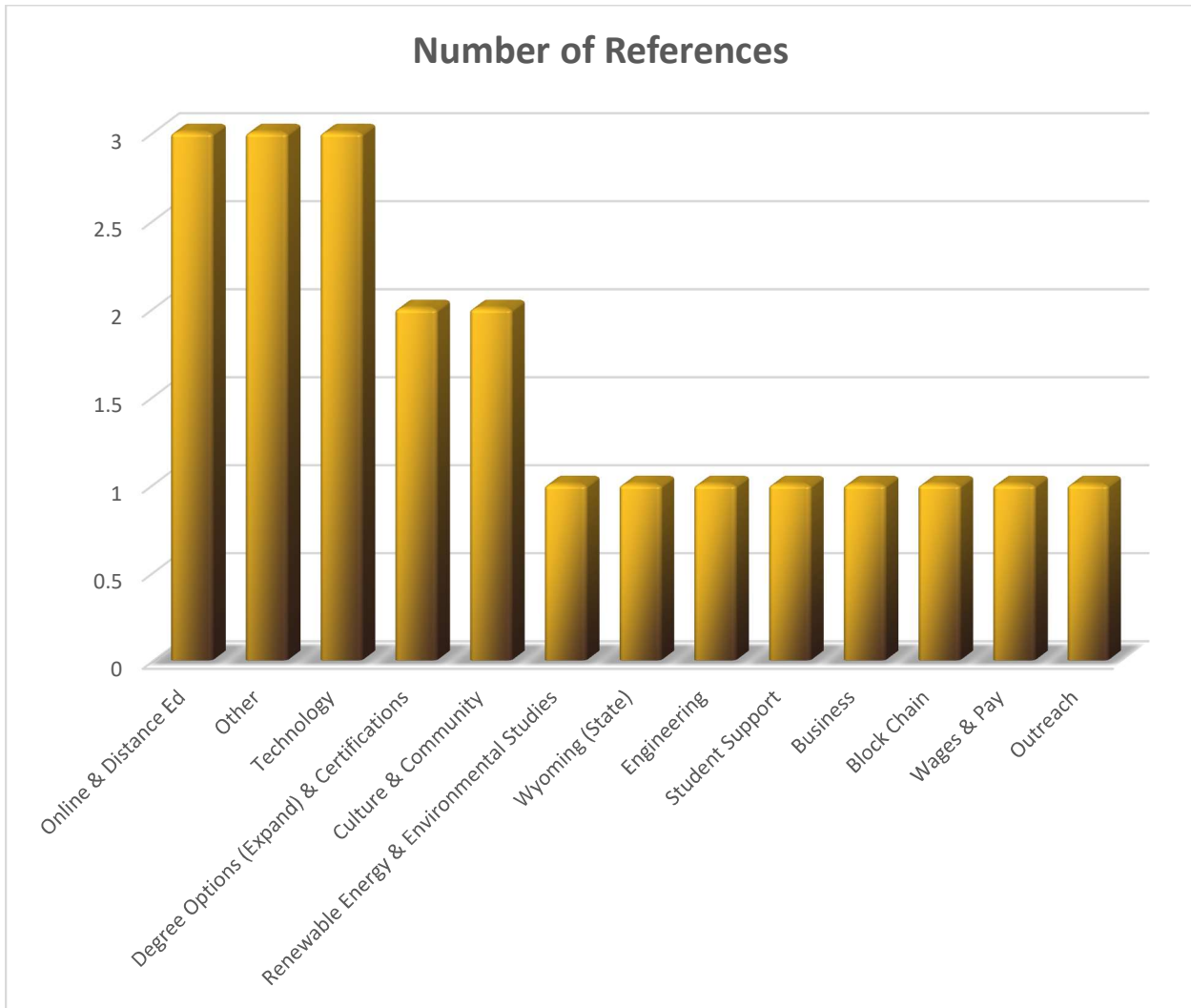


Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.



Alumni

Figure 37. Alumni Q8

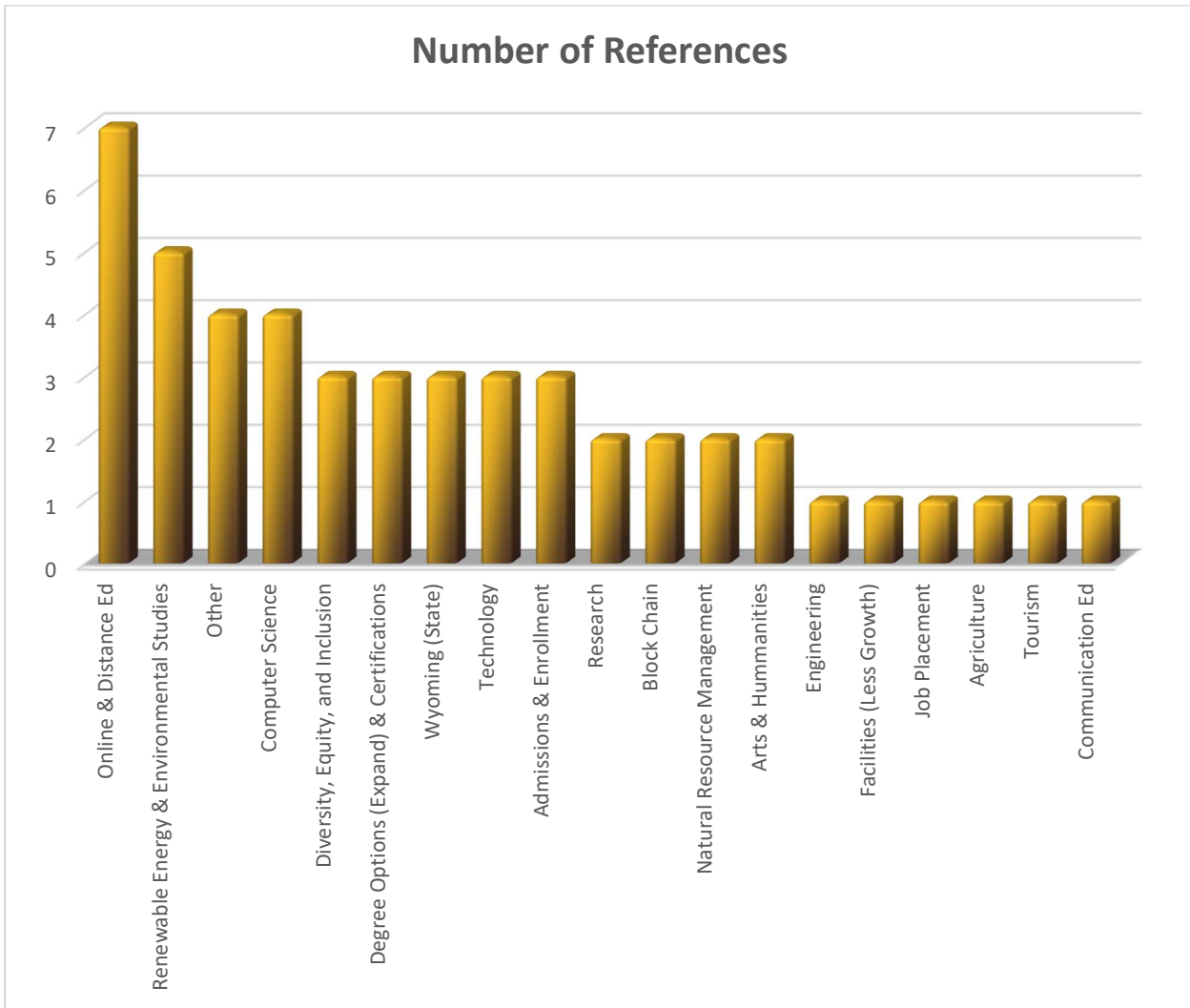


- Biotech, Block chain, digital outreach (internal & external), certification (not just degrees), lifetime learning.
- Diversify more into technology, sustainability studies, and cultural relevancy.
- Faculty and staff (especially) are woefully underfunded.
- More outreach to the community colleges, more outreach to out of state students, better living conditions for students.
- Not sure growth is what is needed. Focus might be more appropriate.
- Professors have had no accountability to the students they taught through remote learning. My son is currently attending and he is extremely frustrated with his professors.
- Remote learning. Make it easier to have a career and go back to school. Flexible schedules that allow remote students to interact with teachers and on-campus classes. Expedited bachelors programs and master's degrees that do not require the student to track with typical class timelines.
- Supporting state partnerships for new businesses, renewable partnerships, and thinking forward.

- Technology, business, supply chain, logistics.
- The University will continue to shrink to nothing if it continues on the path that it's on. I talk to parents constantly that want to remove their kids from UW because of the ridiculous Covid response and liberal indoctrination.
- Unless the state grows we should not be trying to grow the university. The number I have seen is \$25000 to educate a student—if out of state tuition is \$17000 the more we grow from out of state the more we lose. If this makes sense to lose money then someone needs to call me.
- Use great engineering programs to focus less on fossil fuels and more on renewable resources.
- UW, like all college campuses need to be open to more ideas. A college campus is a place where freedom of speech and open conversation should thrive. I graduated in 2018 and felt even then that if you did not believe certain things you were looked down upon by professors and staff.

Faculty

Figure 38. Faculty Q8

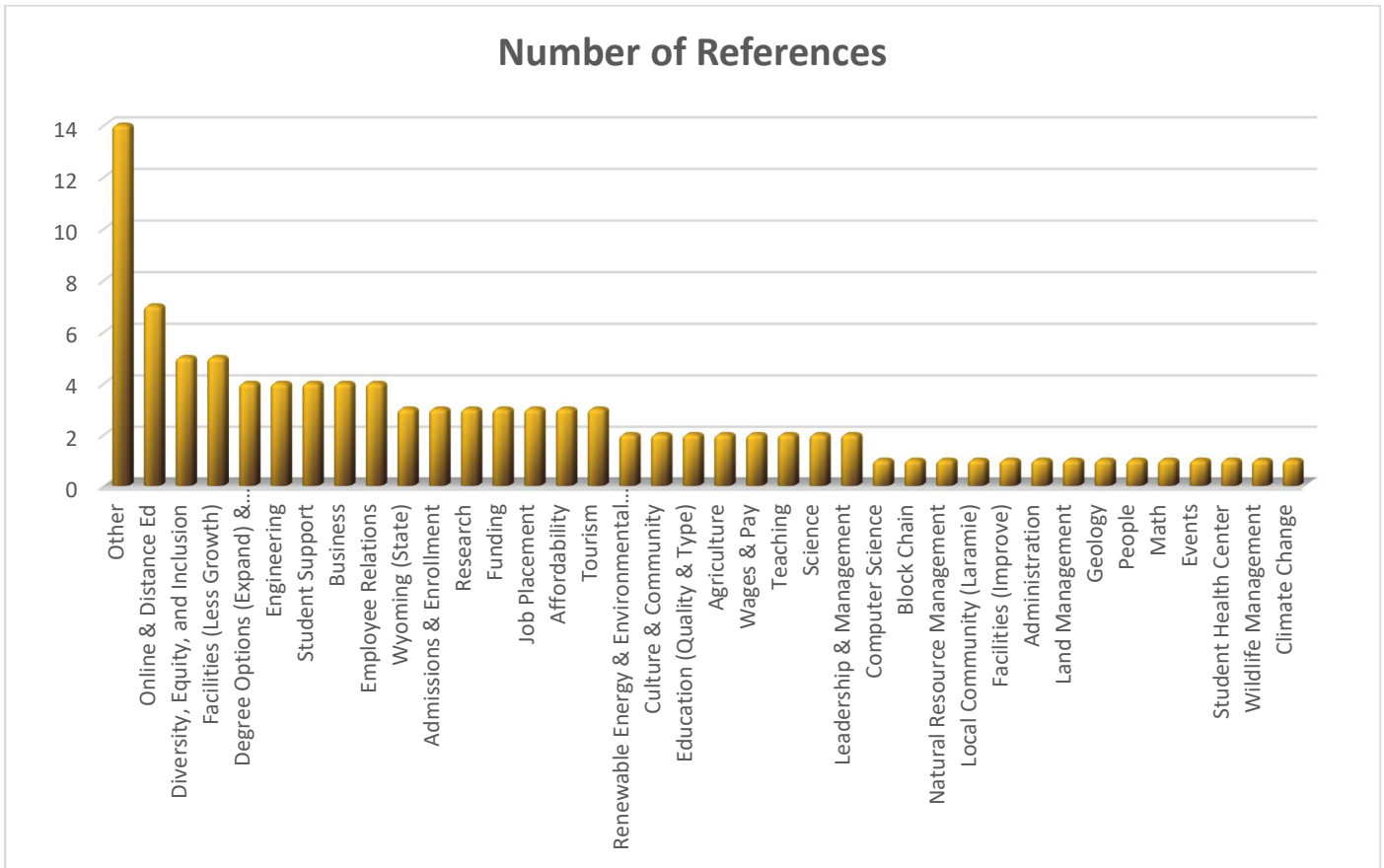


- Agriculture Entrepreneurism, energy balancing and a focused division that monitors and responds to Wyoming challenges like the University of Nebraska Lincoln does.
- At the moment, block-chain comes to mind. Also, I think we should invest in areas with successful research faculty. Finally, grow areas that are important to Wyoming even if we don't have excellent researchers there.
- Attract more on-campus foreign and out-of-state students in order to increase UW's financial health. Develop and offer more courses on-line for in-state students to take. These can be offered through our partnership with Wyoming's community colleges.
- Carbon capture and storage linked to block chain, especially in natural resource environments (e.g. soil health, improved rangelands, agricultural systems) - linked natural resources, computer science, engineering project. Environmental stewardship (ESM / Haub / SER linkages) - great student growth.
- Distance education--IMO the primary point of potential growth. We will always have a campus and campus students, but money needs to be invested in distance faculty (full-time) and great distance courses, not in buildings and dorms. Also, renewable energy and environmentally focused programs.

- Distance learning - I feel this is an untapped opportunity. I know that many faculty hated the distance learning -but some discovered it was actually 'their cup of tea'. We should expand on the new skill set.
- Diversity, Technology, Being ahead of the curve.
- Diversity. Equity. Inclusivity?
- Diversity/inclusion, for sure, and leading the state in this approach. Incentivizing interdisciplinary action to create programs that can offer, for example, professional MS degrees.
- Enrollment. Are we really looking at all potential applicants? I seriously doubt this. Students in California alone might like the low cost and huge outdoors in Wyoming. Also fund raising. I'm routinely disappointed by the comparison of fund raising events at my alma mater and efforts at UW.
- Healthcare and social services, Biomedical tech and pharmaceuticals, Distance Ed, Recruiting students from out of state will require better inclusivity.
- I think UW can grow in its engagement throughout the state through growth and support of UW Extension, Research Centers, and public policy engagement. There is huge need for increased information sharing and engagement around areas of natural resource policy, and youth engagement in that.
- If by grow you mean "reallocate" then green technology, tourism, environmental management and repair.
- In the arts and humanities, we have a plausible shot at becoming a regional leader. We simply do not have the staggering level of financial support necessary to be more than a mediocre player in most of the STEM fields which we fantasize as being areas of potential growth and strength.
- Intellectual involvement for support programs or partnerships for workforce development in high tech device design and manufacturing, specifically corporate sponsorships and internships that can expose and promote UW faculty and graduates as a relatively "untapped resource."
- International education is a rich area for growth. I would increase international travel courses taught by UW professors and study abroad opportunities at other institutions. I also would integrate these opportunities into existing degree programs to encourage more students to take them.
- Languages and Humanities.
- Online education and certification for a lot of programs would make money and would be quite appealing to those students who have thrived in online environments.
- Online learning, computer science and computer science embedded across more programs. (I am not a computer scientist by the way).
- Online/hybrid certificates and degree programs.
- Renewable energy, statistical data analytics.
- Software development - important for ALL programs - smart contract development focus.
- Support for research should be one of the areas UW has the capacity and should grow in. Such support will create research involvement for undergraduates, which, in turn, helps their job replacement.
- We have to contract, we just can't do "more with less" anymore.
- What about creating a College of Fine Arts with a department of digital/computational arts and computer science? More adult/certification programs for returning students? Certifications will increase enrollments.
- Writing and communication education.

Staff

Figure 39. Staff Q8



- Addressing topics of diversity, equity, and inclusion holistically and in an integrated manner. These issues shouldn't be put on the shoulders of only a diversity committee, one individual, or just folks in Multicultural Affairs. It should be the work of UW as a whole, collectively, in every aspect.
- Administrators who care about the students and not themselves.
- Admissions, both in-person & long distance.
- Affordable online teaching.
- Agriculture and land management. Engineering.
- Better use of our already incredible STEM spaces, before jumping to build more new buildings. Working with donors to put money into programs rather than fancy new buildings.
- Bitcoin is following the herd, block chain has potential building in the aforementioned core areas is key. Our agriculture programs can grow by perfecting the science of unlocking the potential of arid soils and their associated climate.
- Bolstering global culture in arts and science.
- Currently the University needs to stop adding buildings and programs until we can maintain what we have properly.
- Distance Education.
- Distance education.
- Diversity in faculty and staff.

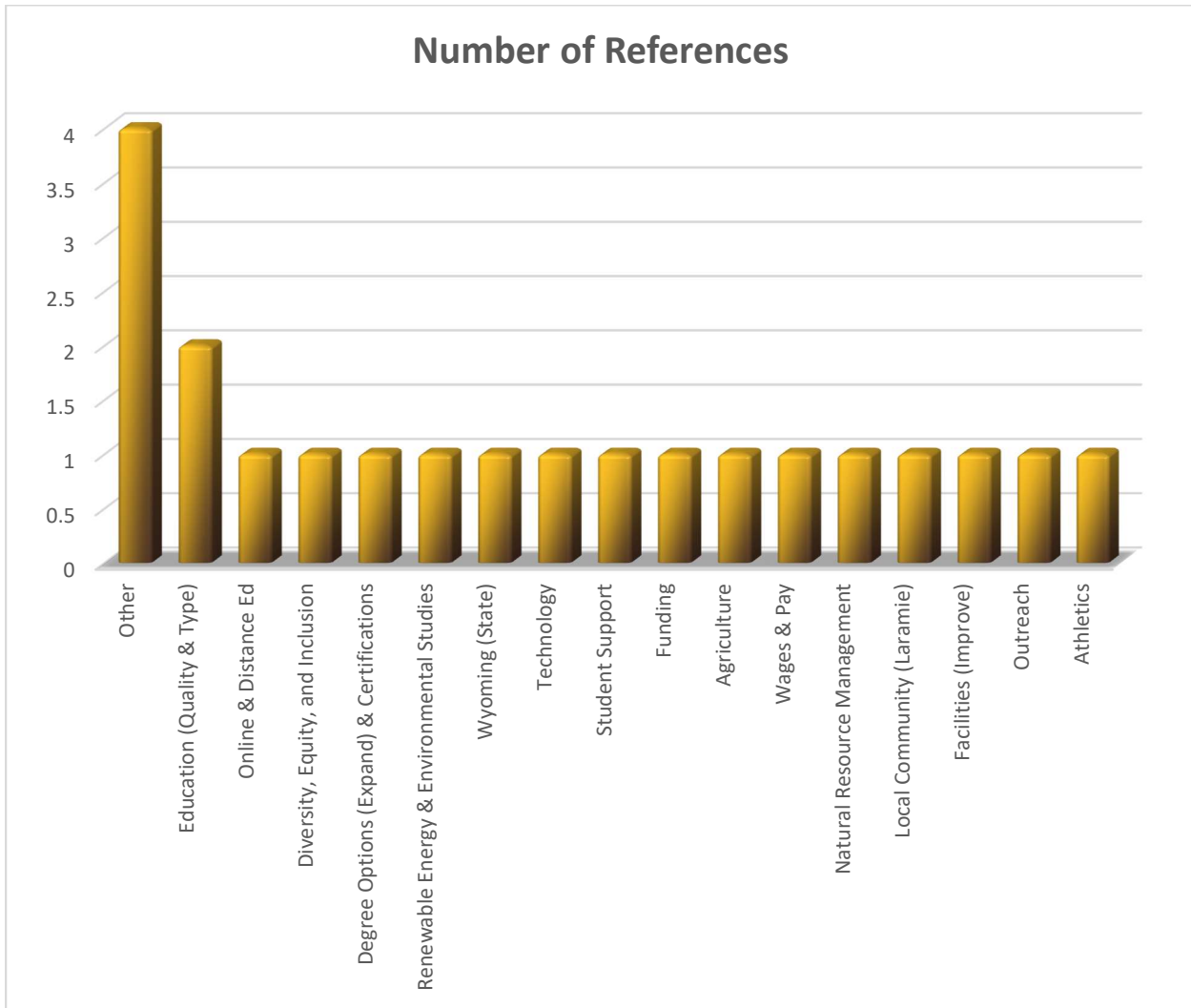
- Diversity, collaboration, communication.
- Economic development through business collaboration.
- Economic Geology.
- Education, engineering, business.
- Employee relations that are minimal to non-existent. The staff should be able to be heard with concerns and not be brushed off at every turn.
- Enrollment, especially online. The outreach was very profitable and destroyed.
- Entrepreneurship. Programs that allow students room to explore entrepreneurship AND also as an institution we need to be more entrepreneurial. For example, rather than outsourcing we need to create, and then market our creation.
- Expand research.
- Expanding degree options and adding technical expertise for minors, etc. will attract more and better students.
- Experiential Education, Social Justice, Student Leadership Development, Co-curricular experiences that actually align with what employers are seeking.
- Flex schedules (working on) & work plans, less buildings, use building to do some of the entrepreneurial support for new business for students/projects/business & community events, co-op. (rentals \$\$). Use resources students/land/UW buildings/employee & develop recycling center, UW guide tours. MA sometimes too much, we don't have to replace the past, we should recycle/reuse/build on & incorporate it into the new / future. Needs to expand opportunities & uses. Additional thoughts - shorter relevant degrees for local community people with experience in a "trade", so less required classes, less time & cost, but still a semester's or so worth of classes - for example, a degree for cops so when they retire & transition careers. Coordinate with Territorial Park on tourism, jobs, guide tours, recycle, student opportunities - - look at the community food pantry, only with job/business/income minded - - what about food service/delivery ideas?
- Focus on building PEOPLE first.
- Focus on existing advantages and improving what we already do and provide, specialize.
- Focusing on students and the student experience and engaging students in the research, land-grant mission. Right now we have many researchers who also teach a class, rather than instructors who bring students into the passion that leads their research.
- Industrial standard of pay scale. When you hire at 1/2 industrial standard pay, you get 1/2 industrial standard work(ers).
- Integrate skilled-trades (which is ART) and Hospitality/Tourism; Golf Course Development; Expand engineering/science/math and other solid programs related to the state/region since these fit into real-world skills (problem-solving, failure, success, communications, team work).
- Keep tuition affordable to increase enrollment. Do not put focus on liberal art degrees. We should be focused on engineering, sciences, and business. If faculty makes over 200,000/ year they should be teaching more than 2 classes. Don't waste money on new dorms and ruining history while in the process
- Leaders who are adapted to the State of Wyoming and the University of Wyoming.
- Many communities in Wyoming have a higher educational center teaching basic skills, not really focused on Degrees, but certificates/ skills. Laramie is a transient community. People come here to go to school but leave. Focus on those families who stay and support Laramie year round.
- Millions of tuition dollars are being lost to our competitors and peer institutions who offer more flexible and diverse online degree programs. UW distance education opportunities and technology are years behind the rest of the world.
- More community awareness, inclusion and events.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- More support & human resources for the Student Health Center - a new model /partnership to allow for billing of insurance as a revenue generator. SHS only employs one physician (available 6-8 hr/week). The other providers do a great job but, there are not enough of them for the demand.
- Natural resource management, always more citizen science, Wildlife and game preservation and hunting, opportunities for stronger connections to Native Wyoming for teaching as well as learning, Tourism industries.
- Non-energy and business sectors of education. We need to offer more diversity in terms of student options. More languages, more diversity within programs, more directed faculty involvement. Rather than just rotating through courses faculty should get to create new and interesting courses to engage.
- Online and continuing education.
- Online degrees. We need a light rail system between Laramie, Cheyenne, and Fort Collins to grow UW. Energy education and research. Computer science. Tourism and outdoors. Climate change.
- Our optics are not great. Morale is touchy when we are told everything is being cut while watching all the money go to the football team and brand new vehicles and merchandise. It comes off as pretending everything is ok while consistently being told differently.
- Paying the custodians more money.
- Progress and innovation. It is so hard for positive change because so many admin-types are so stuck on doing things the old way or the way it has "always" been done. That sort of management is a detriment. There are also no consequences for bad management. It drives away good employees.
- Renewable energy research.
- Renewable Energy/ Recycling technology.
- Research.
- Student services (particularly mental health), research, HUMANITIES, training students with practical, employable skills, including "soft" skills.
- Students will come to any University brave enough to fully open.
- STUDENTS.
- Supporting graduates after graduation. Helping make connections with jobs beyond the degree.
- Take care of employees, support students in wholesome activities and promote employment opportunities after graduation.
- Thinking outside the box, accept change, stop utilizing old school thinking. Example: we as a state have known for years that current oil and gas technology is on the slide, yet we have chosen to put blinders on until we are looking at dark times. We need to lead, not follow. Be proactive!
- Treating people like people.
- UW needs to upgrade a bunch of HVAC equipment.
- We need more janitorial staff.
- We need to improve our retention & graduation rates by investing in personnel, programmatic, & financial resources to assist first-generation & low-income students to persist & succeed.
- Wherever the money is honestly.

Student

Figure 40. Student Q8



- Athletics, specifically football and basketball. Growth can also come from the student body, larger population.
- Bringing back good old fashioned FACTS!!!
- I live in Evanston and I rarely see outreach from UW. I also know that the UW MBA program is heavy on fossil fuel which is a dying industry that UW needs to move away from to survive just like Wyoming.
- I mostly wanted to get on here to say how disappointed I've been with the treatment of students during COVID . My little brother attends there as a freshman and he hates it because he's not getting the college experience. He's paying so much money to not see football games, basketball games etc.
- I think a close examination of curriculum should be performed. Cut classes that alumni found useless and replace with classes that alumni wished they had. Every alum can point to classes they didn't use. These are a waste of time and money. Play to each majors strengths and don't try to overreach.
- I think UW has always been a great university. Our growth has to come from staying open to all ideas, unlike other big universities.

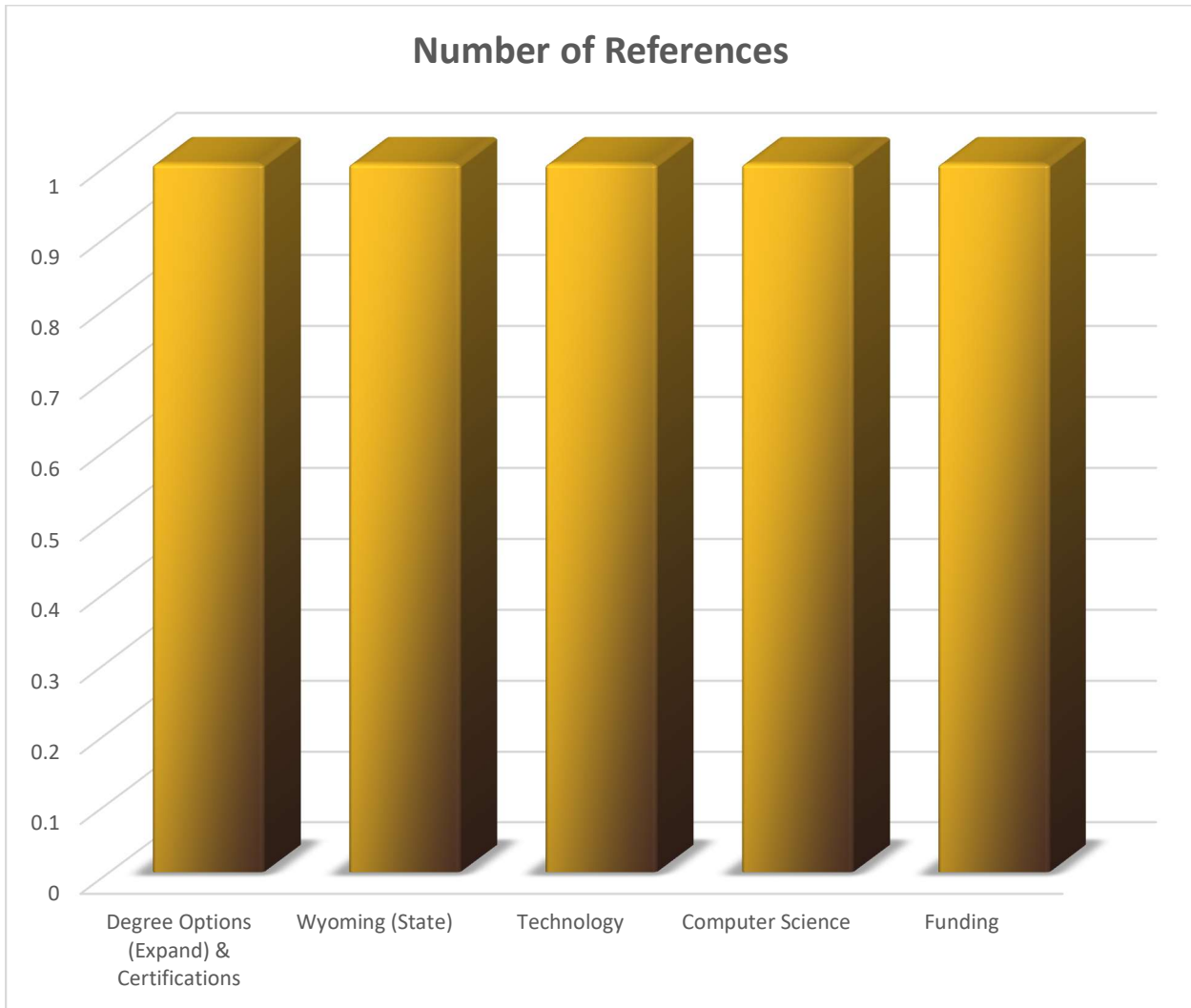


UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Look at the state college system in Massachusetts. Several years ago it too was struggling. Now it is strong- educationally and financially. We cannot afford to underestimate the value/opportunity living and learning in Laramie can be for students from other areas. We must capitalize on this.
- Partner more with Government Agencies and Business to raise funds.
- Please build a parking garage on campus that the students can use. The streets are crowded and dangerous because students are rushing to parallel park at 8 am. The buses are nice unless you don't have 30 minutes to get to campus. I don't know what half of the buildings are used for.
- Reflecting the values and ideals of the state. Ag and natural resources. The state is conservative and the school should also reflect these ideals and values.
- Study abroad.
- There is a massive lack of morale in Student Affairs, particularly the Union. Student employees get worked to their limits and shoulder a lot of responsibility for a low wage (see above comment). Invest in your people.
- UW can be a leader in collaboration in its various applications. Having online professional development certificates and more online options. Creating hybrid programs that offer more options with no additional overhead (ex. 2 year law and environment master's degree). It needs to break free from oil and gas.
- UW can shift from an energy focus primarily hinged on oil and gas to an energy focus that broadly addresses the variety of energy technologies, innovations, collaborations, and economic market drivers. Energy is a big tent and shouldn't be exclusive in Wyoming. Teach what will deliver jobs.
- UW needs to grow in its recognition of the success its programs, students, and faculty experience outside of STEM. It also needs to grow in its empathy and awareness. I, with many other UW community members, have not been impressed by UW's statements or actions related to recent difficult events.

*UW Foundation Donor*

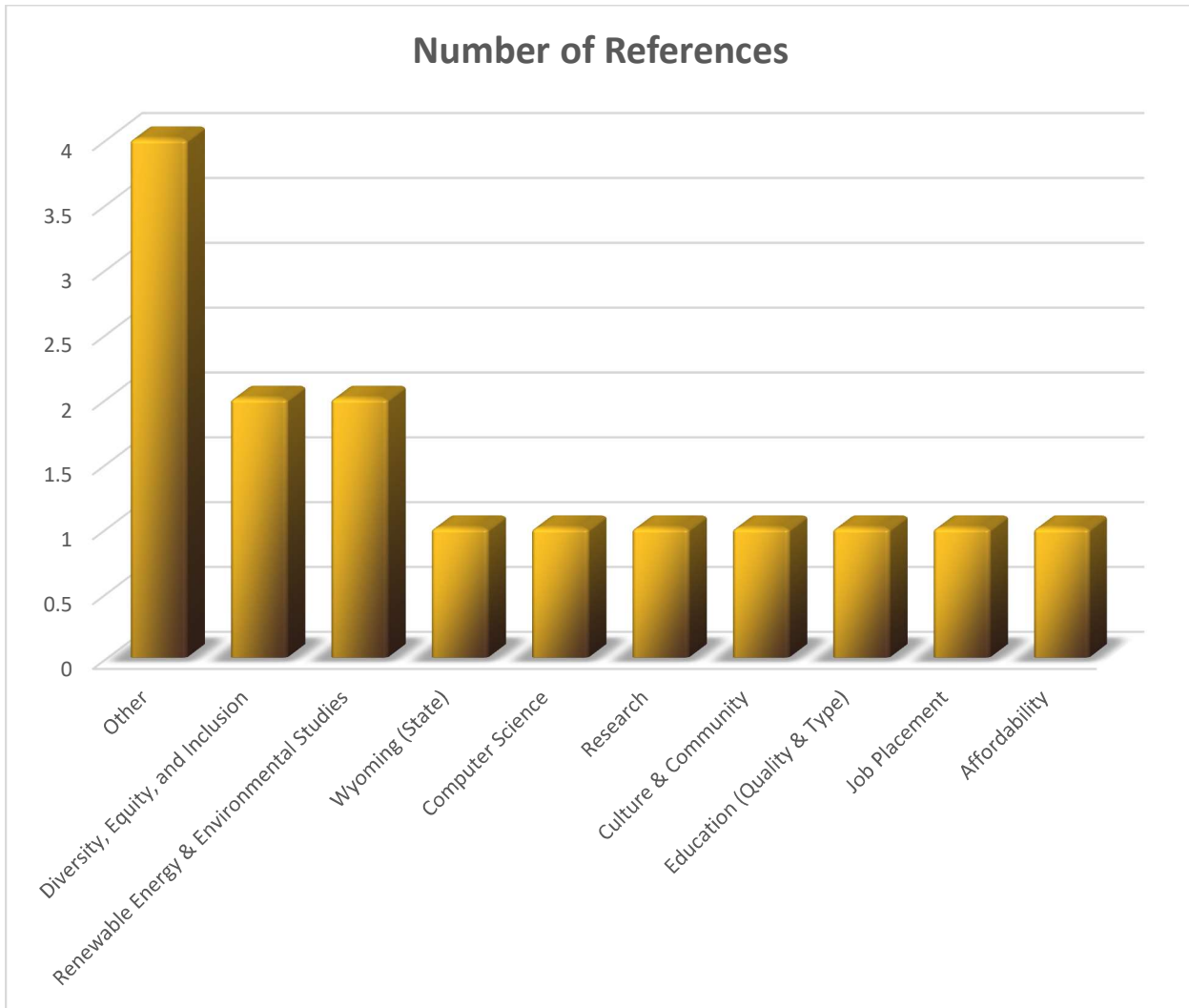
Figure 41. UW Foundation Donor Q8



- I guess fundraising, get the kids as soon as they graduate with small contribution to start the habit early. Communicating this need helps, I know we will work bigger contribution now that we know the situation. Please don't dismiss INSTATE for easy Out of state money, that never plays out well.
- Project management is a key skill that is in high demand and would also help manage key areas going forward within UW. 2) Systems engineering - both in integrating and managing technology and hardware/software development. This focus could also help focus and integrate this strategic planning.
- Research into building useable industry within the state to grow the economy. We need to keep looking into how to use the natural recourses we have but also bring in completely different industry as well.

*Wyoming Community Member*

Figure 42. Wyoming Community Member Q8



- Computer science, alternative energy, rural health care.
- Don't follow the lead of other universities in the country. Be different with inner freedom, adventure, and spirit of the West that Wyoming is known for. Be proud of this. Promote that UW is in the equality state. Please move beyond the pandemic using hard science instead of politics to guide.
- If UW remembers that it is a good value, and doesn't try to be CSU, but is proud to be UW, we will always have students. Our research could grow, but only if we can figure out how to keep high quality research oriented professors.
- In the area of ensuring that education of students is the top priority. More important than collegiate sports or the complaints of state government representatives.
- Job fairs. Volunteer opportunities. Internships. Multi-cultural inclusiveness.
- More cowboys.
- More foreign language classes, more summer school and J-term classes.

- Proper education on our fossil fuels, there is a lot of misinformation out there. Capitalism vs. socialist tyranny. Look at Venezuela, and what has happened to them. They were a rich blessed country, and socialism has destroyed it, the US is following the same footprints. Educate on the truth.
- Raise tuition.
- Renewable energy research.

Q9. What do you think is the future of the economy of the state of Wyoming and how can UW help in moving the state in that direction?

The following table displays the total number of responses to “Q9. What do you think is the future of the economy of the state of Wyoming and how can UW help in moving the state in that direction?” Also listed are the number of responses by Respondent Type.

Table 14. Q9 Responses by Respondent Type

	Number of responses to Q9	Percent of total responses
All	122	100%
Staff	55	45.1%
Faculty	26	21.3%
Student	16	13.1%
Alumni	14	11.5%
Wyoming Community Member	9	7.4%
UW Foundation Donor	2	1.6%

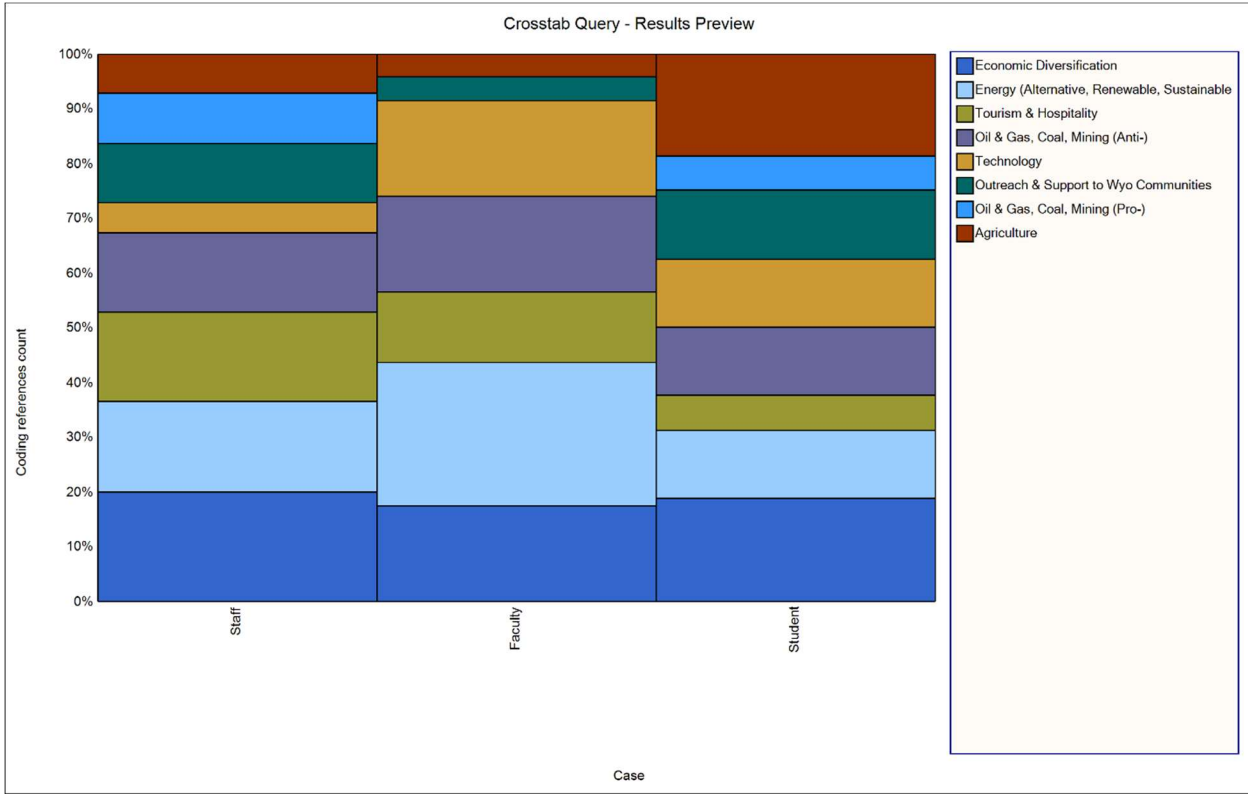
Responses were coded into the following “Wyo Future Economy” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other.” The table below displays the categories, as well as the number of references made in the responses.

Table 15. Wyo Future Economy Categories

Codes	Number of coded references
Economic Diversification	22
Energy (Alternative, Renewable, Sustainable)	20
Oil & Gas, Coal, Mining (Anti-)	16
Tourism & Hospitality	16
Technology	12
Other	12
Outreach & Support to Wyo Communities	11
Agriculture	10
Oil & Gas, Coal, Mining (Pro-)	10
Outdoor Recreation	8
Computing, A.I., Block Chain	6
Education	6
Innovation & Progress	6
Research & Development	5
Work from Home	5
Business and Industry Recruitment	4
Funding (Non-State)	4
Student Opportunities & Support	4
Budget Cuts	3
Marijuana	3
Energy Storage	2
Geology	2
Healthcare & Biomedical Tech	2
Internet Infrastructure	2
Liberal Arts	2
Provide Guidance to State	2
Quality of Life (Improvement)	2
Rethink COVID Restrictions	2
Small Business & Entrepreneurship	2
State of Wyoming (Work with)	2
Tuition Increase	2

Below is a graphical comparison of the three largest Respondent Type groups (Staff, Faculty, and Students/Parents) with the top 8 “Missing from Mission” categories. The overall top 8 categories are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that “Economic Diversification” is listed most often by Staff as what is needed in light of Wyoming’s economic future, followed closely by both Students and Faculty.

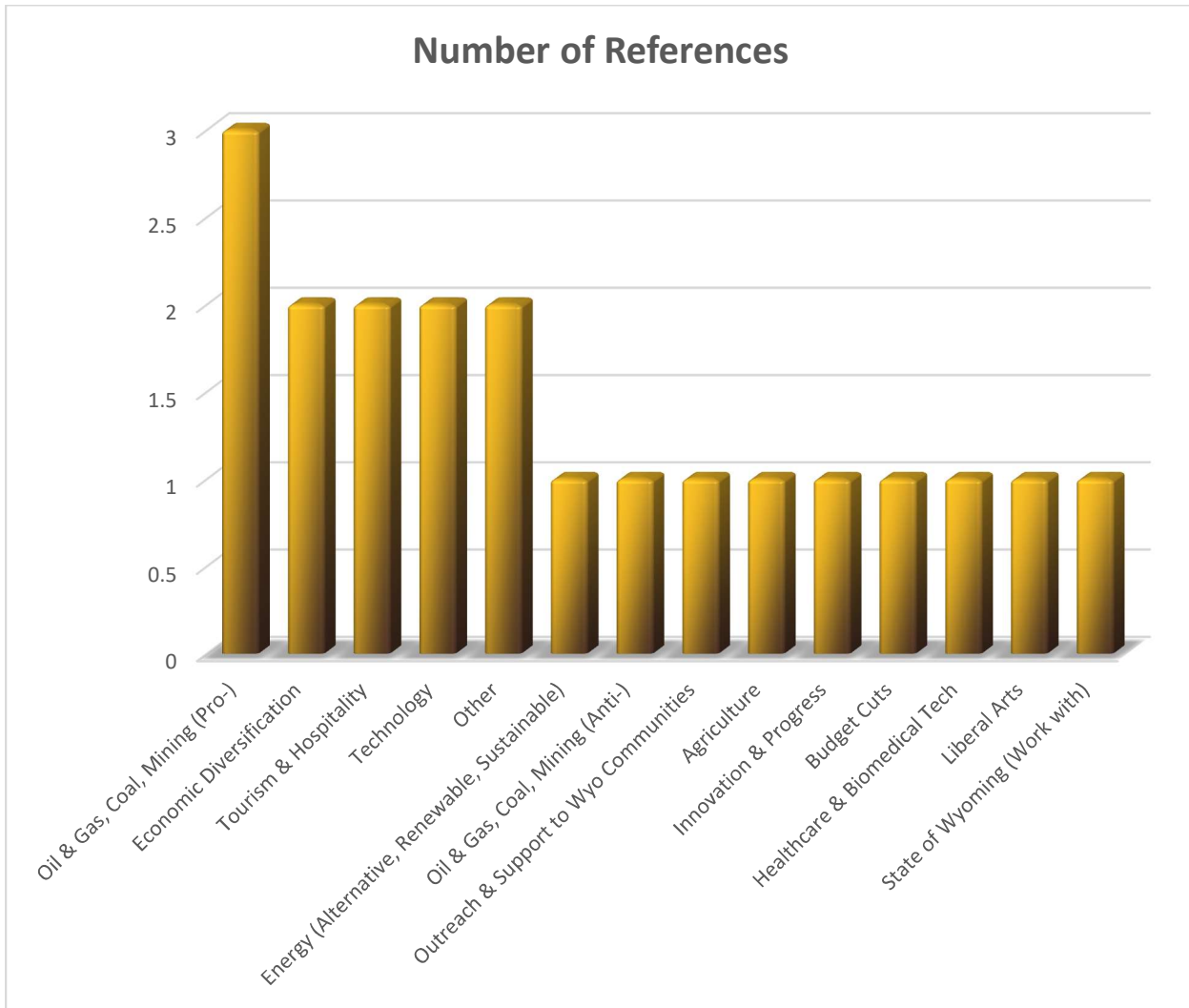
Figure 43: "Wyo Future Economy" Compared Q9



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Alumni

Figure 44. Alumni Q9



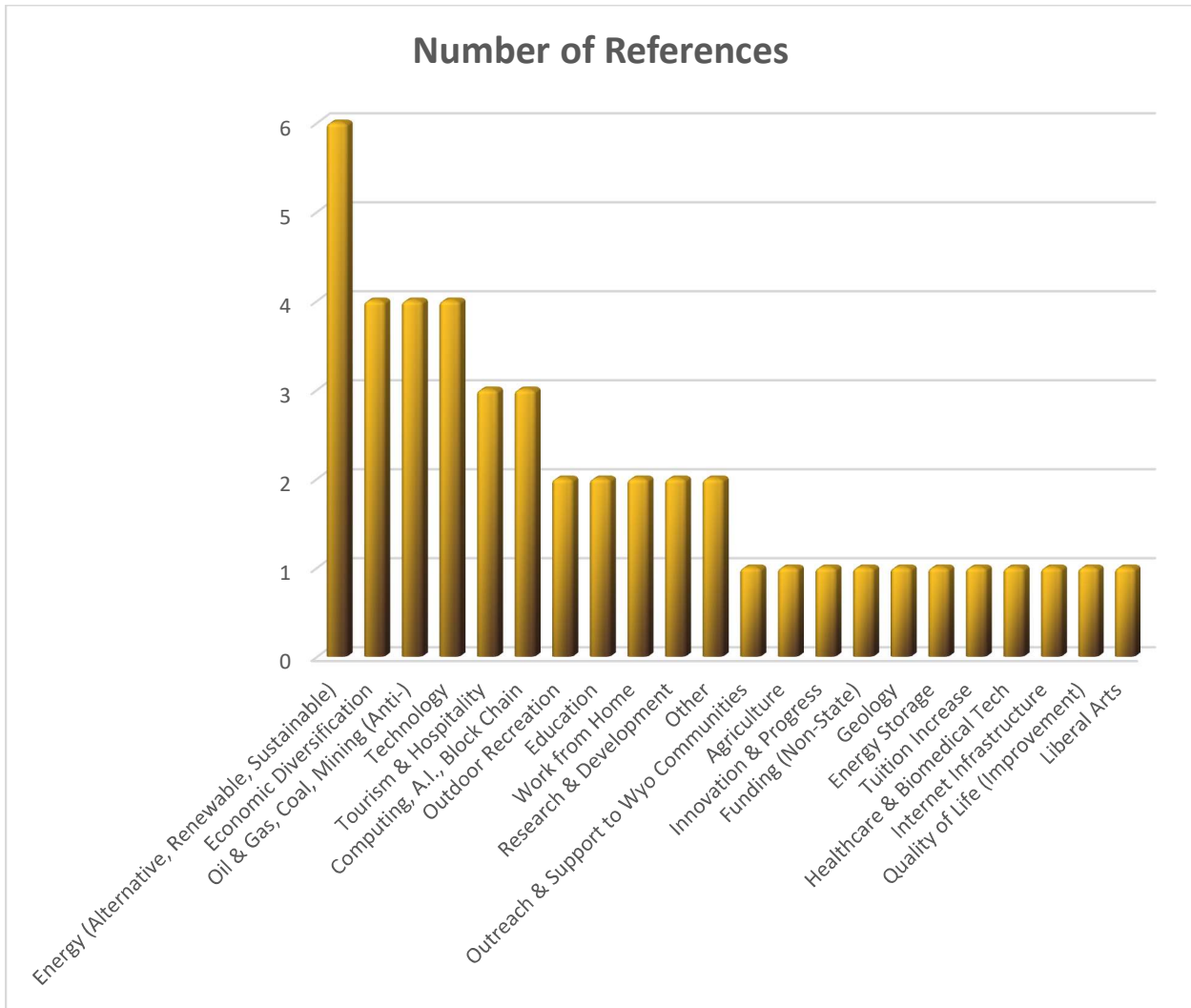
- Don't chase students out of the state by taking away many liberal arts studies.
- Don't give up on the state's mineral industry. Heck, carbon nano technology could be in the future. There will probably be an increase in tourism following the pandemic.
- I am not sure where our economy is going but the university can help if the state will just let it.
- Most "economic development" will occur from people who know how to think and how to pursue knowledge. Spending hundreds of millions of dollars constructing corporate research facilities will do little to break Wyoming free from its history of being a natural resource colony.
- Natural resource exploitation, ag, tourism will continue as a baseline. How we tap into lines of communication both physical and digital as early adopters will determine if we can do anything else. If we do, we become SD of credit cards, and DE of LLCs. If not, someone else does. Easier thermopower.
- Perhaps we should look into other sources of energy? Nuclear energy?

- Push Wyoming to diversify its economy away from boom bust cycle of fossil fuels and the dying coal industry. Be a center for bringing new industry into Wyoming either by developing new businesses internally or providing an educated workforce.
- Test bed for automation (driver less cars, flying cars, drone shipping etc.), we have challenges that other states don't such as climate, distance between towns.
- The future of Wyoming is very frail and your question about how UW will help moving in the direction indicates we see it getting better. UW needs to seriously cut back on educational programs available, reduce administrative numbers and salaries, and not build new buildings (dorms) which reduce op costs.
- Times will be tough in Wyoming but that's not historically been a problem for us. We figure it out. I am a board member on Cheyenne LEADS and good work is being done to modify the state's economy. We will get through this. The university has a separate problem, identity no longer matches our state.
- Tough times ahead for both. Goals and memorandum of understanding between state and UW to build on idea of helping each other.
- We are holding onto past ideals like coal, oil, and gas that are going to be obsolete soon. We must help prepare people for new jobs and to think critically. We have a role to play in our state being a free-thinking place where people feel safe. We must ensure this or no one will settle in Wyoming.
- We will continue to rely on minerals as long as possible. Wind energy is a joke from an income basis for the State. Easy to say technology development should be a goal. Harder to achieve.
- Wyoming needs to diversify --it has tourism, agriculture, oil and gas. It can grow in health fields and the professions to support communities--schools, businesses, etc.



Faculty

Figure 45. Faculty Q9



- A current opportunity is block chain. Also, recent hire [Name Withheld] in Civil Engineering does research in public policy and energy that has potential to impact our state economy.
- Diversify out of fossil fuels. Develop other non-STEM fields. Encourage CORE courses in schools. Be less ferociously anti-tax, and pro conservative politics. Develop Outreach (oh right, you got rid of that).
- Energy transition from fossil to renewable takes time, which creates opportunities for Wyoming as an energy state. One area we can grow is energy storage, which ties fossil fuel and mineral processing to renewable energy sectors.
- Focus on areas with tangible returns to the state. We also have to put more financial burden on the students. Many do not treat their education as important as it should be.
- Healthcare and biomedical tech, but we lack infrastructure i.e., a medical center or significant ties to industry. Next-gen energy tech- shift investments from a dying fossil-fuel industry to more promising ones. Computing.

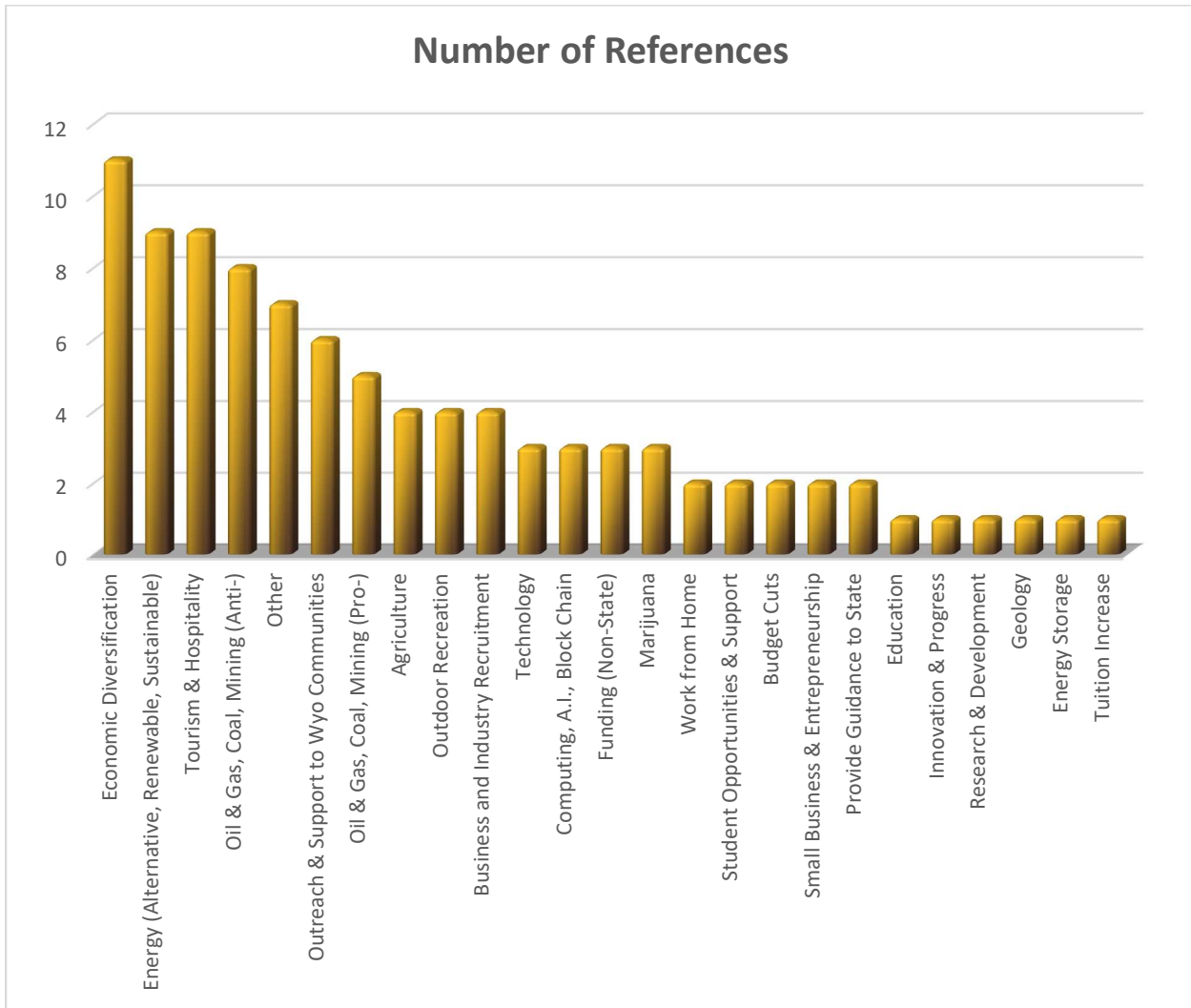
- High Tech. The problem with lack of diversification originates with the legislature. Why is UW asked to solve the problem? We can certainly play a significant role but not lead the effort. The contrast in the numbers of companies along the Colorado Front Range and a few miles north in Wyoming is striking.
- I am seriously concerned that we have never been able to successfully diversify and the curse of the petro-state is upon us. My children (14, 16, 19) do not see a future for themselves in the state because of the lack of opportunity and the dearth of innovation or rewards for creativity.
- I'm concerned about the future of WY's economy, but don't have the expertise to say what direction might be best. Of course diversification is valuable. My sense is that demand for living here will remain high and continue to increase post-pandemic.
- Make the laws in the state more attractive for the types of young people who make \$ but can work from home. As an out of state person, when I said that I was moving to Wyoming, the overwhelming reaction was horror because they think of the state as unwelcoming to diverse people.
- Most jobs that will exist in 20 years do not now exist. As such, we should contribute to the state's future by producing students who can think, create, innovate and communicate--not possess technical training and skills that will be irrelevant to careers in 2040 and beyond.
- Needs to move toward more renewable energy sources.
- Not fossil fuels or cattle. We have to sell what we have: so solar/wind/geothermal, natural beauty, deep historical and Indigenous communities (tourism); UW helps with research, technology for small-scale (home) implementation, battery technology; sustainable tourism.
- Our future must include the "great outdoors." Clearly energy plays a role, but renewables need more acceptance. Wyoming is the Old West and that theme plays through all disciplines.
- Recruit and promote development adjacent and complementary to our natural attributes surrounding energy.
- Renewable energy has growth potential. Wyoming needs to invest in Internet infrastructure, allowing parents to work from home and (another possible growth point) making an already attractive state more so to people who will work from home for companies all over the world. Move to Wyoming.
- Renewable energy.
- Right now? It's a mess. I'm very worried. I think we needed to diversify yesterday. Oil and coal is NOT the way of the future. Why are we not the nationwide leaders in wind and solar? We have enough of both - to be sure. And outdoor adventures -is there a better place than Wyoming for that?
- The energy transition, increased reliance on data and computing centers, require that the university, and the state, re-evaluate potential revenue streams. If the university can offer more training along these lines, degrees, professional degrees, in these fields, it could be very beneficial.
- The future is not coal. UW needs to model the balance that is emerging in the contemporary world. Old dichotomies between technology and humanities don't exist anymore -- if they ever really did. We need to think of AI -- which combines philosophy and engineering -- as our guide. Balance is the key.
- The Wyoming economy other than agriculture and seasonal tourism has been boom or bust since 1880. Lately we had an extended upstroke of almost 13 years. We adjust and survive. UW emphasis will need to learn those skills - it had them historically. We must relearn.
- Transitional energy systems. Petroleum extraction will continue for many years but will eventually transition to more "green" energy systems. UW should promote an "energy mix" that includes petroleum, geothermal, wind, solar systems for Wyoming. This means geoscience and engineering.
- Unfortunately, there is no future economy if Wyoming and UW hitch their wagon to coal and petroleum. The world (not just the country) has spoken, these resources are not coming back, and it would be obtuse to think otherwise. Wyoming has a chance to expand in other resources and fields like tech.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Unless the leadership of this state wakes up in the 21st century, the future looks bleak. The mantra of oil, gas, and coal will lead us to a dead end. We need to court tech and tourism. We need to improve the quality of life to attract new investment.
- UW needs to stop asking for money they need to figure it out it. It shouldn't be up to the state to support every time they ask for money. The state has priorities they need to meet like highways need fixing, school districts.
- We need to do more high technology with focus on diversifying the economy. Re-starting petroleum engineering was politically expedient but enormously expensive. We invested in a literal dinosaur.
- Wyoming has some of the highest attendance at arts events in the country, based on data from the National Endowment for the Arts. In the past five years, the National Endowment for the Arts distributed more than \$3,841,600 in grants in Wyoming, employing 11,990 workers in the arts. We can do more.

Staff

Figure 46. Staff Q9



- AI, robotics, computing, alternative energies, water, water law, conflict resolution, hydrology, geology, textiles/hemp, tourism & recreation.
- As long as our legislature looks like it does the future economy of this state is on a steep decline due to denial of the realities surrounding the dying fossil fuel market. We should do everything we can to AVOID moving the state in that direction.
- Coal and oil are going to die so clean energy for sure. Also, dive in the marijuana pool! The state should also legalize gambling, that'd be dope: maybe UW could have a casino/sports/handicapping minor biz/math/stats.
- Currently, it looks rough. Embedding economic diversity and economic competencies in the USP curriculum could help. Additionally, UW could provide more outreach efforts and support to Wyoming communities. For example, the law school could provide law advice to new businesses.
- Cut back on executive spending, no more flying around the state and hosting big extravagant parties. Money spent on sports and building budgets need to be cut. Allow as many employees the opportunity to work from home if possible, cutting down the need for office space and travel.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Diversifying revenue. Wind energy looks good. Hospitality. Outdoor recreation. Continue to invest in smaller, home grown businesses. Attract large firms based on our quality of life, outdoors, access to city and interstate.
- Do not know; our experienced leaders are having trouble with this too.
- Enhance new student opportunities, not as much focus on being reactive.
- Good Leaders help move in the right direction along with research.
- Green energy (wind and solar) and creative startups (with low tax base and transportation crossroads) but we must gain an educated workforce.
- Green energy and tourism - both fields should be well funded.
- Green energy will not benefit Wyoming, we still need coal and natural gas. Look at what happened in Texas recently. Solar panels get snowed over and the wind stops blowing, even in Wyoming. What do you do with worn out wind turbine blades? Bury them forever?
- I believe the best economic outcome for Wyoming involves the green industrialization of the state. Especially in regards to the development of Energy resources, i.e. wind, solar and nuclear, in addition to oil and coal. Also capacity the development of iron and other metals mining and refining.
- I honestly think we are in big trouble with the current administration who wants to do away with oil, coal and energy resources. This is what built Wyoming and if it goes away, we will all suffer the consequences Wyoming should have diversified years ago.
- I think it would be wise for the state to move away from energy and more towards tourism. Support our communities and make them destinations.
- I think that the state of Wyoming needs to be more open to progress and innovation. One example: other nearby states have shown that the tax revenue from legalizing marijuana can provide a lot of funding for education, creates a lot of jobs, and keeps money in the state.
- I think we need to partner more with the 7 community colleges and the City of Laramie. We need to learn to adapt more to change. We need to learn how to raise funds without depending on the State Budget.
- If we can't dip into the "rainy day" funds. UW will not be able to function.
- If we don't take the lead in carbon sequestration, energy, expand computer science initiatives, things look pretty bleak. Expand outdoor tourism. Help protect our lovely outdoor spaces, especially from fires. Light rails between Cheyenne, Fort Collins, and Laramie, Cody and Billings, etc.
- It needs to diversify and not just talk about it but actually diversify.
- It's looking abysmal at the moment with shutdown of our coal mines, gas fields, and pipelines. UW needs to be the State's voice in promoting Wyoming's natural resources and agriculture and recruiting new technology into the State.
- Learning to ween the world of pollution, famine and disease is the only way to sustain the economy.
- Most people live and stay in Wyoming because they have some room to breathe. Diversifying the economy by bringing in more companies is in conflict with what most residents would want. UW should focus on provided a highly skilled workforce in areas where people can work from home.
- Need to invite other LARGE corporations to enter the CITY OF LARAMIE.
- Our state's economy is bleak. We desperately need diversification to survive. UW focuses a lot on jobs in science and engineering, but how many of those jobs are available in our state? Most graduates from those programs leave the state. We need to help retrain and give hope to out of work coal miners.
- Paying the custodians more money.
- Probably more emphasis on tourism, but UW should look into how that can be done while still maintaining equability and preserving biodiversity. Jackson Hole has an economy of tourism, but is unlivable for the vast majority of its working population.

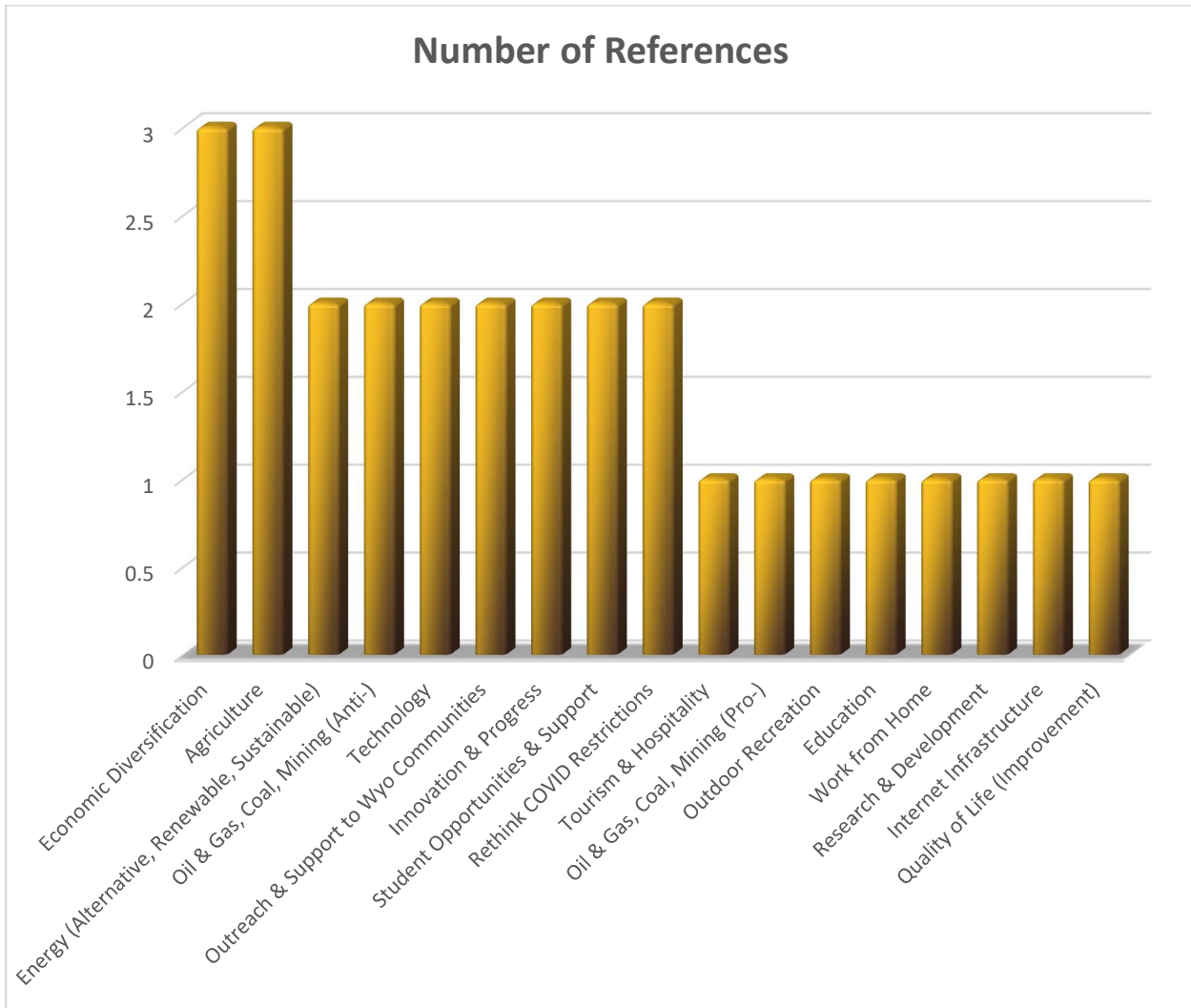
- Shifting the main focus away from hydrocarbon resources would be a good strategy. There are plenty of other known exploitable "minerals" that could put Wyoming back on top.
- The economy is in dire straits and I hope UW can work with the legislature and Governor is new ideas to diversity the economy.
- The economy needs a major overhaul: new tax structure, new industry. UW can help such as the recent block chain developments. Thinking outside the box.
- The future is the same as the past but in different ways, (nuclear, wind, solar, hydrogen, natural gas) energy generation for the betterment of the population of Wyoming, rare earth mineral cultivation, Energy storage technologies. UW can help push the conversation by successfully researching this.
- The future of Wyoming is still agriculture, energy, and tourism, we just need to bring in more manufacturing.
- The idea that petroleum (Fossil Fuel) is going away is ridiculous. We need to continue to find better ways of mining and using it.
- The intellectual center of the society it serves needs to keep a focus on what is important, what works, and identify what is not important and does not work. UW's job is to provide guidance that keeps the society functional and moving forward.
- The reality is that Wyoming is dying. Oil, gas, and coal is not sustainable but the government will not acknowledge this since they are beholden to those interests. If UW wants to continue then we need to forge paths that are not in lock step with an outdated group of legislators and ideals.
- The state economy is at a very precarious crossroads. The less financial strain UW can have on state resources and more we can do to be financially independent will help long term.
- There is going to be a complete collapse of the coal industry before legislature allows the state to divest in coal. UW is a huge influence, but ultimately is one of the main targets when overall budget cuts are made. I don't think there's much UW can actually do to help avoid that.
- This is tricky. I think UW will need to be very strategic and careful in the near future with the budget due to the downfall of the energy sector. I hope prioritization of students' needs will be upheld no matter what.
- Tourism and outdoor recreation (keeping degrees related to these industries from the programs in the Haub School to wildlife and fisheries programs). Renewable energy - same as above, programs in the Haub School and science and engineering.
- Tourism and renewable energy/ wind energy.
- Tourism, Recreation, Sustainability, Agriculture, remote business opportunity.
- Tourism. Hosting as an ideal vacation, or business retreat, or business travel/meet/think group/example. - market, sales, rent, host - use local business, resources, UW employees, catering, students (engineers, architects, law, ...) & buildings; put on seminars & presentations.
- UW should be at the forefront of trying to bring new industries to the state. Partnerships that we develop could mean a lot for the state. The future of the economy here as it stands...well...Wyoming will be a ghost state in 50 years.
- We are going to struggle in Wyoming until we can find some other source of income besides fossil fuels. We seem to think an income tax would be detrimental to all existence, but it may be necessary. UW can provide economic research in this area to help advise a balance that benefits everyone.
- We can move the economy forward by developing arid agriculture, hydrogen fusion in STEM and the associated industries that will develop from this core.
- We have to enhance and diversify the economy of the state of Wyoming.
- We should have a number of grant writers to get funding and not be ebb and flow with the state budget. It is apparent that money is going to be put in to green energy we should be on the band wagon now.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Well we aren't trying to diversify. So it doesn't look to good. Oil and coal won't save us again!
- With this reduction in budget 'indefinitely' how are we supposed to even stay open if we have to continuously reduce the budget every year? I fear UW will close, which will be terrible. The only way to maintain anything is to increase tuition which will reduce a lot of out of state students.
- Without our mineral, oil and gas production Wyoming is in trouble. UW help by attracting more economy to the state instead of keeping wages low it should get back to being a top employer in the state.
- Wyoming has to acknowledge market forces (not government regulations) are killing the coal industry. Wyoming can't continue as a resource extraction colony in which college-educated people have to leave the state for their careers. UW needs to broaden its focus beyond engineering & resource extraction sciences.
- Wyoming HAS to start diversifying the economy. We cannot continue to make it on oil, gas, and tourism. UW has to help promote new opportunities and technologies.
- Wyoming is hurting with the new leadership at federal levels. Wyoming needs to fight for coal and oil use, but needs to find other revenues such as medical marijuana.
- Wyoming will be slow to change and diversify, but they are making strides to attract technology investors. Focus on teaching students how to become entrepreneurs as well as helping them understand the benefits to staying in Wyoming and becoming part of the new wave of business/industry.
- Wyoming will survive. It's what we do. We will thrive because we are a stubborn and hearty people. We need to be more supportive of local businesses and concerns.

Student

Figure 47. Student Q9



- AG and natural resources. Others will always be a portion, but not the main economy. Renewable will never be a driving force in WY.
- Big changes happening in the energy sector and the volatility of the market, huge swings in the economy. Innovation and change to diversify the Wyoming economy is dire.
- Business and ag. I think that UW could work on building networks within the state. A lot of students leave after graduation because there are more job opportunities elsewhere. If UW was able to connect students with employers in the state, there could be more state growth and thus more funding?
- COVID is deeply impacting the economy and I think UW needs to start seriously thinking about their COVID restrictions and the fact that Covid is NOT statistically dangerous for college kids. Open up, kids are starting to choose staying home and doing school online because UW has such harsh restrictions.
- Diversification - can lead if willing to shift.
- I am not well enough educated on the future of the economy of Wyoming as a state, but we can continue to draw in students and revenue from being 100% open.

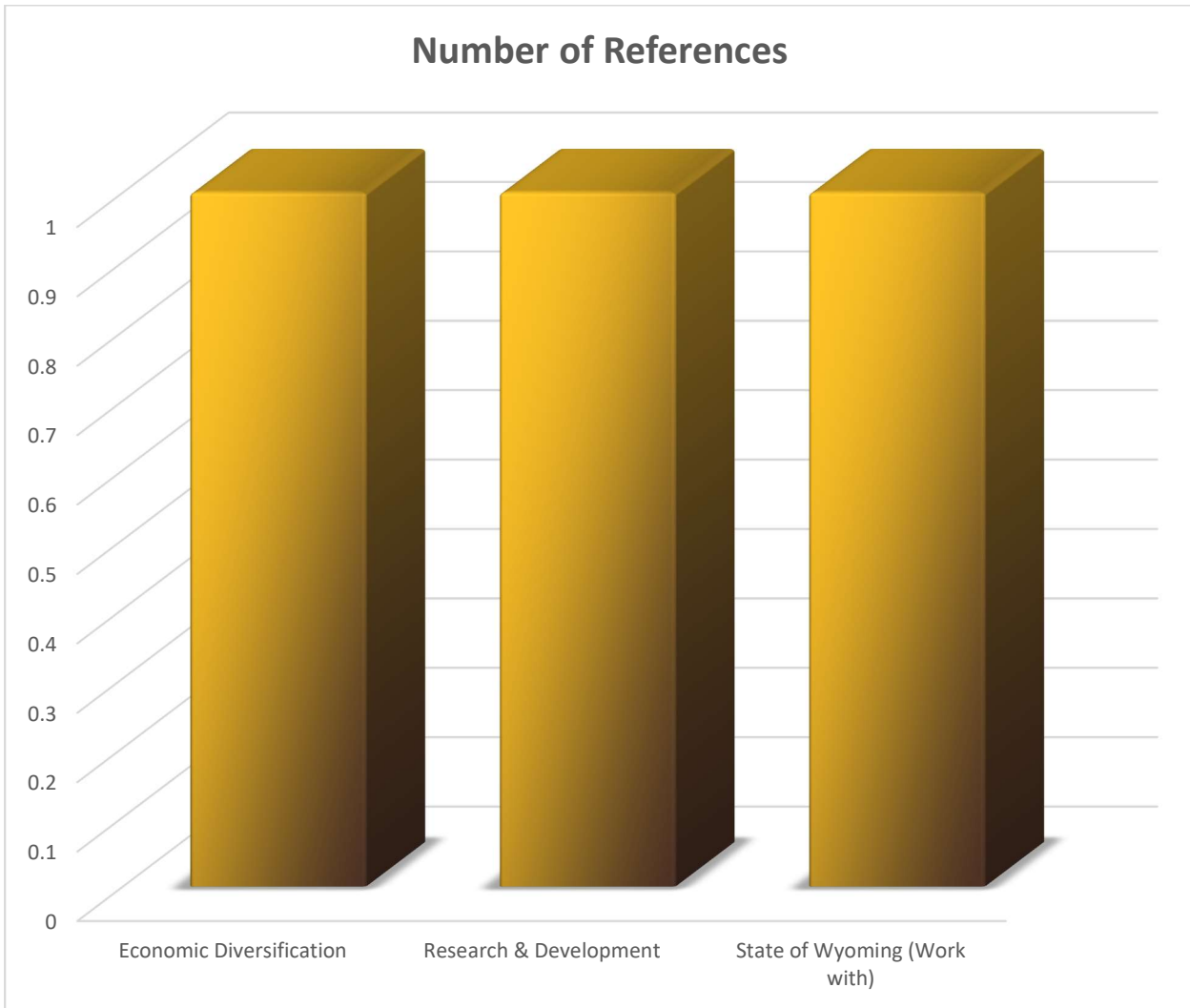


UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- I think the future is still energy but it needs to be focused on renewable for which we have all of. We need to focus on wind, hydro, solar, and geothermal energies, and UW can help by researching these technologies and focusing more education on renewables and not fossil fuels.
- I think the future of Wyoming is public lands, tourism, new forms of agriculture, and internet based work. I think a focus on public lands issues provides many different departments and disciplines with an endless source of work and opportunities to cross collaborate. The future is not coal or oil & gas.
- Innovation, It's hard to redo an entire power grid for a big city. Wyoming is small with a lot of land. It can be used to test different sources of energy and power systems without endangering an entire city. MIT and UCLA have large cities surrounding them and cannot test things as we can.
- Provide opportunities for students and industry.
- Technology jobs that don't require buildings, factories, big towns, lots of people. UW needs to look to 15 years ahead and figure out what that is.
- The economy of the state of Wyoming would be far more diversified than it currently is because our dependence on oil and gas is going to drive us into the ground. UW needs to be an active leader in discovering legitimate alternatives if it wants to survive as an institution and a state.
- The state is screwed due to a liberal agenda. Good luck bringing things back.
- The University can help by providing the opportunity for a college degree for all Wyoming students. This is the first step young people need. With this education and understanding of basics, they can then further their education, if needed, and build their future plans.
- We need more people to move here--make it an attractive place to live.
- Wyoming will need to lean heavily on our technical strengths and in agriculture. We should invest much time in improving these programs at UW. UW should reach out to those in the state that are struggling and offer them help in the forms of student co-ops and student research into said problems.

*UW Foundation Donor*

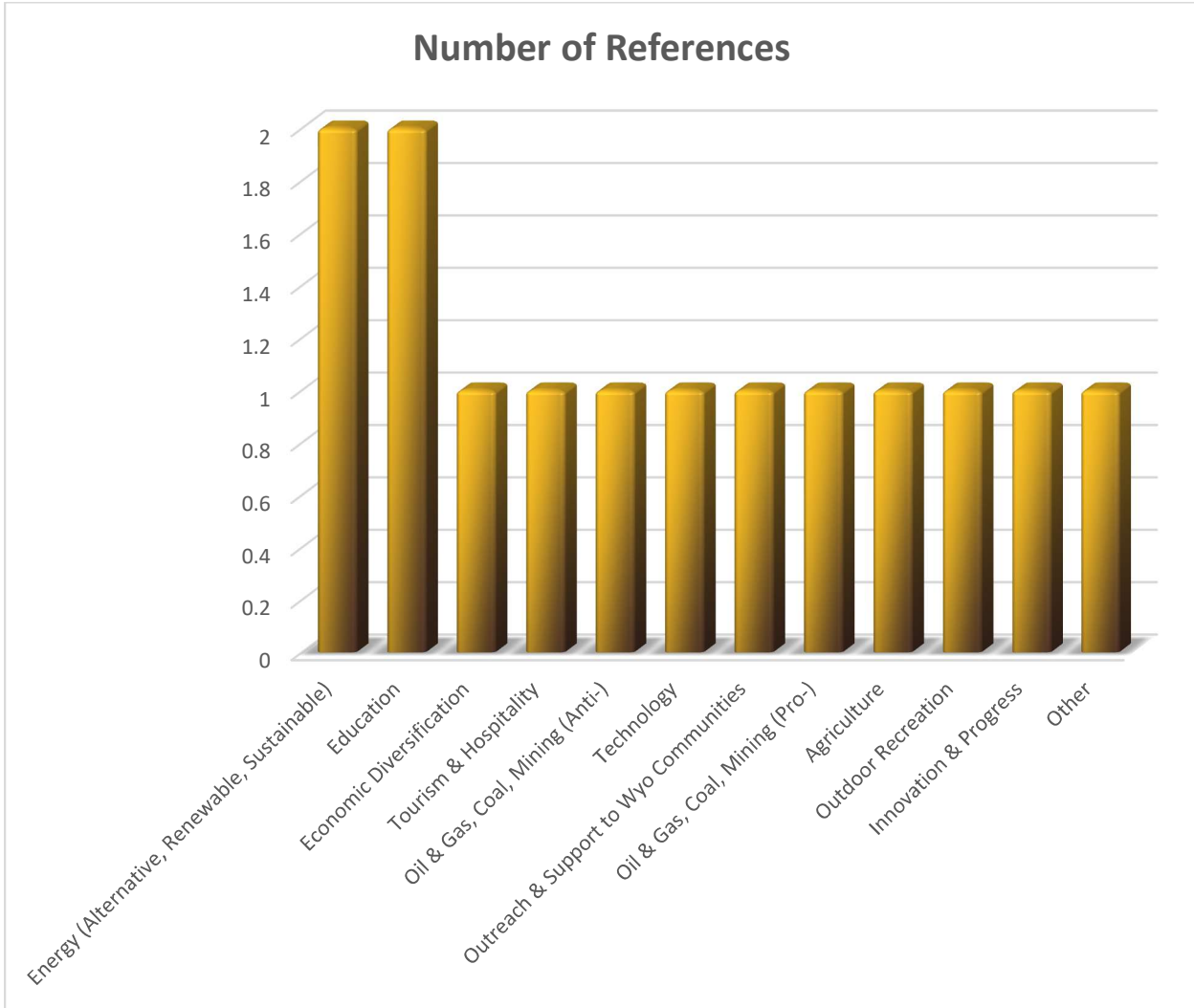
Figure 48. UW Foundation Donor Q9



- I think the current efforts from the UW working with the state on Energy are a good working model. The State and UW should focus other areas in a similar manner. Research and quick response assets should be aligned to support state legal and industry initiatives.
- The economy will die in Wyoming due to the changing world. UW can help by working with completely new industry around the globe.

Wyoming Community Member

Figure 49. Wyoming Community Member Q9



- Business agriculture and the conservative preservation therein.
- Conservation, building communities, energy alternatives.
- Diversify, and educate. Too many think coal is bad, it's not.
- Energy production can take various forms (including harnessing some of that Laramie wind). I appreciate Representative Cheney's willingness to be forthright and honest in her representation of Wyoming politics and future economics. No need for charades about "conservative" or "liberal."
- New alternative energy resources will need to be emphasized as well as skills and knowledge to leverage those resources for the benefit of the state. Tourism and the outdoors will be of increasing importance to communities, as will natural resource management and outdoor and recreation education.
- The economy is in for very rough times. Private investment in wind farms, and solar farms, could go toward researching new battery technology. If Carbon sequestration could be shown to be viable, we would be in much better shape.

#### UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS

- The future does not include oil and coal. UW will struggle financially as long as the political climate clings to the past and dying industries. UW can continue to offer quality education with a focus on innovation. Ultimately it is not UW's responsibility to bail out incompetent state government.
- The future is NOT in fossil fuels. While oil and gas will remain significant contributors to the state's coffers for some time, the future of thermal coal is over and the end of transportation oil is on the horizon. UW should be modeled on future opportunities, not beholden to the past.
- We're moving away from oil, got to prepare for that.

## Q10. What do you think are the other future needs of the state and how can UW help pivot in that direction?

The following table displays the total number of responses to “Q10. What do you think are the other future needs of the state and how can UW help pivot in that direction?” Also listed are the number of responses by Respondent Type.

**Table 16. Q10 Responses by Respondent Type**

	Number of responses to Q10	Percent of total responses
All	110	100%
Staff	50	45.5%
Faculty	22	20.0%
Student	15	13.6%
Alumni	13	11.8%
Wyoming Community Member	8	7.3%
UW Foundation Donor	2	1.8%

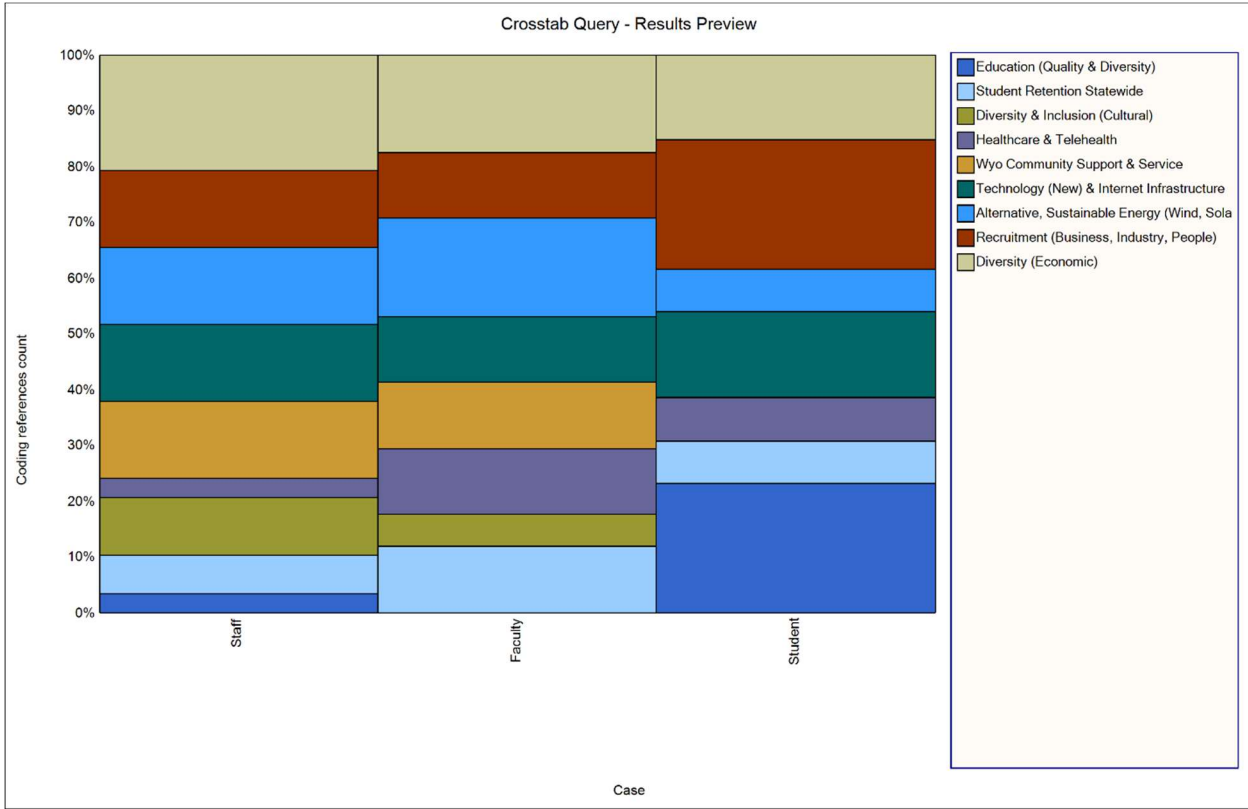
Responses were coded into the following “Other Needs” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other.” The table below displays the categories, as well as the number of references made in the responses.

Table 17. Other Needs Categories

Codes	Number of coded references
Other	35
Diversity (Economic)	13
Alternative, Sustainable Energy (Wind, Solar)	11
Recruitment (Business, Industry, People)	11
Technology (New) & Internet Infrastructure	10
Wyo Community Support & Service	9
Diversity & Inclusion (Cultural)	5
Education (Quality & Diversity)	5
Healthcare & Telehealth	5
Student Retention Statewide	5
Agriculture Industry Focus	4
Job & Career Focus	4
Tax Increases (State)	4
Tourism Industry Focus	4
Cleaner Coal, Oil, Gas Development	3
Climate Change (Education & Outreach)	3
Diversity (Manufacturing)	3
Environmental Protection	3
Innovation & Growth (Economic)	3
UW Employee Benefits & Pay	3
Carbon Sequestration	2
Cutback UW Administration	2
Funding & Saving Money	2
Online & Web Degree Options	2
State Focus	2
UW Independence from State	2
Work from Home	2
Youth Engagement & Preparation	2

Below is a graphical comparison of the three largest Respondent Type groups (Staff, Faculty, and Students/Parents) with the top 9 “Other Needs” categories. The overall top 9 categories are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that “Diversity (Economic)” is listed most often by Staff as another future need by the State, followed closely by both Students and Faculty.

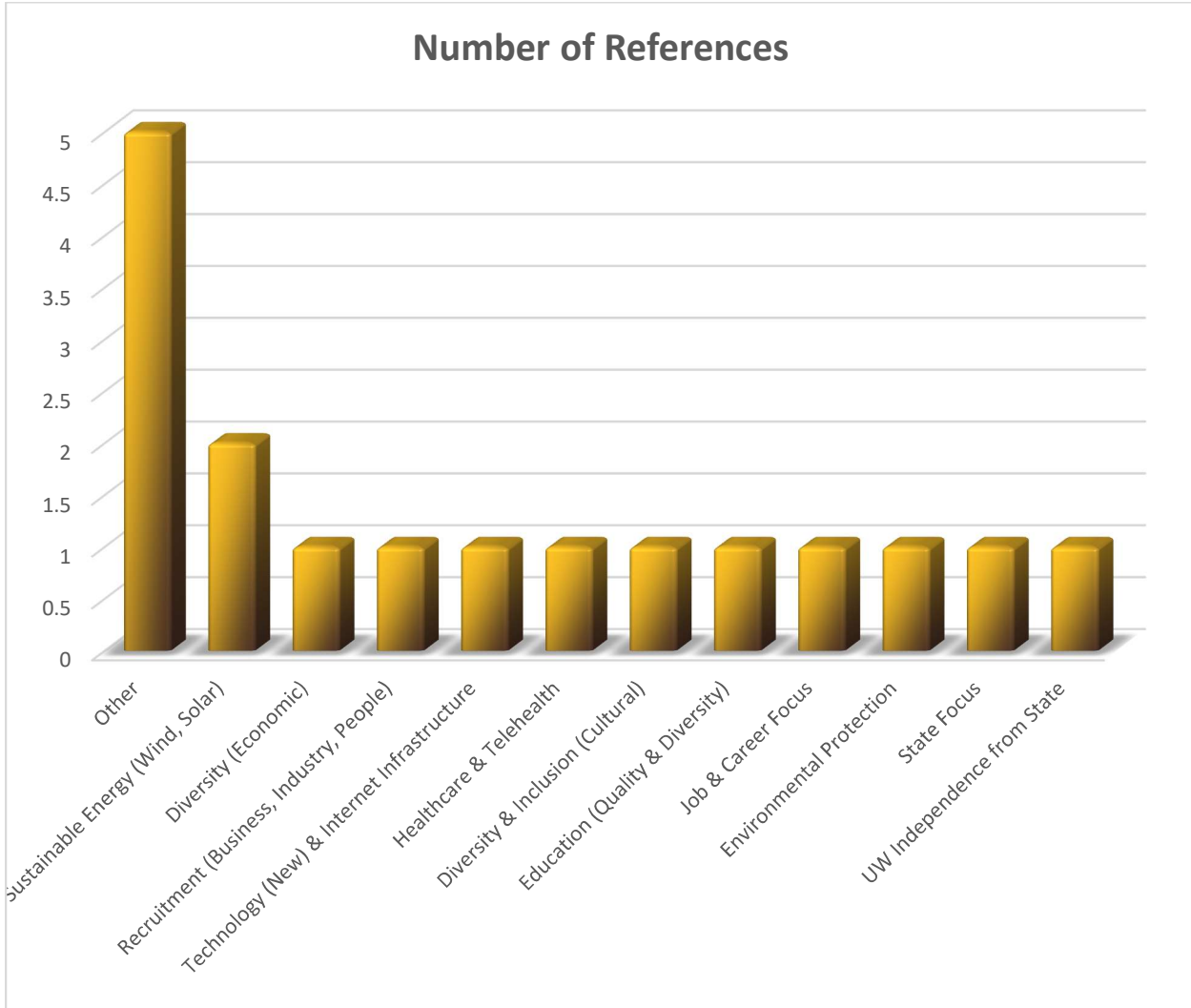
Figure 50: "Other Needs" Compared Q10



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Alumni

Figure 51. Alumni Q10



- A broader view of life; and how UW can help maintain the natural environment.
- A focus on Diversity, Equity, Inclusion, and Belonging. We can do all we want economically, but if we don't address our state's extremist views on politics, no one will want to settle in Wyoming. Business growth and economy comes when all feel welcome.
- Dealing with an aging population. Even with a potential influx following the pandemic. So, a promotion of the medical program and change in the parameters that would keep the graduates in the state. More trades.
- Increased natural gas prices would be a huge boost. Must help our key industries survive.
- More critical thinkers are needed. More jobs that require more than a high school education.
- No one is making any more land, and we have the least folks per capita. Some sort of long term leasing or privatization of the enormous tracts of public land (both moral and well regulated) must change that picture to expand both horizontally and vertically.

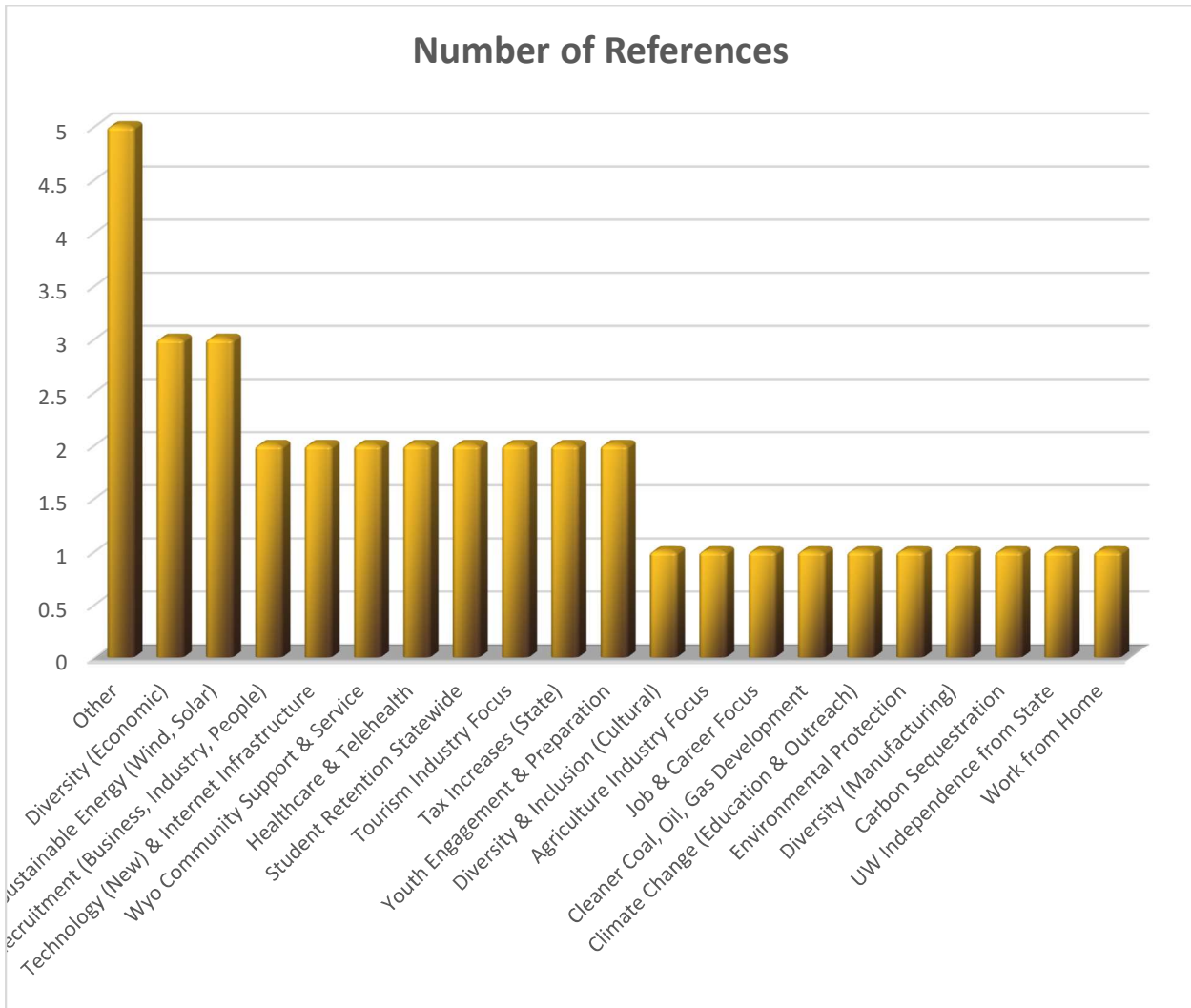


UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Professional expertise of staff and students participating in discussions and decisions for the two entities.
- Push Wyoming to be a leader in renewable energy and an innovation hub for the nation to improve human's quality of life and the future of the planet.
- Return to simplicity, simply deliver a solid education in curriculums that matches the economy we are trying to have our kids succeed in.
- Sustainability. Technology. Adult education to help people transition into new industries. Liberal arts as well as sciences focused.
- The state will need to embrace building "things". Whether it's businesses, new technologies, new renewable energy sources - building these "things" will draw people. With an increase in commerce, doing business in the state will get cheaper.
- UW needs to quit being the needy state agency and quit growing.
- We really don't have a state mission.

Faculty

Figure 52. Faculty Q10



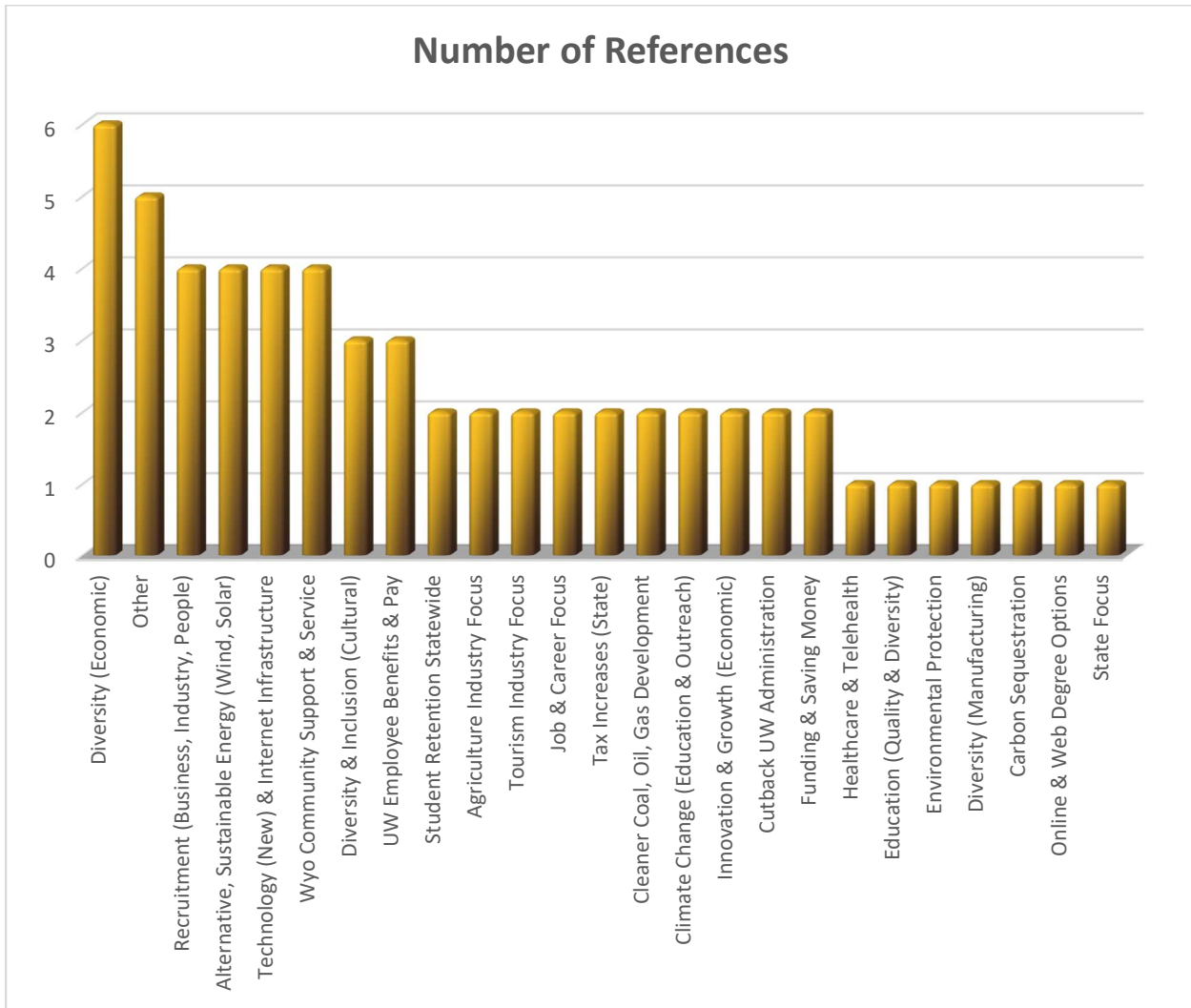
- "Greener" petroleum operations and energy systems. Energy storage systems for wind and solar. Tourism development. Clean water systems. Commercial data analytics computing centers and services. CO2 sequestration. Carbon fiber extraction from coal and material manufacturing.
- Better leadership, the fact we're in this position falls on their shoulders. For years we have not planned or invested wisely and now we're facing this sever crisis.
- Diversify economy, pivot away from coal / gas / oil. Increase renewables. Maintain healthy stewardship of forests and rangelands for tourism, agriculture, etc. Build a creative economy reliant on intellect / white collar work to attract new people to the state.
- Engaging youth in hands-on stem learning, natural resource policy...giving them a leg up when they (hopefully) head to UW and start developing advanced learning and begin careers.
- Get us the heck out of oil and coal. They are dead industries. New cars won't even use gas by 2030. That's less than 10 years away folks. Get WITH the program. Wind and solar energy. Genetics and molecular biology. Healthcare. Internships. We need to emphasize these programs.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Healthcare and social support services - Training programs are not centralized, not much support for graduates to remain in state.
- I think the state needs to make some politically tough decisions. In an age of distance education/technology, do we need seven community colleges? Do we need UW-Casper? Should we pare down the number of community colleges and make the remaining ones extended UW campuses? Income taxes, maybe?
- Jobs. I think this needs to be a partnership in the legislature, because our students don't see entry level, high paying jobs in the state (raise the minimum wage of the state! Etc.) and want to move. We can only do so much to create jobs here in the state.
- Less madness? More sanity from our legislators?
- Move away from extraction energy dependency and work to develop an autonomous university not tied to state funding. Increase tuition to enable this process to happen.
- Nucleate efforts and provide support to research active faculty to lead workforce training related proposal to prepare our state for the new energy era.
- Our state badly needs to diversify economically. UW can help with our entrepreneurship programs and by investing in the hot topic of the moment. Right now, block chain comes to mind.
- Since communication companies have indicated that running extensive rural lines are not feasible we need to focus business opportunities where they will work starting with small towns and some connection points.
- Tax policy - economic modeling.
- Telehealth-training our students in telehealth.
- The needs will be in providing a high quality of life for a dramatically reduced populace, unless the legislature is willing to substantially change the tax structure which appears to be increasingly unlikely. A fulfilling life, not financial wealth, is the direction that will support the state.
- The state needs better computer and science literacy. Students need to write better, but they are coming in with weak skills so better K-12 education is important.
- The state needs to diversify their economy and also welcome the change that comes with them. Currently, Wyoming is one of only a few states that are losing population. There's nothing to keep young people here, UW can court those young people with fields that are of interest to them.
- We need an economy to replace fossil fuels. Invest in manufacturing in the SE portion, where there are interstates and rail lines; high speed internet throughout state. Elsewhere, tourism (esp. international), work-from-home (steal the Bahamas model). UW supports the foundational research.
- We need to be honest about climate change, political partisanship, and threats to U.S. democracy. UW needs to lead the state by supporting projects, research, and classes on controversial topics in the state. Education is supposed to challenge people, and we need to do just that.
- We need to welcome diverse peoples to the state.
- Wyoming needs to grow its population. Instead it's a boom and bust state - and that is not good for stability. We need stable sources of income and a means to excite and draw younger workers.

Staff

Figure 53. Staff Q10



- As a land locked state until we develop hydrogen fusion, the university can further develop cleaner burning coal, oil, and natural gas for the state and nation's total energy needs. Carbon sequestration (niche), and its resulting industry also a location like Casper could develop an aerospace industry.
- As hard as it is to hear moving from oil/gas/mineral development UW needs to have the majors that focus on that move.
- As more of the state loses fossil fuel jobs there will be an increased need for us to offer creative solutions and services for the community. We have some offices doing great work, but they need support!
- Bringing in tech and healthcare industry would help the state considerably, but UW has to help Wyoming be seen as a place graduates want to stay in and help build. Our smartest graduates and researchers leave for more welcoming and diverse places.
- Certificates -- not only credit hour delivery of educational experiences.

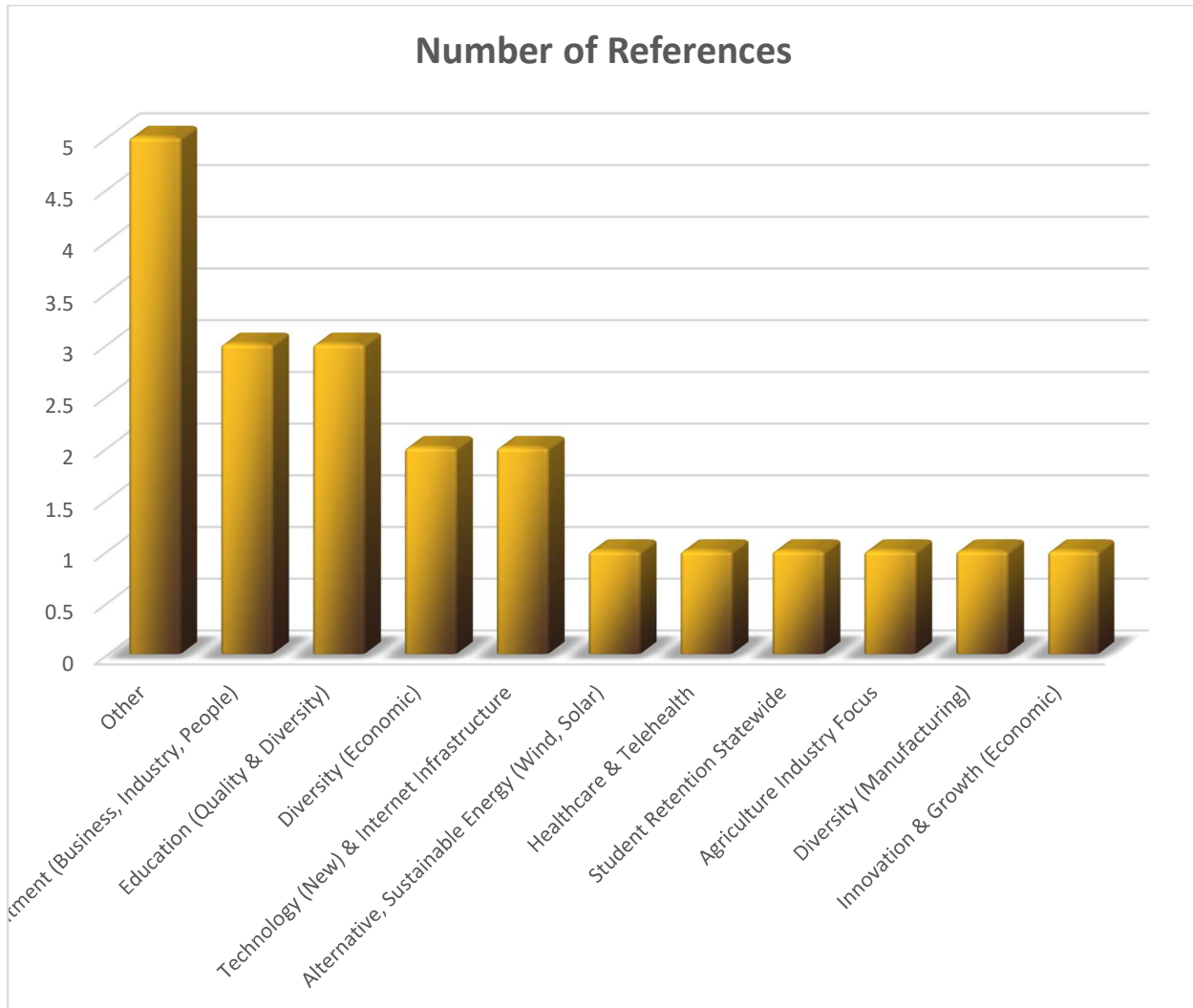
UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Dealing with climate change--research and outreach. Achieving balance between growth and environmental protection. Better, safer, faster transportation systems. Grow a Silicon Valley, focusing on niches that are new and not already "taken".
- Diversify manufacturing, incentivize business to move to Wyoming. UW can focus on truly sustainable energy options, not ones that are only fiscally viable while being propped up by taxpayer subsidy, and will fill landfills with trash that will pollute the water tables for the next 100,000 years.
- Diversify.
- Diversifying the economy and getting away from dependence on fossil fuels.
- Diversifying the economy.
- Do not focus on degree fields that send students packing after they graduate. Keep the workers you educate in the state and strive to incentivize and facilitate that.
- Do not know; our experienced leaders have trouble with this too. UW tries a lot of things but somehow seems too often miss the mark, seems things are lip-service with Band-Aid approaches. Go big or go home, don't just slap a name on something and expect it to succeed with one person with no vision.
- Economic diversification. UW may be able to help direct new business and industry to Wyoming through better marketing the great graduates we have.
- Find a simple, easy to use way to make the University and its community programs accessible.
- Growth but our politicians really limit the state.
- Growth of energy, agriculture, and tourism industries. Partnerships with these industries, whether formal or as simple as intern/externship opportunities.
- I don't know that our state is headed down a good path at the moment financially. Remind them there is more to life than oil and mine money.
- I think that the support of Wind and Solar energy can provide a lot of jobs for people in our state and keep money in the state. UW could also support the industry relating to these natural resources and provide education for work within those fields.
- I think the state needs to accept diversity and the ever changes of the world today. There are a number of individuals who have lived here all their lives and have a different view of the world and beliefs without or trying to accepting change. I have worked with a few of those individuals.
- It's certainly not bitcoin or block chain engineering.
- Jobs for graduates. Job security and benefits for employees. Educational degrees that are marketable. More online degrees. Lower wages for executive positions. Cut director positions, fewer admin positions. More service jobs/ better benefits. More full time positions to keep trained workers.
- Know the future of sustainable energy and the research of it.
- Maybe develop a cleaner and reliable energy supply from fossil fuels through engineering.
- MONEY.
- Our state needs to be more locally concerned. We can't help the rest of our country while we let our home slide into the same issues that they are having.
- Paying the custodians more money.
- Providing equability and maintaining biodiversity, while increasing tourism. How do you make outdoors and historic tourism sustainable and fair?
- Question for you, why are we placing so much emphasis on a physical face lift when we should be focused on saving money.
- Re-evaluate the organizational structure. Save money by having less administration. I am just a supervisor and handle over 40 employees, and various services and get paid little more than my employees. Meanwhile VP's make bank and really aren't needed. Directors are sufficient to manage things.

- Same as previous question.
- STEM should be STEAM.
- Stop being so conservative.... CLEAN ENERGY. CRYPTOCURRENCY. MARIJUANA. GAMBLING.
- The state is in desperate need of income and refuses to in-state taxes. Maybe UW should help communicate why some taxes could help.
- The state needs assistance with enticing folks to move here and start new entrepreneurial and business opportunities.
- The state needs things that will bring in business. UW needs to help by showcasing what makes Wyoming a great state for business.
- The state needs to emphasize and support mental health initiatives and funding for them. Suicide prevention and mental health promotion is something Wyoming and UW need to put at the forefront. Listen to students, experts, and the data regarding mental health.
- UW could help with studying wildfire management and environmental prediction in terms of a changing climate. UW could teach different levels of hunting and fishing and focus on safety for future generations by having facilities for processing, firearms/weapons, outdoor living provided.
- UW has a role to play in promoting community gardens and other local farms as the trend to eat more vegetarian diets grows. Supporting an education in food processing and its role in our environment is essential.
- UW is the only 4 year institution. I get it. But offering courses, affordable courses, to working families allowing growth within their current jobs supporting the community could really help. Not just focusing on 4 years and leaving the state.
- UW needs to be on the forefront of making Wyoming a welcoming place for all. This includes investing in our underrepresented students after they enroll. As we make UW a welcoming place for BIPOC students, faculty, and staff, Laramie and the state will follow.
- UW needs to help promote technology and access to technology. There is no reason that Wyoming can't and shouldn't have statewide access broadband internet. Run fiber. The Netherlands did it in 2016. It was a huge investment but it brought new technology and new businesses.
- We can provide the education and skills training for the next generation of business/industry leaders. We can be a better community partner in helping businesses build and succeed here, adding options for current residents and attracting new ones.
- We need high speed, cheap, reliable internet for the entire state.
- WE need Medicaid expansion, more services for the elderly and children. Also definitely more LOW income housing and safe housing.
- We need tax revenue. We need diverse industry growth.
- We need to keep our graduates in Wyoming by partnering with businesses and corporations in developing and growing job opportunities. Profit from our natural resources.
- We need to start creating a pool of students who might stay in Wyoming and diversify the fields that are here. We need to encourage the mindset that creates startups and growth outside of what Wyoming is typically known for.
- What is MT/SD doing? (Similar environment); need better roads/maintenance; wildlife overpasses? \$\$ grants - construction- use students/employees/resources, better cleaner camping & trails & scenic areas (again see MT/SD). Need "to do's" not just Walmart & Safeway, clothes, zip line, escape rooms.
- Wyoming currently does not benefit financially from more people moving here. This needs to change. Until it does, there is no reason to promote any sort of growth. UW should be able to easily provide data that backs this up and help plan a statewide future.
- Wyoming needs a working middle class and needs other industries besides oil, gas, and coal.

Student

Figure 54. Student Q10



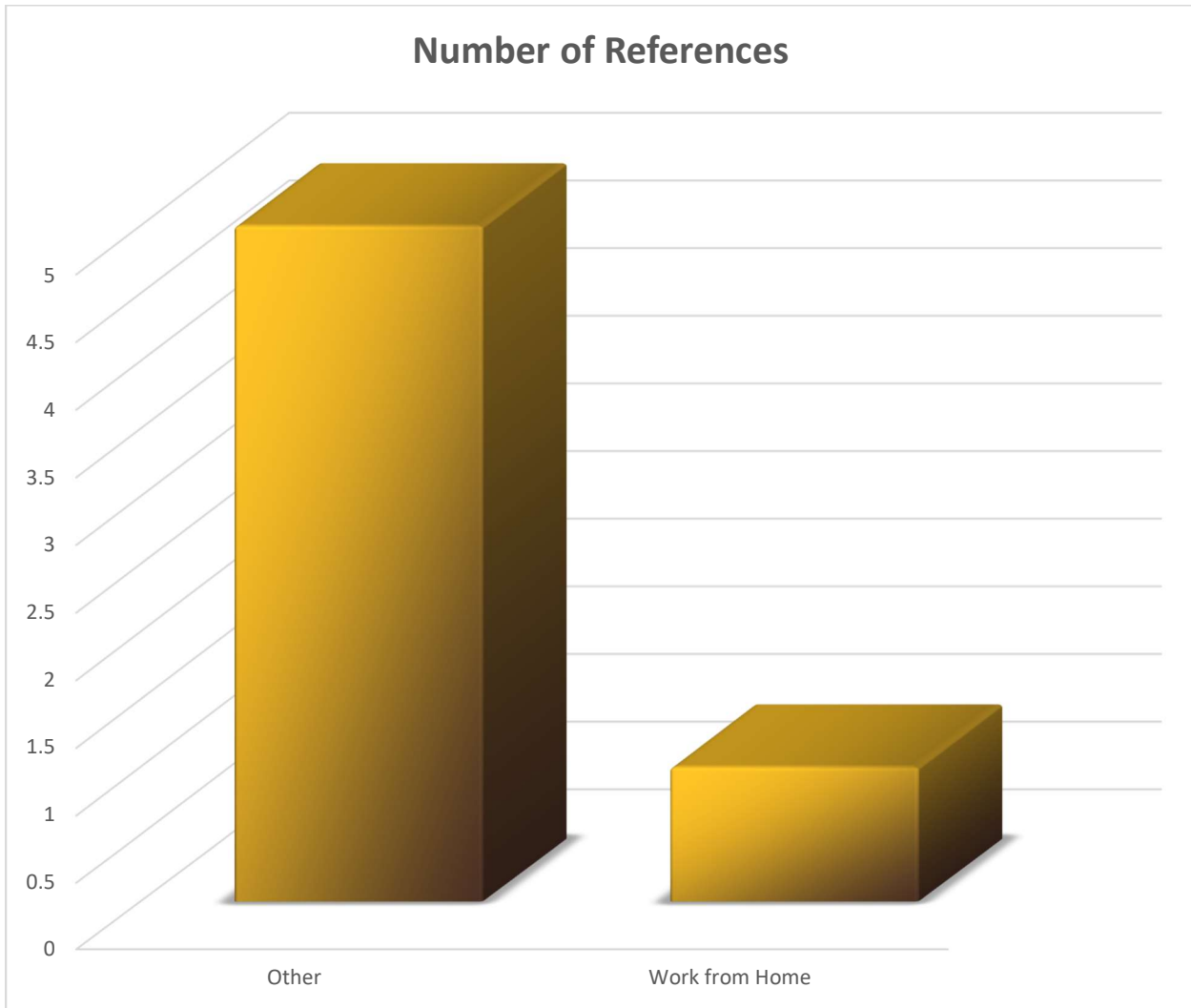
- Agriculture and natural resources.
- Coal is never coming back and the best thing for WY is to identify how to meet energy demands beyond coal. Also, important to look at retraining for a more diversified future.
- Getting the feds out of the state business would be a great start. Only then can you think of pivoting.
- I also think Wyoming has the potential to be a big tech state like all of those around us like the Wasatch front in Utah, and the tech booms in North Dakota and Idaho. I think UW can help move Wyoming in that direction as well.
- I might be biased here, but anyone can get an English degree anywhere. STEM is different, we need a hub, and in Wyoming, this University is that hub. I cannot go to Cheyenne community college and get as good of an education as I can get at UW.
- I think the state is going to need people who are better able to run small businesses and able to understand and work within the federal bureaucracy. Wyoming is going to need federal welfare dollars for the foreseeable future, so we need people that can get those dollars delivered and administered.

- Keep a broad range of majors.
- Move away from oil-based economy.
- Must become more digital, must engage more people in the state economy and population, must stop the brain drain from the state.
- Open up the school fully. Let college kids be college kids and let them have an actual college experience instead of wasting their money to sit in apartments in Laramie doing online school with nothing else to do otherwise.
- Our state will continue to attract people if we stay open minded. If we keep following the path of other states and universities, our individuality will be lost and there will be no attraction to be here.
- The need is for equitable and excellent educational opportunities for all.
- We need to look after people. Health care. Need providers for the elderly and the poor.
- Wyoming needs to take a more active role in real innovation and progression because we're being left behind with our aging population, lack of opportunity, and archaic thinking. UW needs to encourage out-of-state AND in-state students to come here to live, work, and share ideas to encourage growth.
- Wyoming will need much in terms of manufacturing in the future. UW should pair with the governing body to continue to encourage entrepreneurship and industry moving to Wyoming.



*UW Foundation Donor*

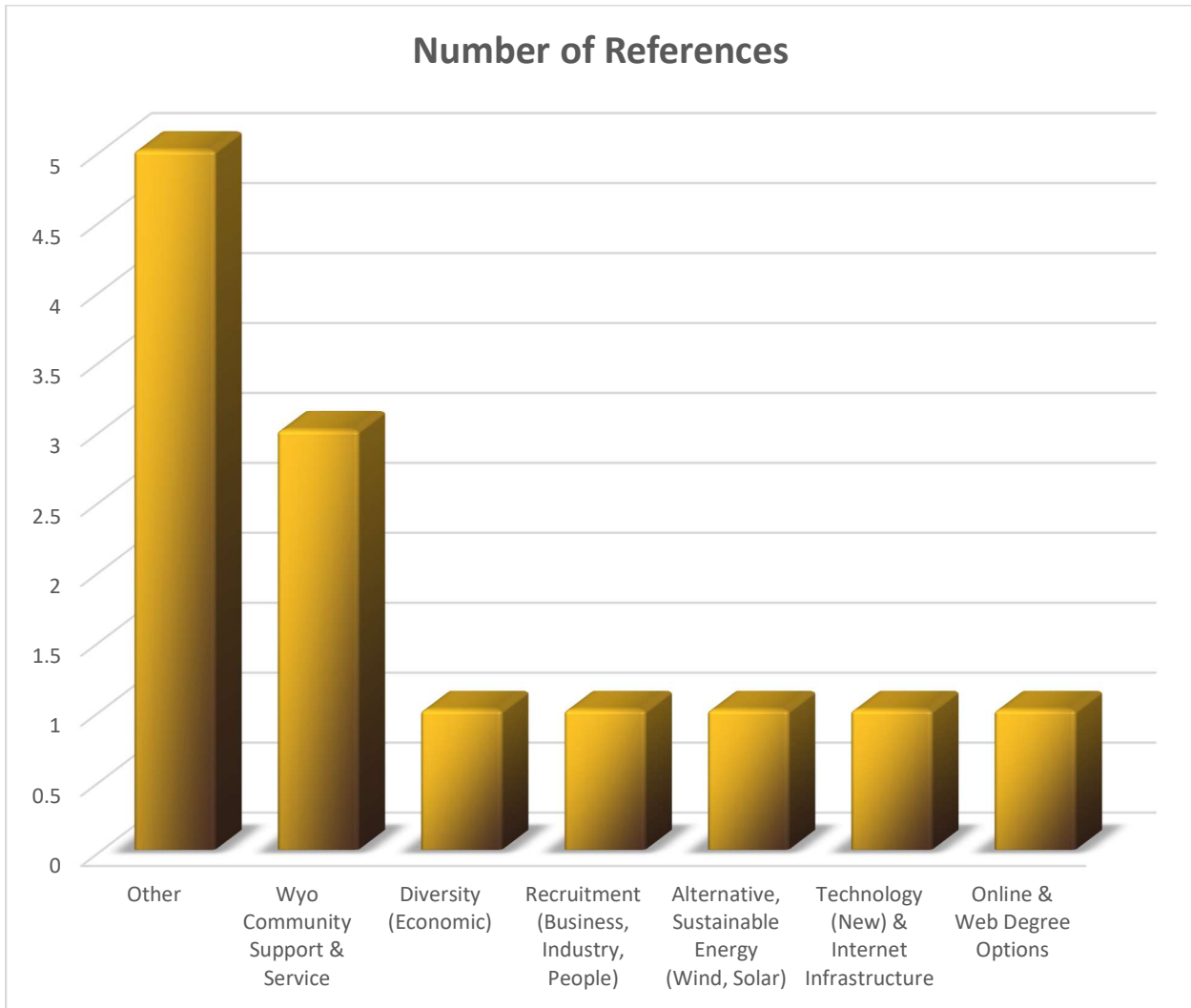
Figure 55. UW Foundation Donor Q10



- Future needs should be aligned with what the world and US need with respect to moving away from fossil fuels, building industry that can be worked from home and not in cold Wyoming.
- Partnerships with tribes in the state may present opportunities to bring federal and industry resources to the benefit of the state UW and the tribes. This could involve capturing the culture and history of tribes, developing technology or other industry opportunities.

Wyoming Community Member

Figure 56. Wyoming Community Member Q10



- Can we just be the straight shooters? I admit, I am not very familiar with the political science department, but I advocate to train folks in "plain speak." The political landscape and polarized debates have crippled our country. UW should be the leader in clear, concise, and transparent communication.
- Dependable high-speed broadband internet is essential for UW online and outreach education efforts. It is also needed in communities for community college and K-12 education, economic diversity and development efforts, and cultural and social connections. UW must advocate for infrastructure changes.
- Don't yield to the fast dollar and compromise the integrity of the state.
- Educate on the truths of coal. Dick Cheney knows the importance of coal, have him speak on it, yearly. He explains it well.
- How can we be a center for renewable energy development? We have more resources above the ground than below and we need to understand that. Let's move beyond simple resource extraction and towards production opportunities. Why can't we manufacture turbine blades or PV panels in this state?

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- In the future, UW could do a much better job of selling itself to Wyoming. Too often, I hear that UW is isolated. Isolated from Downtown Laramie, isolated from the legislature in Cheyenne, isolated from Joe Sixpack in Lusk. UW needs to show the entire state why UW matters to them.
- Need to bring in people.
- Other future needs are political representatives that are well educated forward thinkers. UW can help in educating, preparing and supporting future state leaders. An education based in reality that focuses on community needs and involvement.

## Q11. What skills, capabilities, or knowledge do you think UW graduates need to be successful after graduation?

The following table displays the total number of responses to “Q11. What skills, capabilities, or knowledge do you think UW graduates need to be successful after graduation?” Also listed are the number of responses by Respondent Type.

**Table 18. Q11 Responses by Respondent Type**

	Number of responses to Q11	Percent of total responses
All	101	100%
Staff	58	57.4%
Faculty	25	24.8%
Student	14	13.9%
Alumni	14	13.9%
Wyoming Community Member	10	9.9%
UW Foundation Donor	3	3.0%

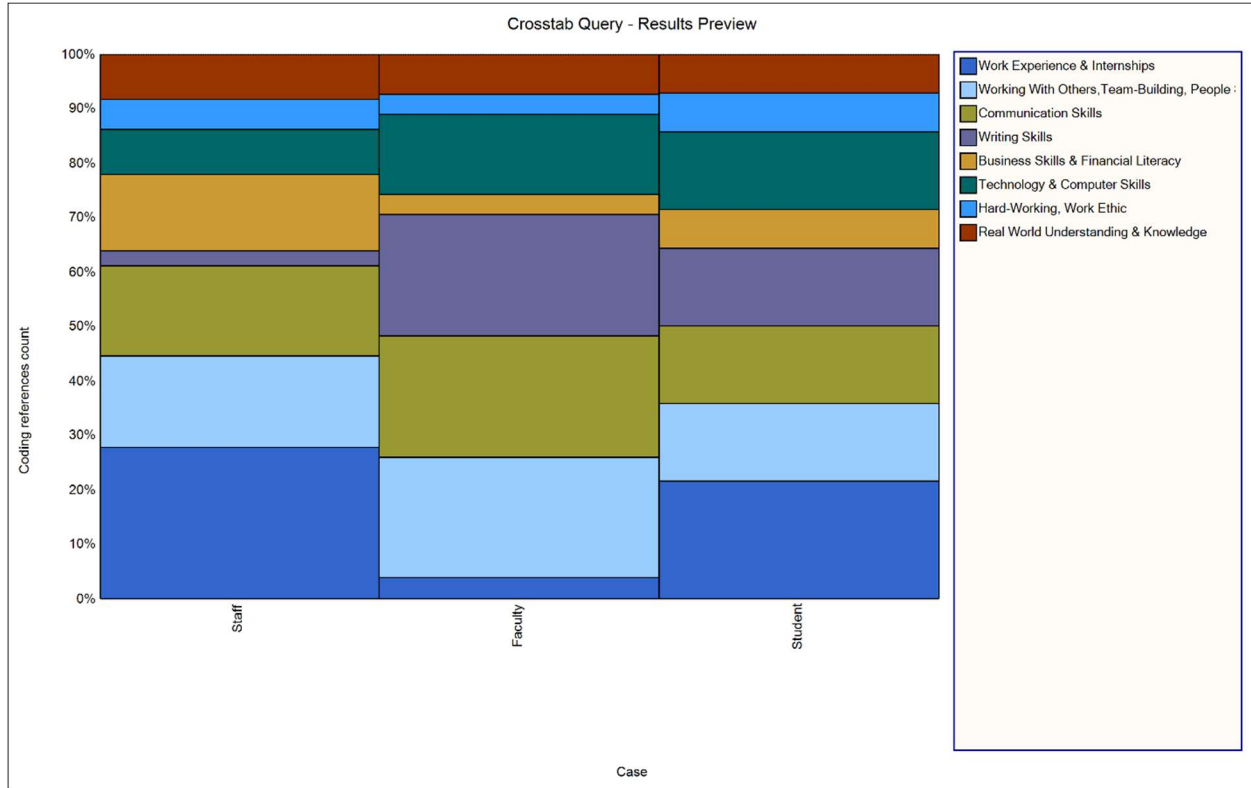
Responses were coded into the following “Skills after Graduation” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other.” The table below displays the categories, as well as the number of references made in the responses.

Table 19. Skills after Graduation Categories

Codes	Number of coded references
Critical Thinking & Problem Solving	22
Foundational Education & Degree in Field	21
Work Experience & Internships	18
Working With Others, Team-Building, People Skills	16
Communication Skills	15
Other	13
Writing Skills	11
Business Skills & Financial Literacy	9
Technology & Computer Skills	9
Hard-Working, Work Ethic	8
Real World Understanding & Knowledge	8
Diverse, Well-Rounded Education	7
Diversity & Equity (Understanding, Valuing of)	7
Employment Opportunities	7
Leadership & Management Skills	7
Compassion & Empathy	6
Cultural Awareness	6
Resilience, Perseverance	6
Flexibility, Adaptability (Employment)	5
Creativity	4
Self-Confidence	4
Integrity, Honesty	3
Lifelong Learning	3
Networking Skills	3
Open-Minded	3
Soft Skills	3
STEM-Related Knowledge	3
Trade Skills & Knowledge	3
Common Sense	2
Community & Civic Awareness	2
Curiosity	2
Data Analysis Skills	2
Digital, Social Media Literacy	2
Emotional Intelligence & Stability	2
Ethics	2
Innovation	2
Liberal Arts Education	2
Reading Skills	2
Reverence for Facts	2
Self Awareness	2

Below is a graphical comparison of the three largest Respondent Type groups (Staff, Faculty, and Students/Parents) with the top 8 “Skills after Graduation” categories. The overall top 8 categories are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that “Work Experience & Internships” is listed most often by Staff as what skills are needed to be successful after graduation, followed closely by Students and then finally Faculty listing it the fewest times.

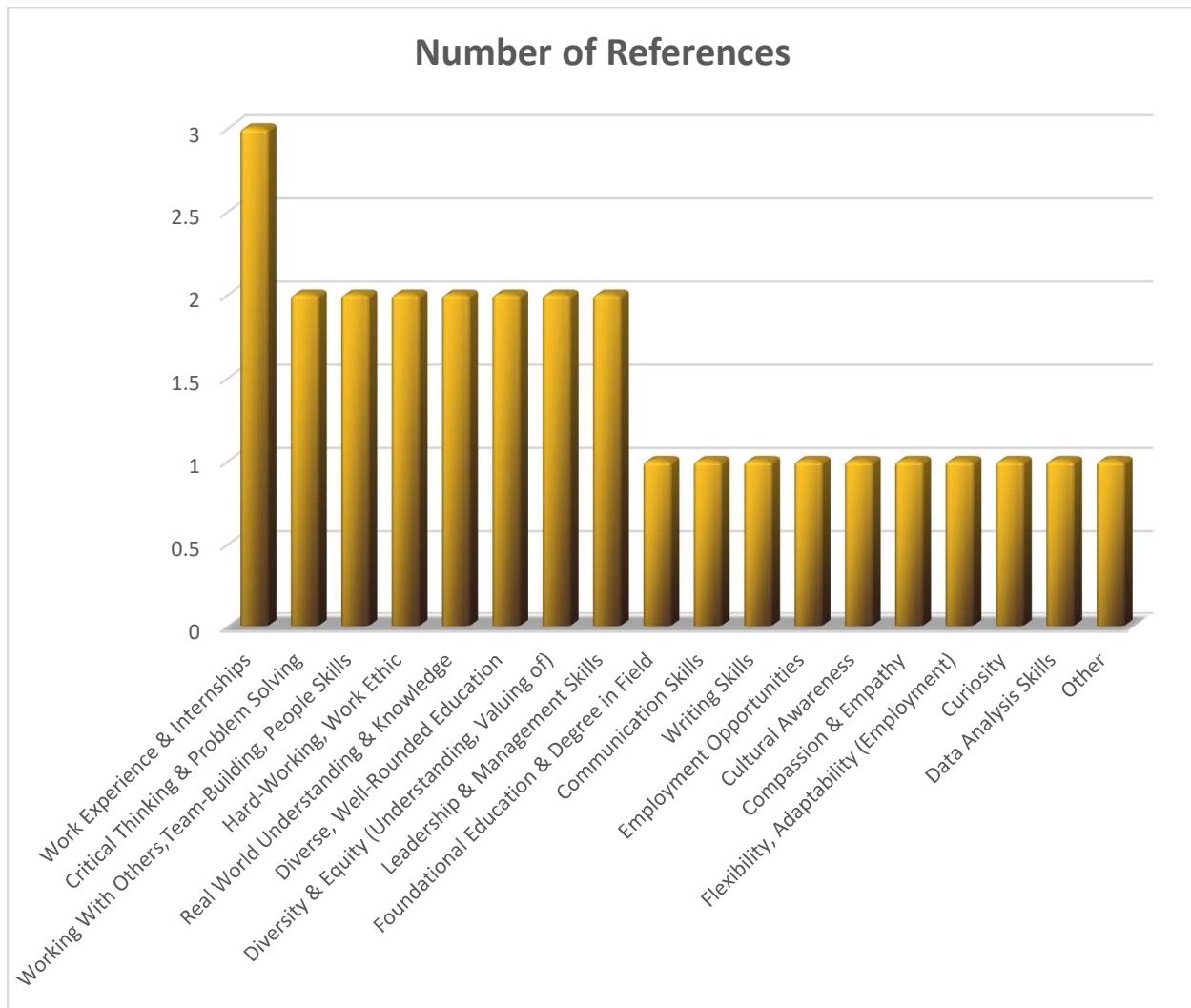
Figure 57: "Skills after Graduation" Compared Q11



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Alumni

Figure 58. Alumni Q11



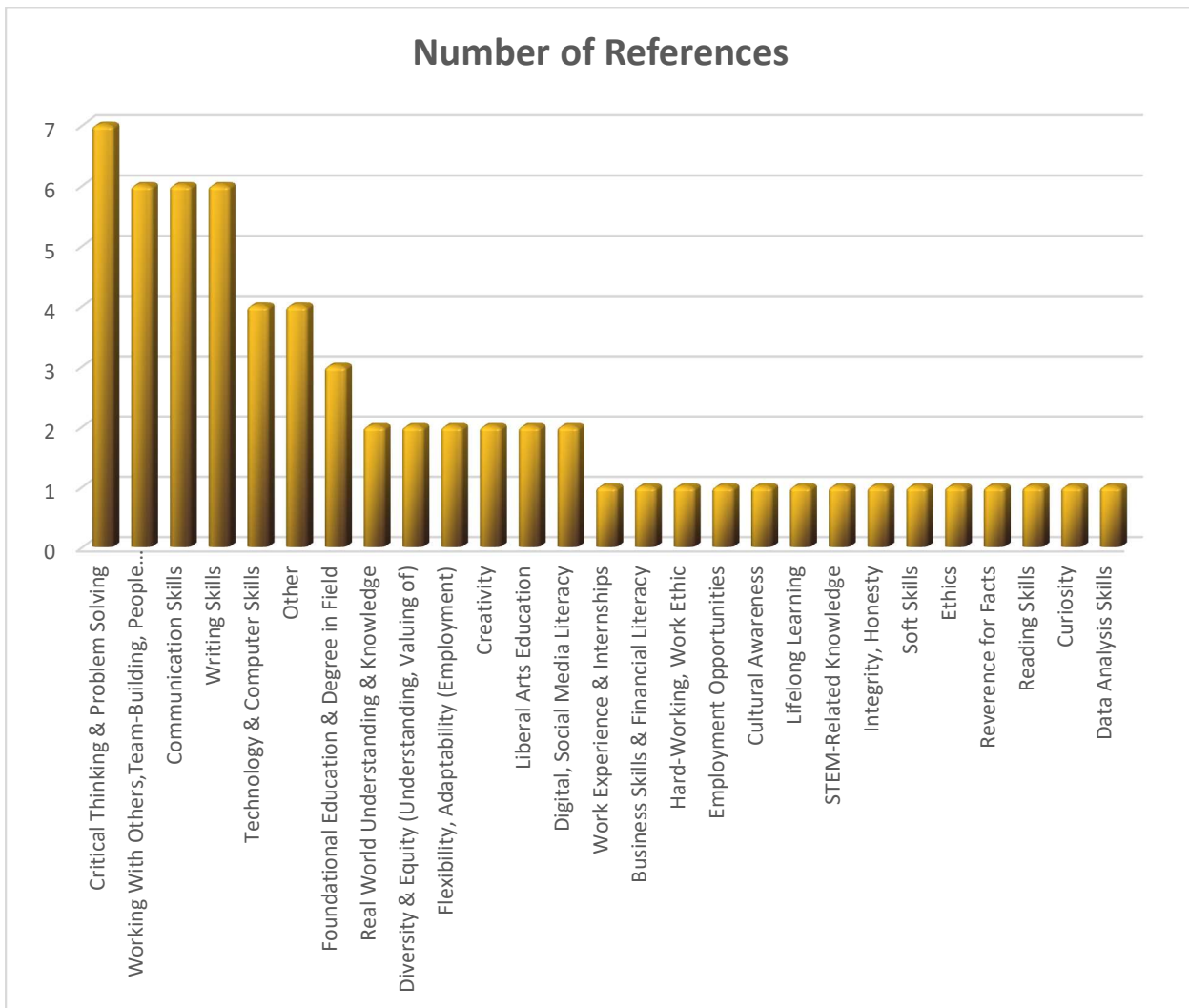
- A well-rounded education.
- Critical thinking, change management, empathy, leadership, ability to connect ideas, strategic thinking, the ability to have debate, compromise, and produce positive/improved outcomes.
- Critical thinking, humility and desire to learn, different perspectives from across the country and globe, ability to think on our own, managing of people and projects, DEIB understanding.
- Diverse lenses and experiences so they understand the global issues and not just this small, low population area.
- Firstly, professors need to have degrees in the field they are teaching. Work history is valuable but if you have a degree in Agriculture you shouldn't be teaching math. As a student I would resent have an instructor who doesn't have a degree in my field teaching me and paying full tuition. This is happening.
- Hands on teaching and learning; developing independence of students.
- Hopefully all graduates are employable and able to provide for themselves and their family.

- I see in many of our student a very narrow focus. They need to learn to look at the broader picture and see how what they do fits into and impacts the whole. Think outside the box.
- Knowledge of the courses they took, work ethic and an institution that collaborates with the business sector to provide employment. Intern program, at least in the engineering field is pitiful.
- Personal skills. We need to teach kids how to interact with each other without a computer or cell phone.
- The ability to communicate in writing and orally, the ability to think critically, a recognition of the importance of service to others and to see beyond their own needs.
- They need analytical skills.
- Value diversity, technology skills, and more opportunities for real-world experience prior to graduation. Both my UW graduates had a hard time finding jobs even with having computer science degrees.
- We need to develop Leaders of Character who know how to learn, and have the “grit” (drive and determination) to succeed in life, regardless of their field.



Faculty

Figure 59. Faculty Q11

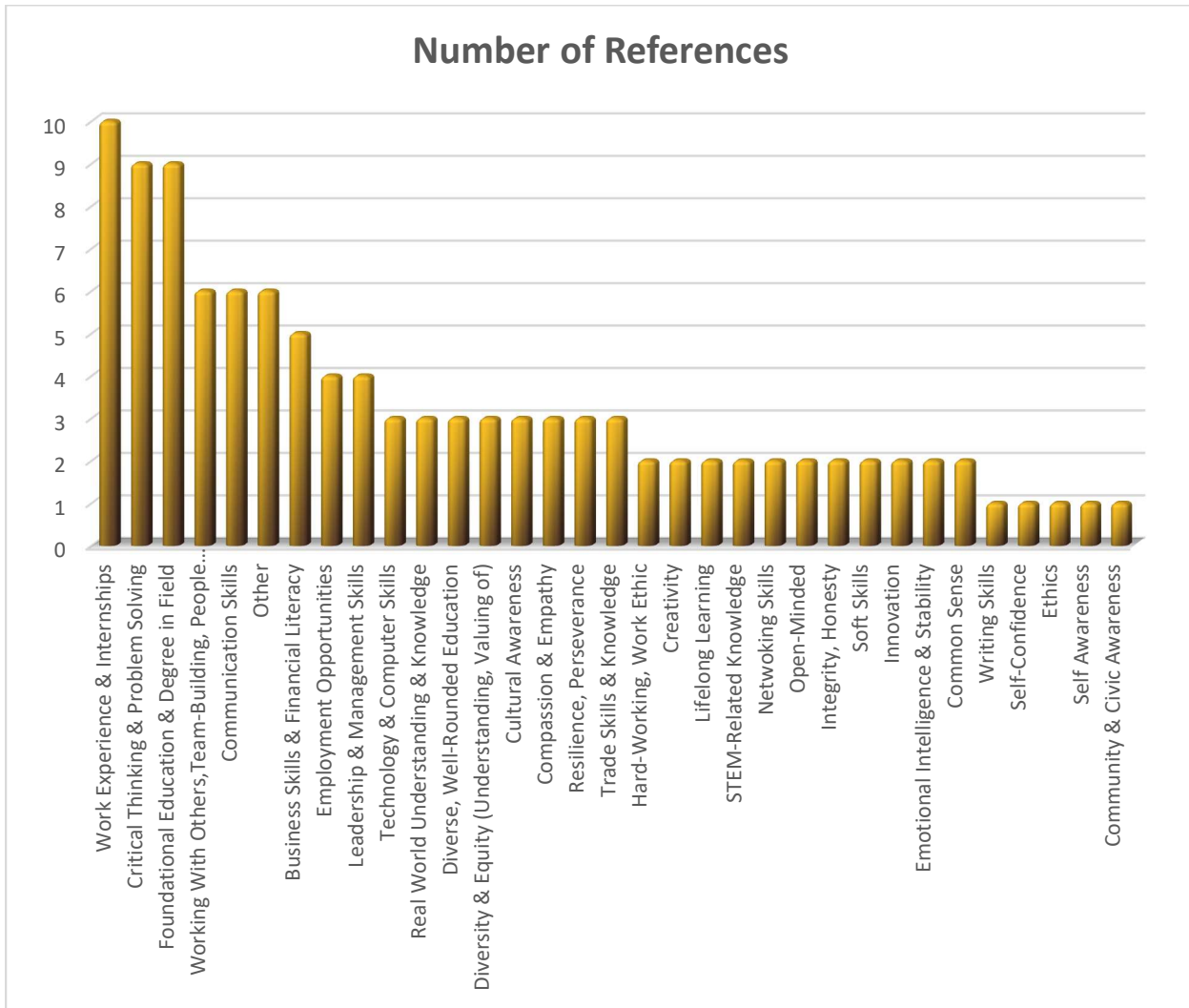


- Content and skills based courses, not just the SLO's free of actual content requirements.
- Coordination and interdisciplinary work. Strong scientific and critical thinking skills.
- Creative and critical thinking are key to entrepreneurship and success-look at Jobs, Gates, Bezos, etc.
- Critical thinking, team playing, verbal and written communication, time management are some of the essential skills our students should have upon graduation.
- Critical thinking. Employment flexibility. The ability to learn new methods, quickly. Complete comfort with all things digital.
- Delineating between practical realities / opportunities and idealism.
- Good writing, computer and team work skills will continue to be essential.
- Honesty, ethics and willingness to be a lifelong learners.
- Liberal arts education. Knowledge of the world. An appreciation of the benefits of diversity. An understanding of the power (and limitations) of science. A reverence for facts and the process of sorting fact from fiction.

- Nearly all UW graduates need to read and write with greater fluency. No matter what field they enter gaps in fundamental communication skills will hinder their progress. Many also have had little experience beyond the state or the region. International travel courses can be transformative for them.
- Practical, hands-on experience. A resume that just has a college degree is NOT enough. We need experiential learning in ALL departments. Mandatory internships for all students.
- Skills and knowledge might already be in place but with no jobs people leave.
- Strong work ethic and good soft skills. An undergraduate education helps to provide some technical skills but the degree mainly illustrates that the student has the ability to learn. An employer wants an employee who can learn the job and wants to work and can integrate into the team smoothly.
- Students who graduate from UW need to be good communicators (writers, speakers, etc.) and critical & creative thinkers. They need to be proficient w/ media literacy, social media literacy, and digital literacy.
- Technology, entrepreneurial, curiosity.
- The ability to think critically, communicate well and be persuasive.
- They must have competence in communication, collaboration, and quantification. The future of employment is wildly unpredictable, so we must provide students with the foundational abilities to think critically and respond creatively.
- They need to be competent in their degree programs. We've pushed too far away from that at the cost of the students' core knowledge in their chosen degrees.
- We are constantly in touch with agencies and private companies hiring our students, and we continually get the message that they need to be job-ready in terms of technical skill (natural resource management) but have to have great communication skills in writing / listening / working in a group.
- What we already provide them. UW is not a trade school and if it moves in that direction, I'll be inclined to go. Critical thinking can get you far in any profession.
- While STEM skills are necessary, I think our most successful students will need much more than that (and I am in STEM). Skills that are in demand fluctuate over decades, but there is a core preparation that is timeless. I think these skills can be developed in a strong USP program.
- Writing and communication, Critical thinking, Computer skills, Inclusivity, working in diverse teams.
- Writing and data analysis skills.
- Writing, awareness of global cultures, broad education in the liberal arts balanced with career specialization.
- Writing, public speaking, digital literacy, flexibility, adaptability.

Staff

Figure 60. Staff Q11



- A college degree is not as good without work experience. Allowing students to work on campus is great. I have determined that work experience is more valuable than a college education, especially since most don't employees get compensated for their education, unless administration.
- Ability to get along with other people from diverse backgrounds. Ability to think critically about issues. Ability to be lifelong learners. Ability to lead with respect.
- All STEM related skills and knowledge, also with team building internships and think tanks interpersonal skills can be honed prior to graduation.
- Basic foundation in chosen area of study, ability to take initiative and be innovative. Excellent communication and people skills. Good work ethic.
- Be versed in their discipline and able to objectively network their skills.
- Be white, have rich parents.
- Business skills! Teach them how to run a business, not just a worker bee, doesn't matter the specialty.
- Coding, Literacy, Emotional stability, Cultural awareness, financial literacy, communications proficiency.

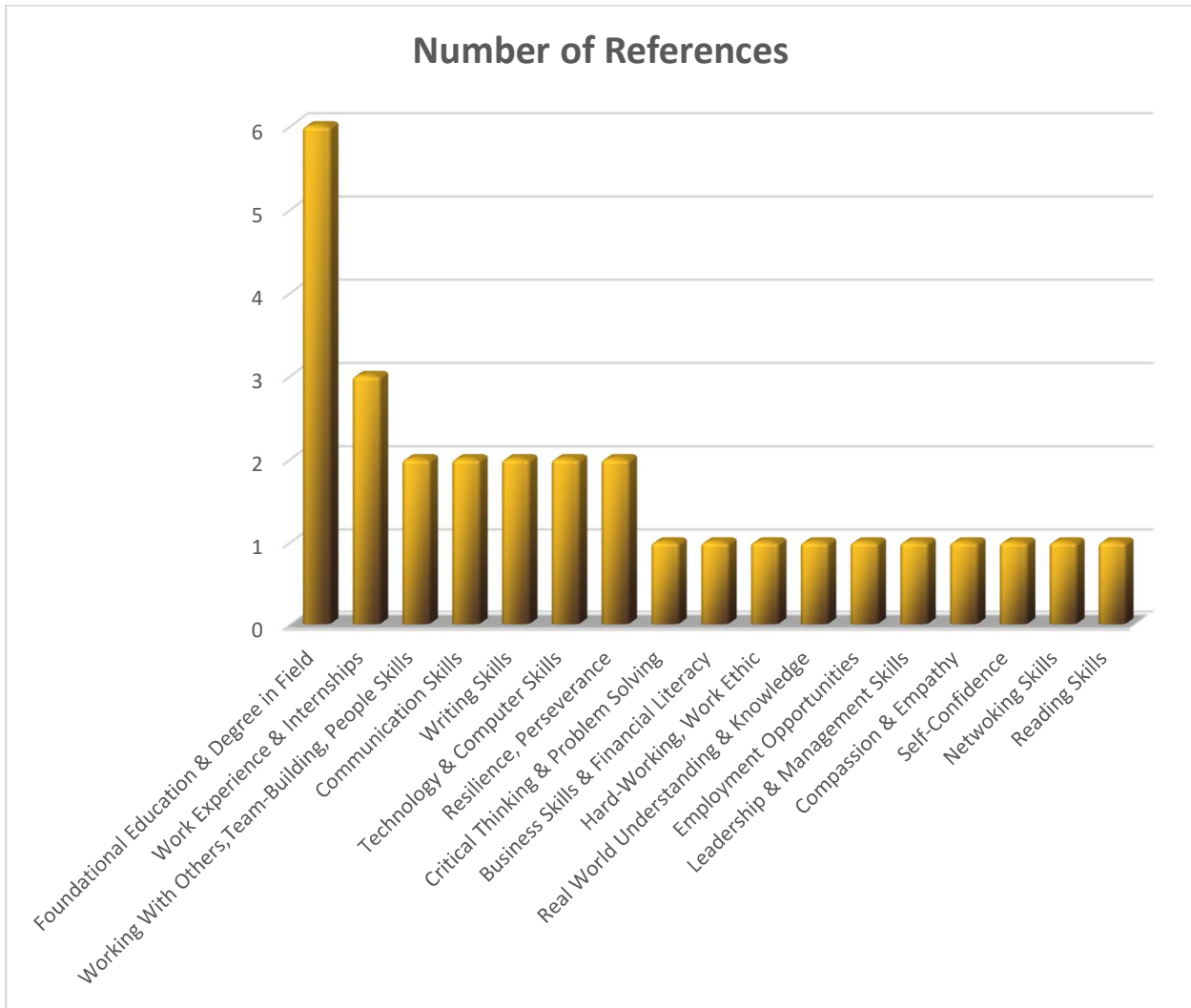
- Compassion with other opinions, and an awakening to the fact that there is more to the world than open skies and our live and let live world. Self-confidence to know whom and what they are.
- Critical thinking, analysis, acceptance of alternative solutions. They also need the opportunity to come back and learn specific employment related skills, to upskill or reskill themselves as technology changes over time. People are living longer and will be working longer, 70+ years of work.
- Critical thinking.
- Critical thinking. Collaboration. Develop open-minded, resilient, individuals. Model this from the top down.
- Critical Thinking. Real world experiences.
- Diverse education.
- Even though high tech is the future there still needs to be skilled tradesmen.
- Exposure to many different research opportunities and working with a diversity of people and cultures. Without the high levels of research at the University, the students would not understand how to think critically and understand about how things are interconnected.
- Hands on skills, not just book smarts.
- Hands-on projects, problem-solving, learn to fail and succeed, technology/engineering.
- How to live in the real world, just because you have a good education doesn't mean you have common sense to do what is necessary to live in the world the way it is today.
- I think UW offers a those traits already. Wyoming just has nothing keeping our graduates in our state.
- I think we do this very well. Anyone that is familiar with UW grads knows that we are adapted to working hard and resilient (in general, obviously).
- Inclusive and empathetic toward all people, Interpersonal competencies, Cultural competencies.
- Industry Standards for entry level opportunities.
- Innovation, critical thinking, self-starting/creative, understanding and valuing diversity.
- Integrity, honesty, ethics, diversity, and racial equality, so many problems in society that just don't seem to be getting better. Becoming critical thinkers. Accepting people with different values and ideologies. How to determine credible news and facts from fiction.
- Job experience and hard skills.
- JOBS in their own STATE to enter after graduation.
- Leadership/management skills. A basic understanding of business/finance. An understanding that employment in the real world is nothing like life in academia. Successful people don't start their days at noon, and there are far less art/philosophy/social justice jobs out there than degree holders.
- Must have ability to communicate, must learn about history (human, state, region, country and world). Should learn about global sustainability as a mandatory intro course.
- Not just technical knowledge specific to their majors, but a well-rounded liberal arts education to complement their major to be well-rounded, engaged, civic-minded citizens & professionals.
- Nothing, UWYO will randomly lay them off at any time.
- Personal financial management - luckily this is an affordable school and they should not be too in debt coming out, having job opportunity for the major chosen (majors available that reach the needs of the job market), basic skills.
- problem solving skills, dedication, and an understanding and implementation of a reasonable work/life balance
- Problem solving, communication, empathy, common sense and a conscience.
- Real life application of skills in private industry - lifelong academics do not have to be professors but lack work experience in their field. New graduates need a better economy and less student debt.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Real world skills. Not just a neat piece of paper that says I can follow directions and pass some tests. We need people teaching what to expect no matter the field/degree a student gets. Stop promising X amount of dollars with a degree in field X.
- Regardless of vocation, I think UW graduates need a strong set of people skills. Able to communicate well and with integrity in any situation.
- Resiliency, creativity, adaptability and acceptance to change.
- Resiliency, prioritization of mental health and all other dimensions of wellness, opportunities to develop critical thinking and leadership skills, conflict management skills, knowledge of equity, diversity, and inclusion, discussions of race and racism, negotiation skills.
- Resume, social - make required entry level classes &/or optional pay for. Connections to real local opportunities & business & support & leaders (again UW buildings for startups, etc.). Use engineer & architect & designer & performer student's plans/ideas as building blocks for events/business.
- Soft skills, critical thinking skills, program knowledge and networking skills.
- Soft skills, hands-on experience through internships and experiential learning.
- Some type of an internship in their field outside of the college. So they can get use to the workforce setting and gain experience in their particular field.
- Students need to be able to recognize both local and global economic landscapes. Globalization is not going away, and with the pandemic we have witnessed that many things (viruses included) do not recognize borders. Critical self-awareness, and emotional intelligence.
- Tech skills, writing skills targeted towards specific goals, like copy editing, ghost writing, internet etc. We need to think creatively and give students real world knowledge. We need generalized classes for all students in how to start up a business, how to read tax law, how to budget.
- Technical skills required for their area of focus and good communication skills.
- The ability to work with people who think differently than they do. Whether they disagree on the approach to a project or how we should manage our state's natural resources, students need to be able to understand someone else's position and measure the weight of an argument.
- The need to be able to work in a variety of environments, know how to lead and be team players. Their major needs to be marketable, health care, housing, computer science.
- The university needs to focus on what any college graduate should be able to do well and not become preoccupied with nebulous and otherwise heady ideas about what an educational experience is supposed to be.
- They didn't need to go to college at all and should've joined the workforce or started pursuing what they were passionate about... AND THEN decide if spending tens of thousands on further education, hopefully on that passion!
- They need connections in the field they are majoring in.
- They need to have a well-rounded, diverse educational experience.
- They need to have the resources to move forward and get the right job for the degree they have.
- They will need a work ethic. They need to understand what life outside of the university is like. They will need to actually get out of bed before noon and be productive to society. Most will end up working in a field that their degree doesn't apply because there aren't enough jobs in that degree.
- Think big.
- Those skilled in technology, health care, and business will be successful.
- Useable degrees.

Student

Figure 61. Student Q11



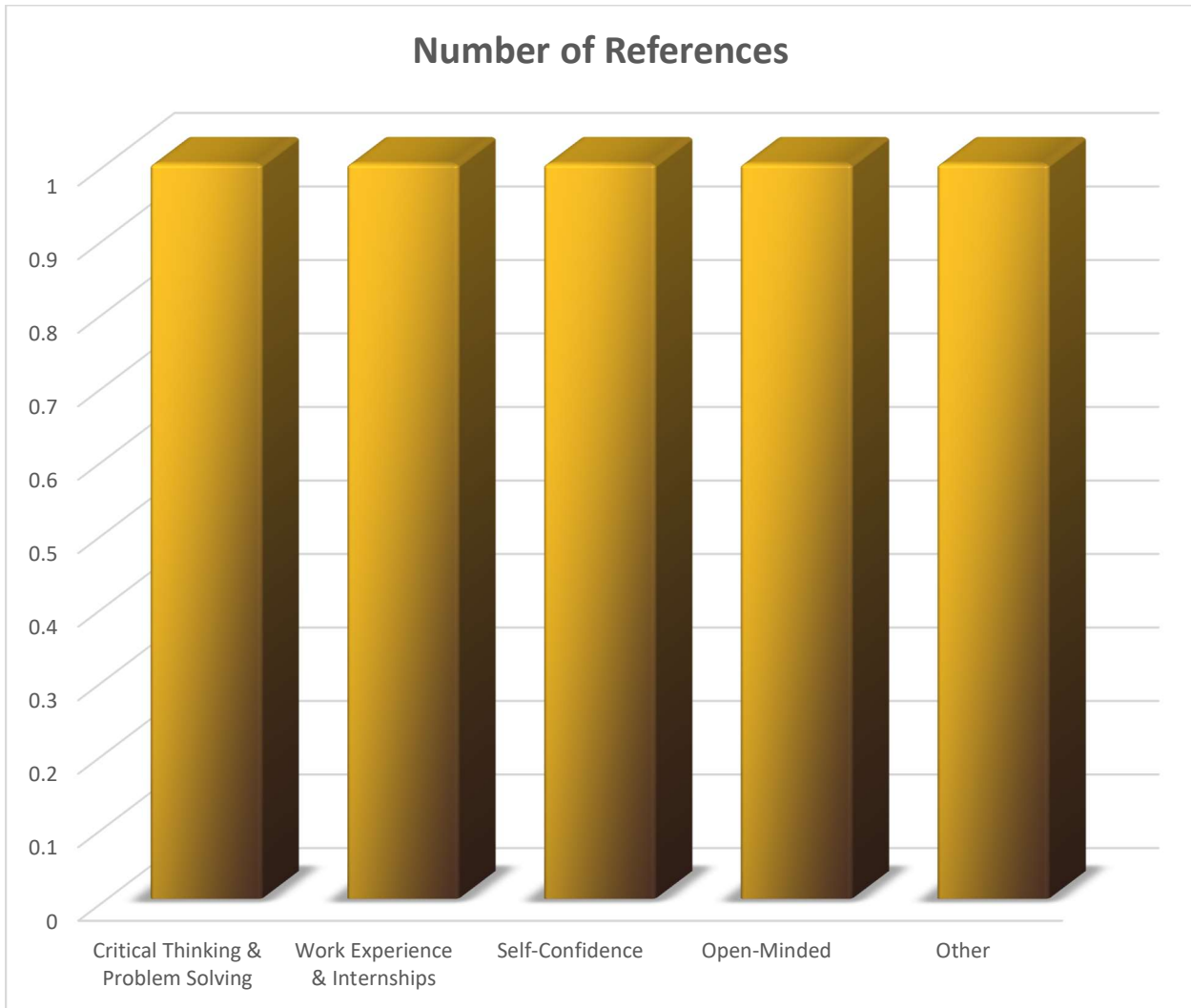
- A degree. Students will always choose majors that suit them best. A degree is the price of entry into the business world. Likely they will learn the skills they need on the job and go back to graduate school for specialties.
- A knowledge of basic skills, writing, and communication to help students compete in a diverse, ever changing economy/world.
- Critical thinking skills, ability to have empathy, to understand that there is a broader world than little racist white Wyoming, de-radicalization, ability to understand how to work with federal and state agencies, ability to work with communities to solve problems, basic accounting and budgeting.
- I believe the skills that UW graduates need are hard work and perseverance. We are living in a world now where a lot of kids are taught that if they fail, the world has to change instead of them individually. This isn't the case. The world is not fair and we must persevere and stand tough.
- I know for me as a students with siblings and friends who have graduated from UW, their biggest complaint was that they did not know how big internships and career experiences in college were when trying to get hired.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- I think more job placement programs designed to keep graduates within the state, feeding the economy, would be incredibly valuable. Skills include: networking, job training, more programs for degrees and opportunities.
- Knowledge/intellectual skills, interpersonal skills, adaptability, technological skills.
- They all need to feel confident that they received a rounded education and they are coming away with what they paid for. They also need to see UW change and shift because they will have to do this themselves the rest of their lives.
- UW graduates need to be equipped with resilience, confidence, and a well-rounded education. We need to be prepared with real-world experience in rural and urban settings, and we need to know how to unite conflicting ideas and parties as leaders. UW needs to prep students for the future of the U.S.
- UW graduates will need strong communication skills and technology based education to be successful. Not everything will be done on a computer. People still need to be able to talk with one another, in a civil and free manner, away from the screen. Never underestimate the power of a good handshake.
- UW students won't read. Can you keep a decent job if you won't read?
- We need knowledge that other universities do not give their students. We need to see the world differently and understand the material in a way that gives us an advantage. I want people to see my degree and say, oh Wyoming I heard that's a great school.
- Well, an education for one which is something NONE of us are fully getting. Then how about some job training. How about in person meetings to learn from other?
- Writing, knowing about the world, how to enter the job market.

*UW Foundation Donor*

Figure 62. UW Foundation Donor Q11

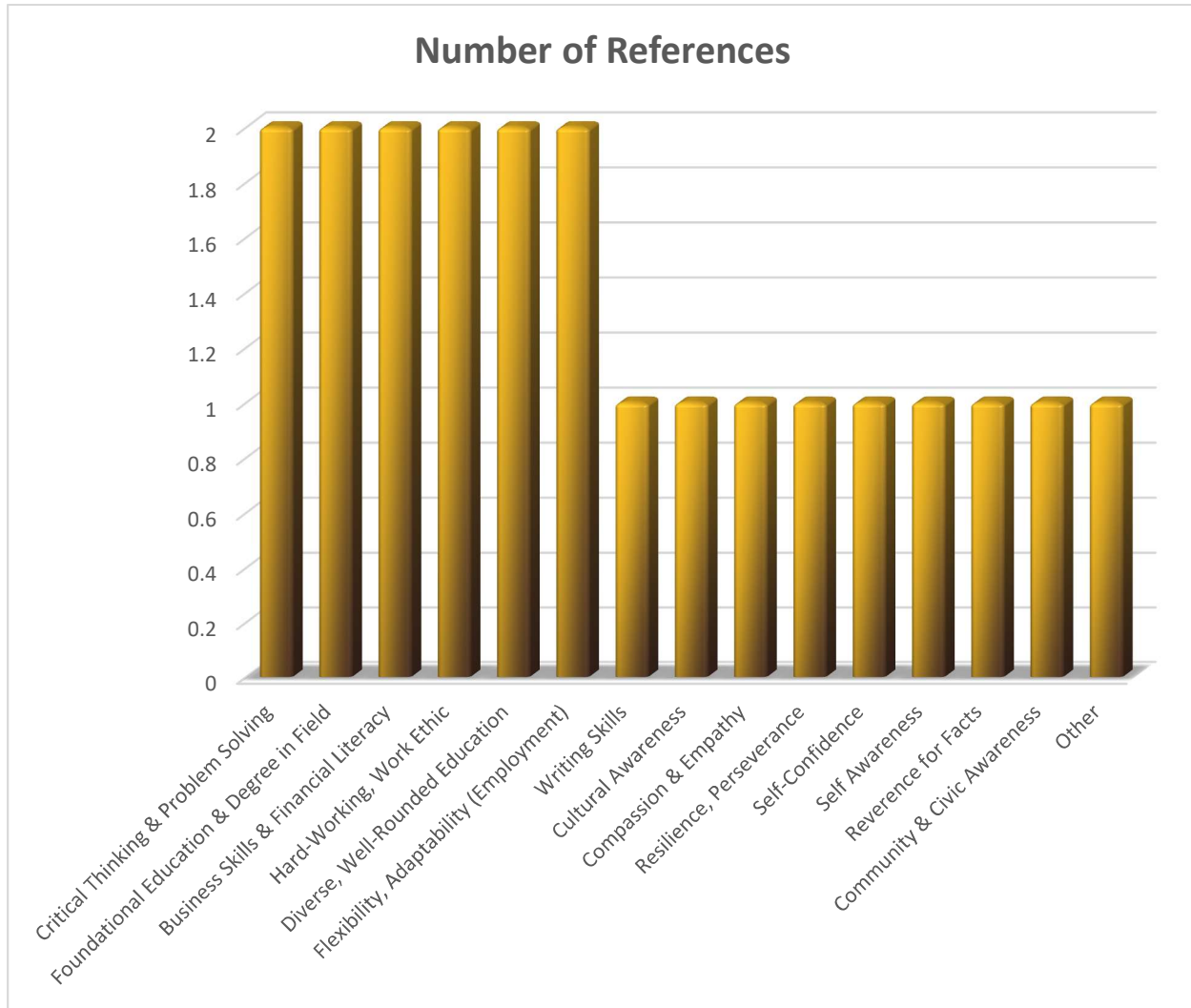


- Job experience. Great internships and apprenticing to be prepared upon graduation. High job placement helps with school ranking...work hard to get them placed.
- Many schools have eliminated challenging students with ideas from "the other side." The ability to challenge the status quo and build on other ideas is a key to success and fostering at the UW could be a competitive advantage. Building bridges together to the future.
- Thinking critically and logically as opposed to politically. Not being afraid to make decisions. Having the ability to look at a problem and develop solutions with people around the world. Not being so dependent on others to think for them. Confident, resourceful people with a backbone.

*Wyoming Community Member*



Figure 63. Wyoming Community Member Q11



- Be there own person, take responsibility, get rid of victim mentality.
- Business accounting and the basics of western culture: art, literature, philosophy, science, math, music, and physical education.
- Critical thinking in all subjects and an appreciation that change is inevitable. In order to succeed we need to be open to possibilities not sheltered from them.
- Critical thinking is essential. With the rise of misinformation sources, UW graduates must be able to disseminate and deconstruct information to make proper decisions in their chosen career paths and personal lives.
- Hard working; independent (not dependent on government or systems to bail them out); resilient; adaptable; awareness of community needs.
- Knowledge in their field of expertise along with knowledge of current facts pertaining to global and domestic issues. UW graduates need to decipher fact from fiction and be forward thinking.
- Resourceful, self-reliant, tenacious, smart, compassionate, accepting.
- The capacity to problem solve and think is paramount. I believe a core education in classics is the way to do that. A University is not a trade school. That is why the College of Arts and Science is so important.
- To be a productive global citizen. Financial knowledge.

- Writing skills, cultural competence, job skills.

Q12. UW’s mission is: We honor our heritage as the state’s flagship and land-grant university by providing accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources. How can we best meet this mission in these challenging economic times?

The following table displays the total number of responses to “Q12. UW’s mission is: We honor our heritage as the state’s flagship and land-grant university by providing accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources. How can we best meet this mission in these challenging economic times?” Also listed are the number of responses by Respondent Type.

Table 20. Q12 Responses by Respondent Type

	Number of responses to Q12	Percent of total responses
All	106	100%
Staff	42	39.6%
Faculty	23	21.7%
Student	16	15.1%
Alumni	14	13.2%
Wyoming Community Member	9	8.5%
UW Foundation Donor	2	1.9%

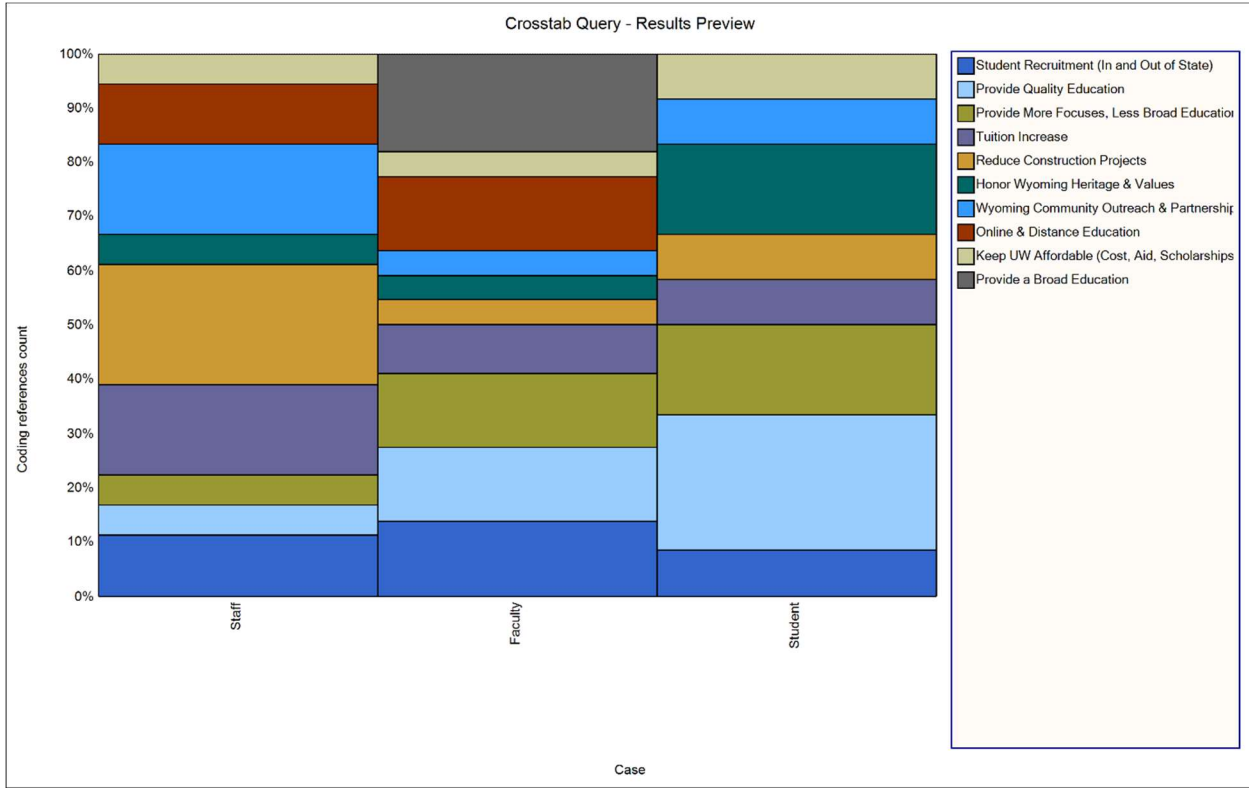
Responses were coded into the following “How to Meet the Mission” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other” for purposes of Respondent Type comparisons (although listed in the following table). The table below displays the categories, as well as the number of references made in the responses.

Table 21. How to Meet the Mission Categories

Codes	Number of coded references
Other	17
Student Recruitment (In and Out of State)	11
Provide Quality Education	10
Provide More Focuses, Less Broad Education	8
Honor Wyoming Heritage & Values	7
Reduce Construction Projects	7
Tuition Increase	7
Online & Distance Education	6
Wyoming Community Outreach & Partnership	6
Keep UW Affordable (Cost, Aid, Scholarships)	5
Provide a Broad Education	5
Employee Service & Support	4
Evaluate & Change the Mission	4
Funding (New Research, Grant, Creative)	4
Open UW Up to Pre-COVID	4
Administration (Cutbacks)	3
Job Placement & Internships	3
Move away from Oil & Gas	3
Organizational Restructure & Refocus	3
State Support	3
Student Development & Support	3
UW-Casper & Extension	3
Athletics (Cut)	2
Collaboration with Industry	2
Communication (Open)	2
Diversify (Economy & Funding)	2
Employee Standards	2
Faculty (Retention)	2
Progressive Focus	2
Recruitment (Faculty)	2
Salary Cuts	2
Teaching (Quality)	2

Below is a graphical comparison of the three largest Respondent Type groups (Staff, Faculty, and Students/Parents) with the top 10 “How to Meet the Mission” categories. The overall top 10 categories are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that “Provide Quality Education” is listed most often by Students as how UW can best meet the mission, followed closely by Faculty and then finally Staff listing it the fewest times.

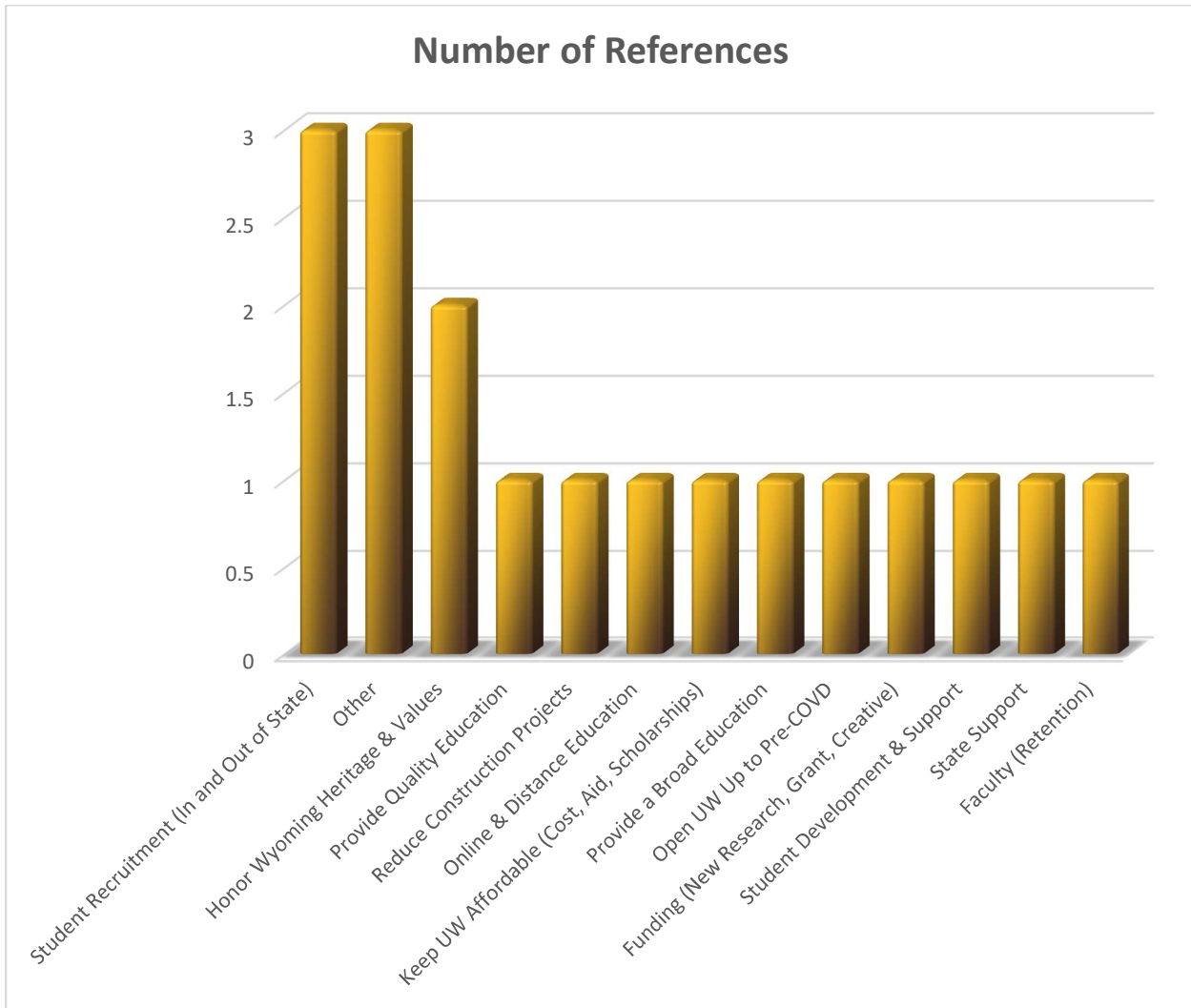
Figure 64: “How to Meet the Mission” Compared Q12



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Alumni

Figure 65. Alumni Q12



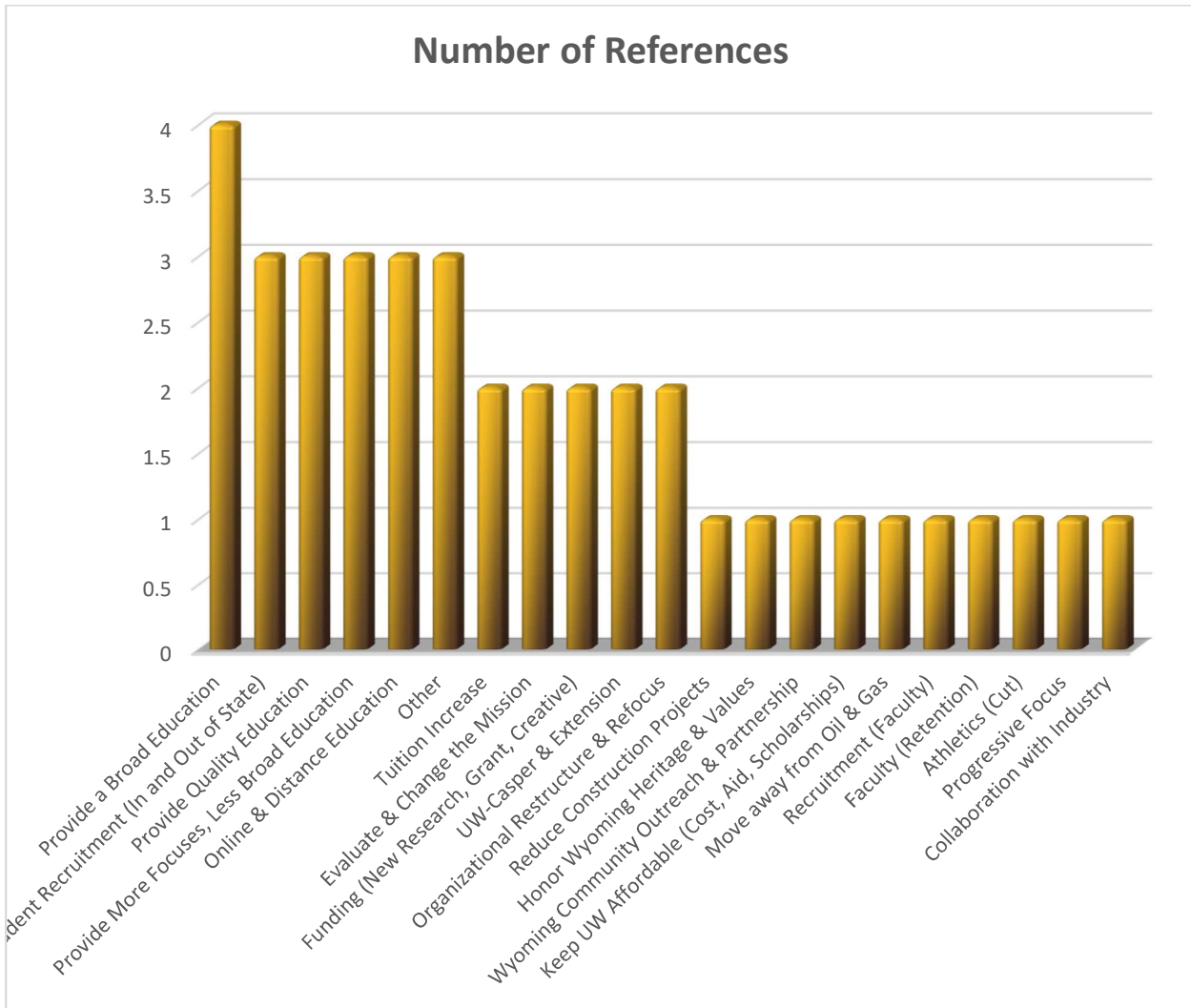
- By focusing on revenue sources for UW which may mean spending funds to attract more students and keep faculty
- Cowboy up together (state, students, institution, and alumni). If every class size was 1000, then a current donation of \$20/month each from 1950 to now, would solve \$16.8 million of the problem, per year. Stop asking big and start asking small and continuous (change lifetime alum requirements to lifetime money).
- Creativity in increasing revenue not reliant on the state. Being very strategic in cuts and not forgetting the need to be a thought & cultural leader for the state.
- Do it. Don't only do part of it. My daughter is a student at UW and I'm concerned she will not get the quality of experience her parents and older sibling received even when the world opens back up if this mission is ignored and UW becomes a merely an engineering, mining, and agriculture school.
- Do more to recruit Wyoming HS graduates. We live in Evanston and our kids were recruited more by Utah schools than UW. Tuition is great at UW, but room and board is more expensive than almost all surrounding schools. Cost of R&B on campus and on campus requirement is a turn off to freshman.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Do you really honor the heritage of the school? With the steadily declining experiences of my children we are seeking every other path for my son to finish his college education other than University of Wyoming. UW has turned both bureaucratic and leftist. This frustration is felt by many families.
- First of all have a survey which allows critical input. This survey is more about feelings than substance.
- Guarantee Wyoming high school students have a place at the table of learning and growth.
- I would like UW to really honor our heritage by teaching our kids that there is more than one opinion and how to compromise and communicate with those who do not share our same opinions. Accessibility is key to growing the number of students - not all students need to be in Laramie.
- One thing that can make UW stand out from schools in other states is staying open to in person education. Student surveys showed that many of them would withdraw from college if they were required to continue online classes. I think enrollment would increase if UW stays open while others close.
- Put an emphasis on students and education, including their mental health. Stop wasting money testing all students twice a week.
- Spend a whole lot less money constructing new buildings (and demolishing well-constructed, totally useful buildings e.g. Wyoming Hall). If the goal of UW is to have a building for each student, we are on track. Most of the money spent on such projects leaves the state. Spend on people not sandstone!
- Stay true to our core - we aren't a revenue generation machine. Yes, we have to generate revenue but not at the expense of the humanities, arts & sciences, languages, and other areas that build critical thinking. People first. State partnerships are key - how we can we think to the future.
- UW doesn't necessarily need to expand in student population or infrastructure to support the mission. More students does not necessarily mean a heftier bottom line. There are additional costs associated with both.

Faculty

Figure 66. Faculty Q12



- By never giving up and being honest with ourselves to avoid confusing constant change with constant improvement.
- Can't be everything, so research or undergrad teaching? Focus research and grad support on select programs or clusters of individuals. Get radical and interdisciplinary: Discard departments, realign faculty around topics: e.g., energy and environment, culture and history, global cooperation.
- Change the mission. The land grant thing is from the late 1800s. It's 2021. We need to stop clinging to the past and recognize that we cannot meet the needs of our students without recognizing that they will be using what they learn here in the future. We have to think forward. Not backwards.
- Don't fire faculty. Get rid of most of athletics. Stop ridiculous branding.
- Don't succumb to pressure to make UW a technical school. That path will fail everyone. Wyoming needs UW to provide the balance it doesn't have anywhere else.

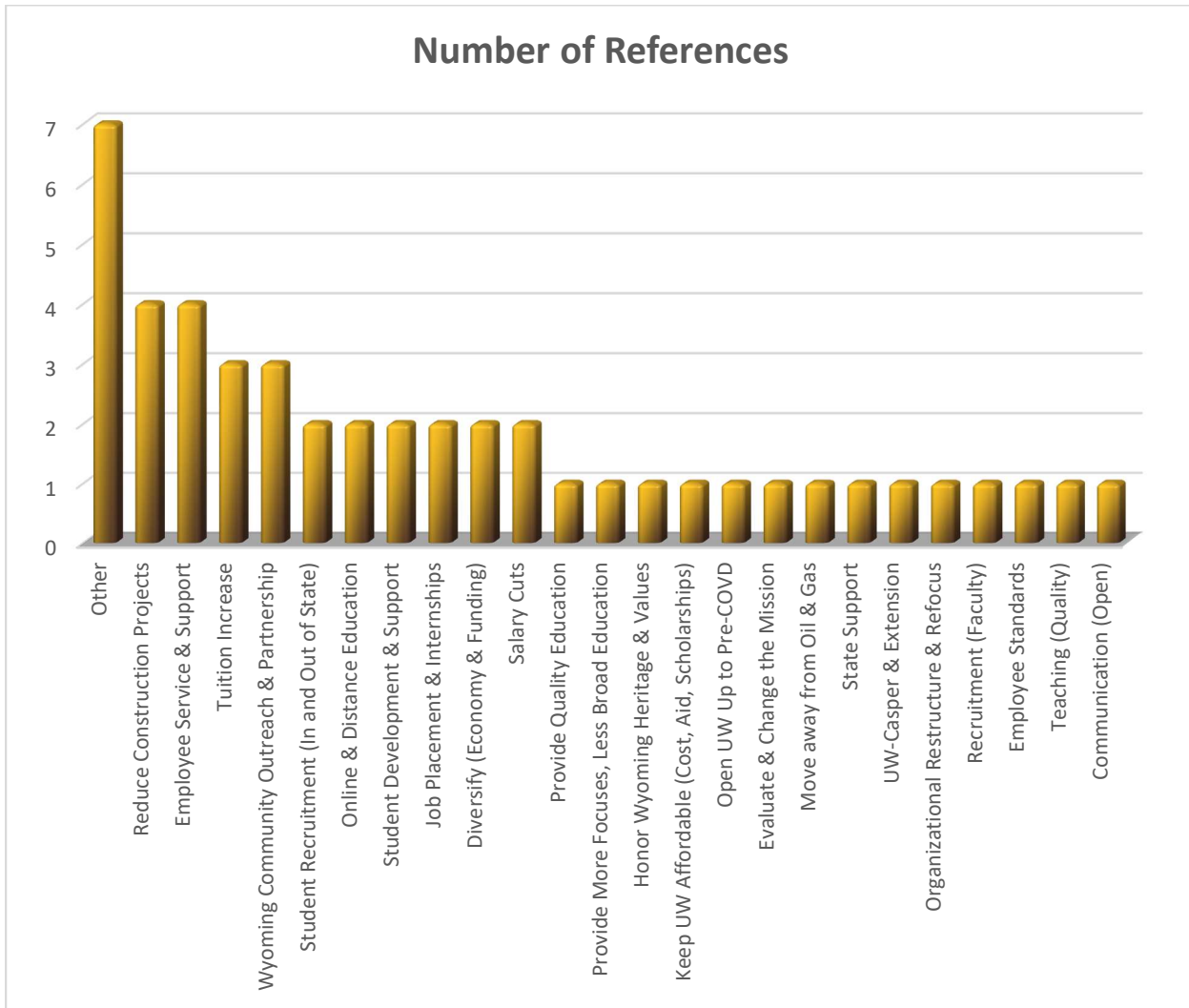


UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Even within this, we must prioritize which is most important. I count 10 separate items in this list (when adjectives are distributed to nouns). I would start with listing these 10 and ranking them. This will require some soul-searching.
- Focus departments - eliminate overlap and strengthen core departments with expectations of research excellence.
- Fund and motivate students to take the courses that will make them better members of society. This means take courses that will encourage critical thinking, diversity, clear communication and marketable of their own skills back to the state of WY.
- Fund raise. Learn from universities in other states that don't receive as much state money. Raise the tuition, but only to a point, so UW remains attractive to out-of-state (as well as in state) students. Attract those students. Keep strong programs to attract them.
- I think looking for non-traditional funding sources for our programs will be important. Partnerships can sometimes lead to efficiencies and financial benefit to efforts. Local, on-the-ground relationships are a vital first step to this. UW Extension and 4-H connections in the state are key.
- Lead the way in terms of the frontiers of science, tech, engineering, etc. establish the energy transition from humanities through fine-arts through the sciences.
- Offering on-line, asynchronous classes to students in Wyoming's community colleges to supplement their instruction. Marketing of potential solutions to attract research funding. Investigate how to best develop/promote nature areas for tourism. Invest in energy transition and an expanded energy mix.
- Raise tuition.
- Reality check, we need resources and we just can't fulfill this anymore. Something has to give. Low cost education still means we educate.
- Rigorous scholarship-more support for startup labs & grant funding.
- State-wide engagement, working to increase enrollments and tuition, offer more targeted online programs that would be available to a broader cross-section of the population in the region, more certifications (short, 3-4 semester long programs that are more targeted).
- Stop catering to oil and gas? Be a leader, not just responding to what we think the legislature wants.
- Trim down, regroup, connect and refocus.
- Use technology to make our courses, programs and resources accessible to the entire state and beyond. If we can employ people from around the state, that would help our reach and reputation as well. We must dispel "The University of Laramie" myth.
- We can meet this mission by providing a sound foundation in the liberal arts. The professional and training programs at UW are secondary to the core of higher education, but they have become the "cake" rather than the "icing." This sets up our students for entry-level jobs, not meaningful careers.
- We can't be a flagship and have to compete with community colleges offering 4-yr degrees. Either we make the higher education system in Wyoming more efficient or we jettison a chunk of our programs. Things not listed above: buildings, student recreation, administrators, and athletics.
- We need to identify what we can do great and lean on those things. It is nice to think that we can be everything to everyone, or build leadership in areas of weakness, but we do not have the luxury to take such risks. I think identifying the core areas that attract great faculty and students is key.
- Work at attracting high tech companies through tax incentives. UW can work with companies via collaborations and providing a trained workforce but the idea that UW faculty in their free time are going to develop startup companies that have a significant impact on the state's economy is laughable.

Staff

Figure 67. Staff Q12



- "Providing accessible and affordable high education." Yes, I agree college degrees are important. However, not everybody can afford it within our state. Offering education to all, higher educational opportunities at an affordable cost for Wyoming residents. Build our communities!
- Affordable is subjective. We can raise tuition and still be affordable. We are seen as "cheap" in more than financial terms.
- Better team building.
- By adding more distance degrees, it will make the education more accessible.
- By attracting students and supporting faculty and staff so they want to help the students succeed!
- Continue everything that was the core of UW for the last century, but be more mindful of spending and waste. Stop throwing all of our focus and funds into the crisis du jour. Focus on actual science and provable facts, rather than politics.
- Continue to work on the areas that are so important in developing our students to their fullest potential.

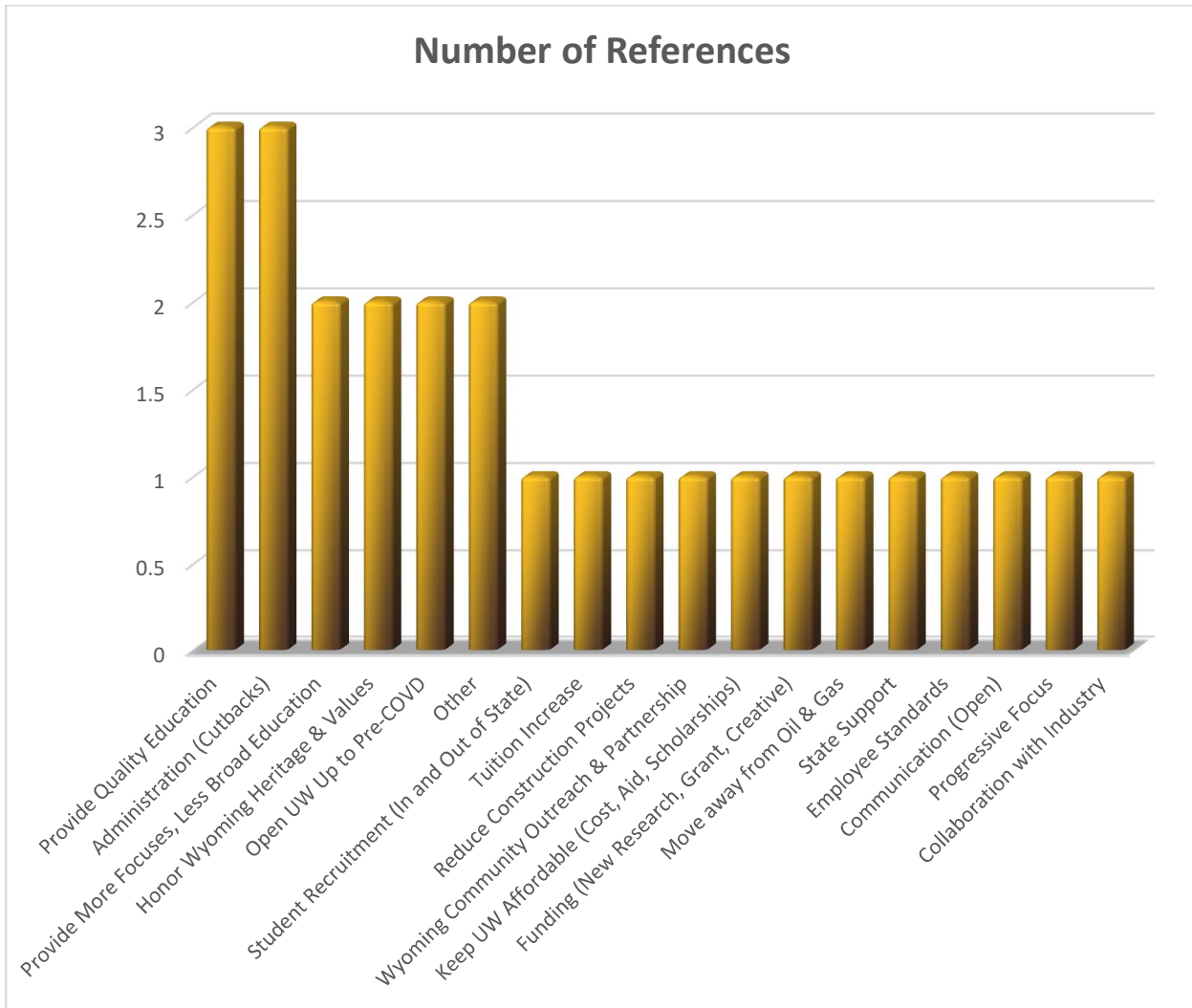
UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Don't forget Cultural or Historical in preference for the Natural and the perceived \$\$\$\$\$\$ there. If it's not renewable in our generation, it won't last forever as a source of funding.
- Evaluate the intention of this mission, identify your why and how, and have definite milestones that prove you have met the mission when creating projects or making decisions.
- Find the answers to growing the economy of the state in order to better meet the mission. Find the economic diversity needs in the state, and apply it on a smaller level to first benefit the university and then be able to scale up to a state-wide solution.
- Focus more on the QUALITY OF EDUCATION and diversifying our people and economy. Work with communities (including Albany County).
- Focus on the people and build the morale. Create a positive community where everyone regardless of position is respected and valued.
- Have across-the-board cut of all salaries over \$100,000.
- Help ensure the state has revenue streams that allow us to offer this type of education.
- I think we need to be more honest and reflective regarding our mission. We need to recruit and retain high level faculty that are conducting cutting edge research (e.g. carbon capture). We must incorporate ethics across the curriculum.
- If UW honors their heritage why are they tearing down perfectly good buildings?
- Increase tuition 2%.
- Integrated learning and research, be all inclusive. Know where there future will provide overlaps of discipline and application.
- Must we use the term "land-grant" so much? I'm tired of hearing it.
- Not lay off faculty and staff and instead cut admin salaries. Become an institution that values people over buildings. Focus on student success and research.
- Open classes to community too for enhancement, senior life, change in life transitions - charge smaller fees & micro events, but more options & open to more groups, use employees students resources & buildings to host/present.
- Partner with corporations and industries to find job placement opportunities for graduates. Get more companies to support the University students in finding placement after graduation. An education is not worth much if you cannot make a living with your degree.
- Paying the custodians more money.
- Perhaps we should start with UW-Casper, which has a \$30M facility half empty serving 40 students. Maybe it could be better utilized as a teaching hospital or research center.
- Remaining affordable is going to be hard without having the state's support. Perhaps one of the biggest changes we can make is to abandon the new dorms and parking garage. That money can be released back to the state and reallocated for funding current needs, everyone would benefit (except [name withheld]).
- Rethink new facilities and focus on the student placement.
- Stop building new buildings that we don't need? Find positions that can be remote and sell some of the land we have. Stop buying land for expansion we can't afford. Stop putting character limits on fields in surveys like this so people can actually give you all their ideas.
- Stop building. Nothing in that mission states buy all the land and build giant over budget buildings that will be shelled out and not full. We aren't bursting at the seams right now and right now isn't the time to be investing in infrastructure we can't support or maintain.
- Stop wasting money buying and building buildings you can't/won't properly staff. Invest in the people and buildings you do have so we can provide a safe, clean and well maintained campus.

- Supervision! It should be clear what someone's job is just by watching them. If not, questions should be asked. We should not expect the work from people, but we should not keep them around either when simple straight forward expectations are not being met.
- The best way to meet the "responsible stewardship" mission would be to diversify our revenue stream, so we are not so beholden to the Wyoming legislature or the coal industry in particular and so academics is not beholden to athletics revenues for their very survival.
- The education is not very high quality. Most of the professors just want to do research and pawn off the actual teaching to Graduate Students.
- This mission is best accomplished by maintaining open dialogue of speech, thought, respect, and academic freedom on all sides. Our heritage has demonstrated that when the above attributes are maintained in a free market place of ideas we can thrive.
- To save money, change the P-card system. Two separate credit cards, one for external research monies and one for departmental expenses. Do not allow for departmental money to pay for flights to conferences, elaborate hotels, expensive meals, etc.
- To start with you need to get rid of the stupid mask mandate and get the tuition coming back in.
- Tuition must go up and adjusted based on market demand, invest in science, online and continuing education.
- We can no longer do everything. Focus research and graduate education in areas that are important to Wyoming's future. Focus on solid undergraduate education.
- We can still provide an accessible and affordable education to everyone if we increase admissions enrollment. More people paying tuition=keeping costs down overall.
- We have too many Vice Presidents and it seems more Vice President positions keep getting added while the 'lower' positions are getting cut. One Vice President position is easily 3 positions that actually work. Organizational structure needs to be re-evaluated. There is also no incentive to stay because UW doesn't promote from within.
- We need to be a better community partner to garner the support of the citizenry for the programs we offer students, as well as placement post-graduation. Instead of gobbling up resources, we need to find ways to share what we have already with the communities of WY. Be a partner, not a user.
- We need to get these students and employees back on campus, full time! Online classes and working from home doesn't work for most. It is too easy to find other things to do. It takes a special kind of mindset to study/work from home.
- We need to honor our heritage but find ways to modernize. Right now public opinion has us being ashamed of whom we are and where we came from. We need to embrace our history while modernizing.

Student

Figure 68. Student Q12

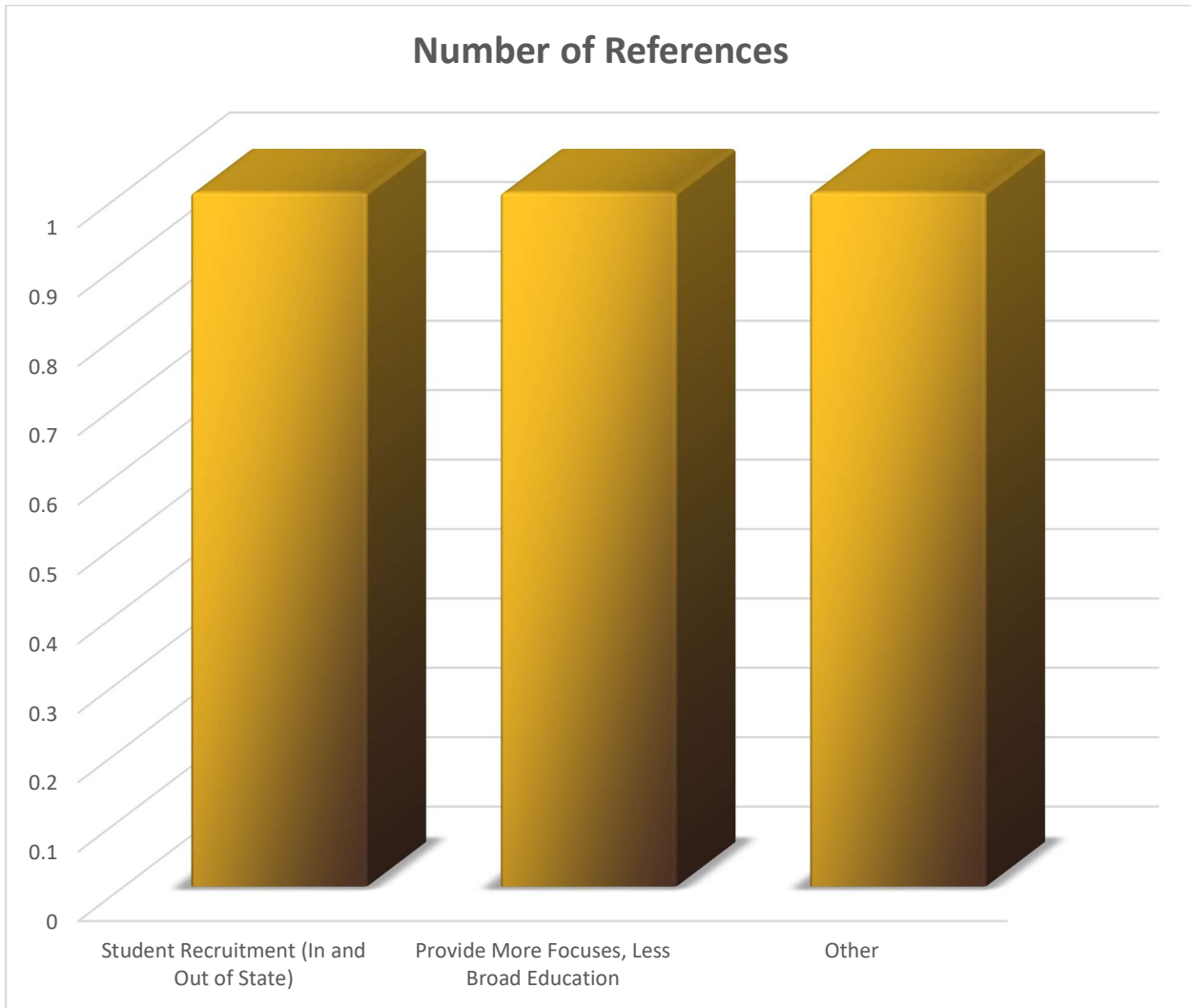


- Focus on undergrad education.
- Get rid of hobby classes, classes that probably would not turn into a real career. Get rid of a lot of office positions. Half the time I call about something and no one knows what they are doing. I end up calling in circles because everyone wants to push you to be someone else's problem.
- Has anyone from the university considered contacting Kanye West who is a resident of Wyoming and asking if he would consider performing a fundraiser type of concert for the University at the UW campus? Just a thought; he might be your golden goose.
- Honor our heritage of Agriculture and natural resources! Honor our heritage as a conservative school. If we continue to honor our heritage of WY we will retain the majority of WY residents going to out of state schools and we will recruit others from less Ag and more liberal oriented out of state schools.
- I know that you wanted to tear down old dorms and build new ones. I think that that should be moved to a lower priority until you know you can fill them.

- I love UW. It must avoid the death spiral by cutting too many programs or becoming ideologically poisoned. I don't worry about the perceived value of my degree from CSU, but I do worry about the perception of a degree from UW, specifically due to politics. Cut administrative costs and UWPD.
- I think that UW is on the right path. We should continue to push the above statement by focusing on scholarship and communication. Wyomingites consider themselves different and that makes us unique. We should not try to be like others but focus on our own strengths and pursue the interest of Wyoming.
- My little brother isn't allowed on campus for the rest of the semester because he hasn't had enough Covid tests? This is going to hit the university hard in the pocket book and it's disheartening that so many kids are getting robbed of a college experience and actual educational experiences.
- Please consider marketing UW to students and families in other parts of the country. Raise tuition rates for out of state tuition (current rates are a fraction of what families pay at less impressive universities). Use this revenue to help maintain our current mission of excellence at UW. Thank you!
- Stay open to ideas, thoughts, and open the university. I am a student right now who has already had covid but is being threatened to be dismissed from the university if he doesn't test. A lot of students like myself feel alienated from our school. Keep your students in mind moving forward. Thank you.
- The best way is to keep it as it is. The state needs to recruit business and the funding issues will go away.
- Through whatever creative funding opportunities available, continue to operate as a land grant university with many, many financial aid opportunities and scholarships for students.
- Trim non-critical programs and administrative costs so that UW can focus on delivering quality education at a reasonable price. Pay for performance for faculty and staff.
- UW needs to do more to help the state in the "economic and community development" by engaging more with the state government and lobbying more so that our state can prosper once again. We have to many higher-ups who refuse to change because of fossil fuels grip on the state and UW.
- We can best meet this mission with a strong financial foundation. We have this problem because we fail to prepare for our boom and bust economy to bust, and our solution is to take federal money and up-charge students in a pandemic and pretend it's ethical. Put your students first and spend smarter.
- Well, I know you will not get anything from me when I graduate because until you put emphasis back on education and make professors understand they are not gods I will not support any institution. Universities are off the deep end.

*UW Foundation Donor*

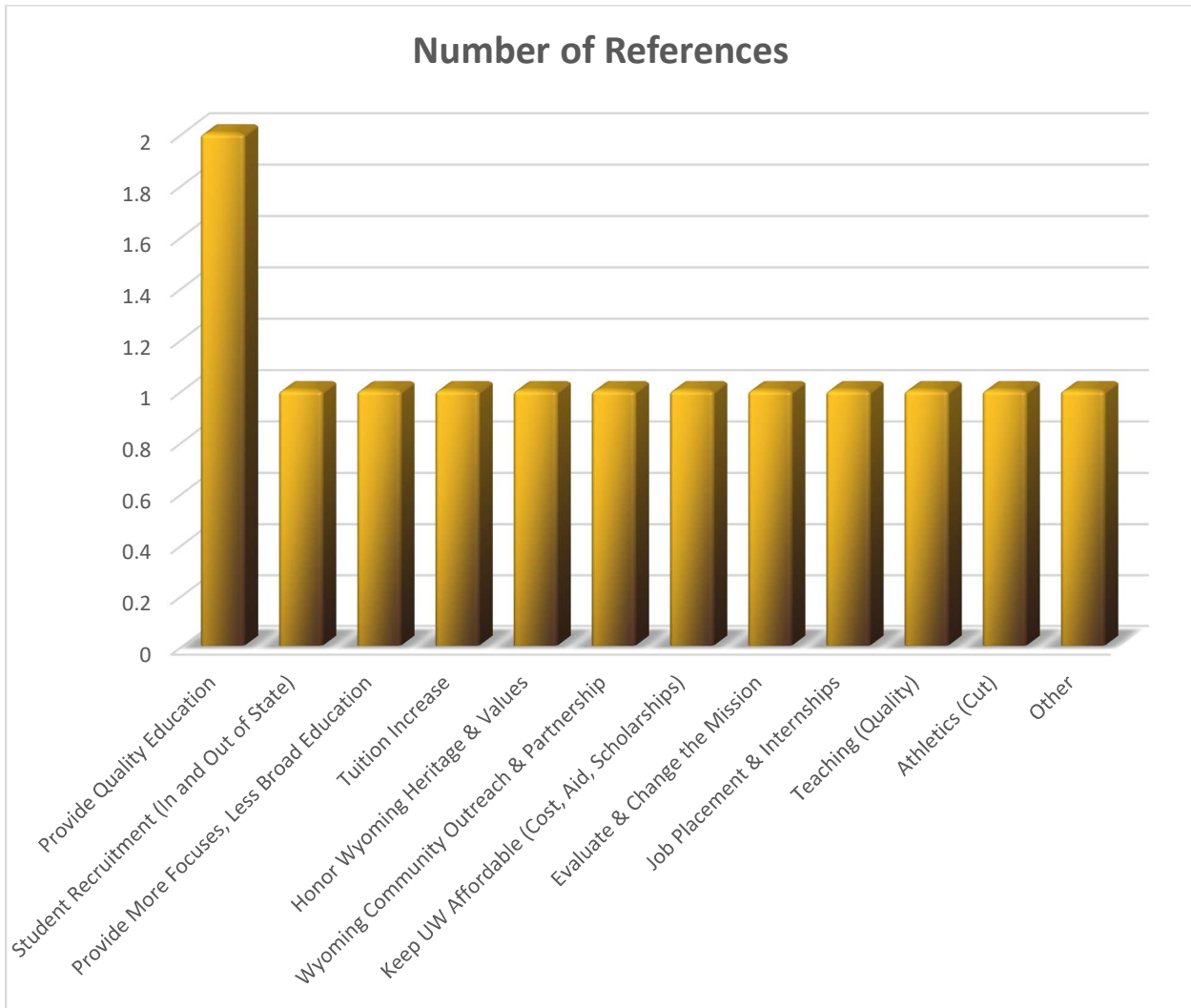
Figure 69. UW Foundation Donor Q12



- Get down to basic educational subjects that actually can help students build a life that can support them and not have to be supported by society. A major that has 10 students might have to go until more money can be found. However, this takes people that are true leaders - something hard to find.
- There are many potential volunteers to recruit students beyond the state borders. I believe this can be more heavily leveraged to generate out of state students if this is revenue positive. Offer certification and individual courses to meet demand for ongoing credential needs of professionals.

Wyoming Community Member

Figure 70. Wyoming Community Member Q12



- 5 year moratorium on all athletic programs. Institute a progressive income tax, low 2% to high 5% to help fund public education. Aggressively advertise UW nationally and internationally, do away with out of state / country tuition increases and you will fill the seats and keep UW alive.
- Continue to offer "highest quality of education" by continuing to employ PhD faculty to teach students. Less educationally prepared educators do not offer quality. Stand up to the state government. Quality has been decreasing steadily with each budget cut.
- Fantastic. Emphasis on undergraduate research, internships and job training.
- It is cheaper to attend UW as an out-of-state resident, than attend other universities/colleges as an in-state resident (Colorado, California). People should not choose UW only because it is "cheap," they should attend because they are receiving a quality education from professional caring staff.
- Look back through history of other difficult times Wyoming or UW has had, and how the people of Wyoming survived, learned from the struggles, and what good came out of the struggles. Showcase these (i.e. old handwritten diaries/ old photos) in your beautiful UW library.



UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Maintain your excellence and reduce the fluff which has been eroding American universities (LGBTQ studies, ethnic studies, excesses in political science, and host of other parasite programs).
- Raise tuition.
- See above. The mission statement wouldn't pass muster at a dime store seminar for "how to make your business succeed." The mission statement is not engrained in the people of the UW. It may as well be the beer song at a Cowboy Football game.
- UW needs to have more grassroots involvement in their planning process. It's been demonstrated many times that UW is highly respected in the state by its citizens. Often, UW seems to narrow its relationship to legislators and the governor, distorting what people actually think or feel about it.

## Q13. Why did you decide to work at UW?

The following table displays the total number of responses to “Q13. Why did you decide to work at UW?” Only Faculty and Staff were asked this question on the survey. Also listed are the number of responses by Respondent Type.

**Table 22. Q13 Responses by Respondent Type**

	Number of responses to Q13	Percent of total responses
All	89	100%
Staff	63	70.8%
Faculty	26	29.2%

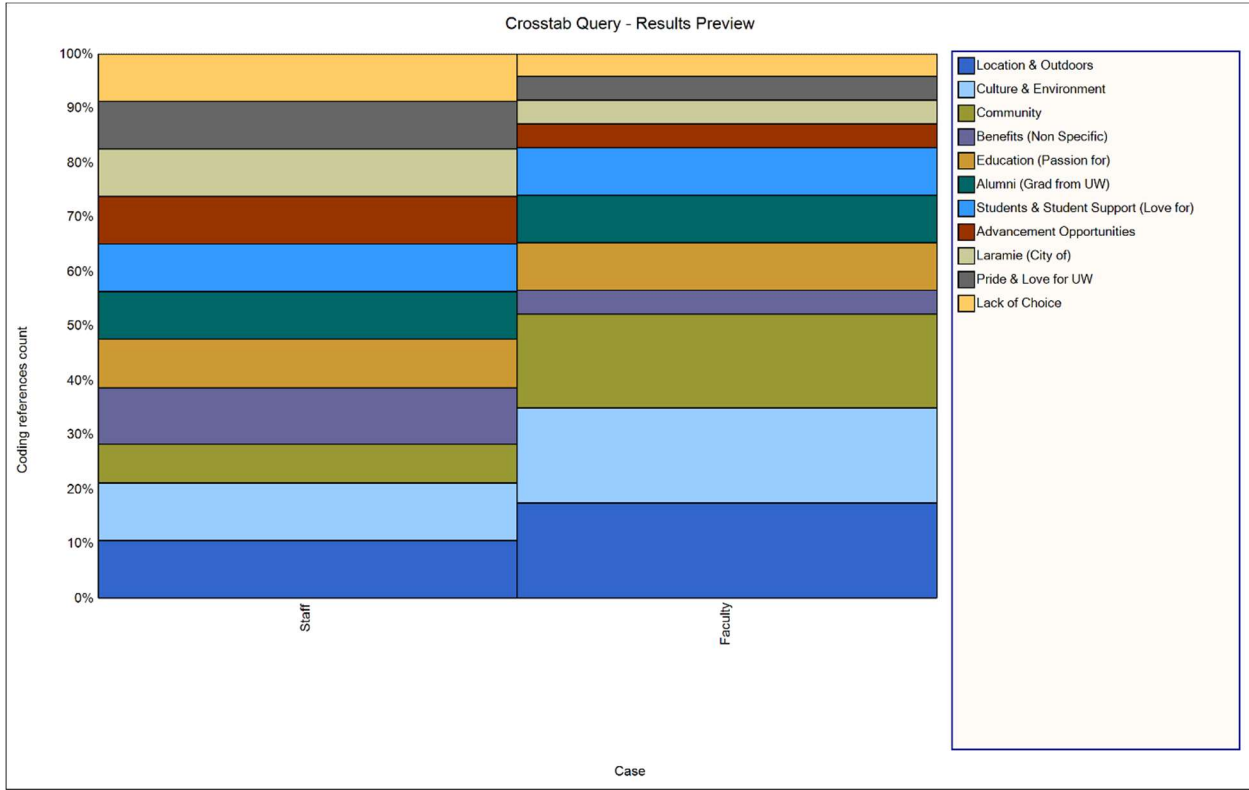
Responses were coded into the following “Why Work at UW” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other.” The table below displays the categories, as well as the number of references made in the responses.

Table 23. Why Work at UW Categories

Codes	Number of coded references
Other	15
Culture & Environment	10
Location & Outdoors	10
Community	8
Alumni (Grad from UW)	7
Benefits (Non Specific)	7
Education (Passion for)	7
Students & Student Support (Love for)	7
Advancement Opportunities	6
Lack of Choice	6
Laramie (City of)	6
Pride & Love for UW	6
Wyoming Love	5
Department (Love for)	4
Health Insurance	4
People	4
Diversity (of People)	3
Faculty	3
Pay	3
Reputation	3
Research	3
Stability	3
Wyoming Native	3
Enrolled at UW	2
Facilities & Campus	2
Financial (Non Specific)	2
Help People, Positive Impact	2
Quality of Life	2
Retirement	2

Below is a graphical comparison of Staff and Faculty with the top 12 “Why Work at UW” categories. The overall top 12 categories are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that “Location & Outdoors” is listed most often by Faculty as the reason for deciding to work at UW, with Staff listing it roughly half that amount of times.

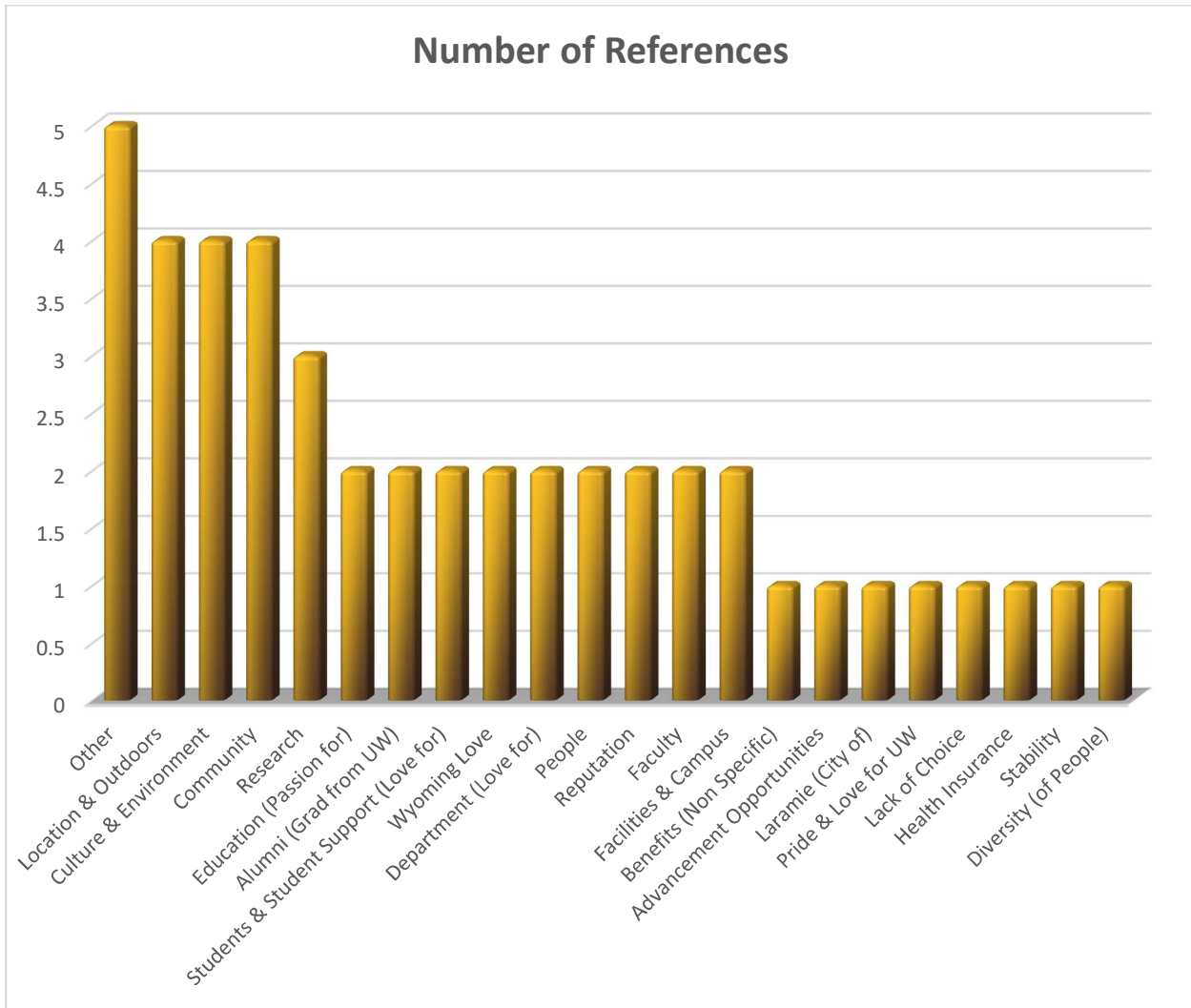
Figure 71: "Why Work at UW" Compared Q3



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Faculty

Figure 72. Faculty Q13

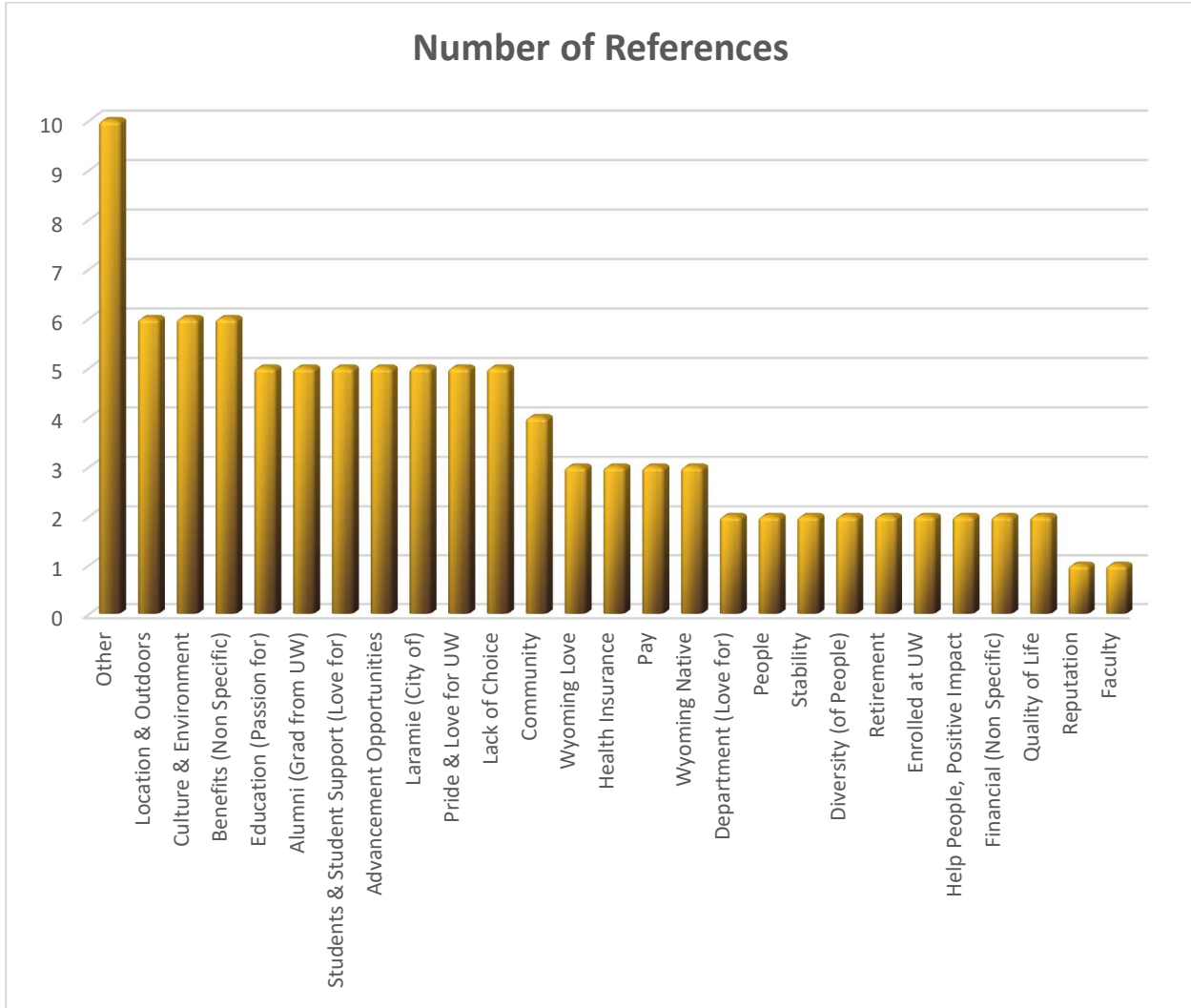


- 3 x alum plus family has been here since 1868. I wanted to help Wyoming and regional people address their issues and needs to excel as much as they can.
- Because I love UW.
- Good location, competitive initial salary (which has evaporated with lack of raises), and broad university environment.
- I am from the West (AZ-NM) and after a brief, hellish time in east Texas, couldn't wait to get back. The position at the University was one I was exceptionally happy to apply for. I have been here for over 26 years. I have raised my children here and feel part of the community.
- I believed in the changes that were proposed 3 years ago.
- I believed that I could help with the creation of a new department. I enjoy teaching and research. I am happy with the contribution that I have made to the teaching mission of my department. I have not been able to contribute to our research as much as I would have liked because of lack of funding.
- I came back to UW (I got my undergrad here) because it is/was close to home and I like Wyoming.

- I came here because when I was given the offer, I was a graduate student at a top 10 geology graduate program and everyone there only had high praise for the department at UW. I was impressed by the range of faculty, the range of facilities, and the opportunities around the state.
- I question that now, it was a mistake and I just can't honestly say this is a good place anymore. I find that it has failed in both decision making and being genuine.
- IMHO, faculty in my field cannot pick where they work unless they are National Academy level or have established a national track record. That being said, I did not look at other opportunities when given the opportunity to join UW. At the time my group was very strong and I was honored to join UW.
- It seemed like a stable career that treated intellectual discovery as valuable.
- It was, but no longer is, a place with academic and intellectual integrity. UW once "punched above its weight class". Today, we are floundering in the absence of leadership and vision--as well as honesty about who we are and what we can be (which is not Tier 1 in any but a few disciplines).
- It's in the west; rural state; research opportunities in our backyard; small town, decent strength in my field (archaeology); and -- offered my wife a position (that made it impossible to say no, and to leave).
- It's the best place to work in Laramie and has the most jobs. Certainly wasn't for the pay. My department is very family friendly and 'human' focused. People come first -whether it's our students, our staff, or our faculty.
- Natural landscape and environment, Great colleagues, Flexibility to pursue intellectual interesting ideas, Lack of barriers to success / focus on coordination and not competition. The fact that UW is the only institution in the state.
- Not for the pay but for the insurance but since it keeps getting more expensive pay does not increase, but the work load does.
- Opportunities in my field and the regional environment. Seemed welcoming.
- Outdoor activities, small community that is family friendly.
- Small faculty-to-student ratio, good community.
- Strong research and professional training program.
- Tenure track job in field. Wyoming has few amenities, low benefits, and other than outdoor activities, few opportunities for social activities.
- The campus and community is strong and well-respected. I have the ability to impact a lot of students through my job and the UW community the most diverse in the state.
- The job was available and the state is an amazing place to live and grow a family.
- When I first came to UW, I was impressed by the strong sense of community and care for others that I experienced. UW struck me as a very special place -- a place that understood its mission as educating the whole person. I wanted to participate in and contribute to that kind of learning community.
- Wonderful students, great faculty colleagues, a robust health sciences program.
- Working with skilled colleagues, good benefits, working and living in great communities.

Staff

Figure 73. Staff Q13



- 14 years ago it was a pleasure working on campus. It was "THE" place to work. People were surprised and a bit jealous when I told them it worked here. It's a good steady paycheck the insurance used to be the best around and the state retirement is great and secure.
- All the other employees seemed really excited to work here. There is a lot of passion for education, and the benefits were good. I stay because of the community and the safe feel of Laramie, the access to the outdoors, lack of commute, and traffic. If it weren't for these, I would probably leave.
- At first, I was offered a job. Then I discovered the cost of living in the State is low, and now I have a family and cannot leave. Truly it is a frustrating place to work, mostly due to the board of trustees and the state legislature.
- Back then it was a great place to work, ways to move up and become part of what it takes to teach students and see them learn and grow. Now it's too political.
- Because it's my home. After growing up in WY, graduating from UW, & earning a grad degree on the west coast, I chose to return to UW because I'm a WY native & my family is here.

- Benefits.
- Chose to stay after graduation when offered a full time job.
- Excellent team and reputation in the state.
- For job stability, and because I love to work with a variety of people.
- Health insurance and retirement benefits that are being reduced time and time again.
- Hope. No one else was hiring and retention at UW is amazing.
- I already live in Laramie and the position was a good fit for me.
- I am a third generation UW graduate and there is a lot of pride associated with UW within my family. My dad also works for UW and we both love this University. Just wish UW took care of its employees better, more work keeps getting added to my position with no increase in pay.
- I am a Wyoming native born and raised, a UW alumni, and a huge fan. It is a great place to be except when the budget cuts come.
- I am UW through and through. I graduated from here (twice), and have worked here for most of the last 25 years (four year stint away and returned). I love the higher education culture and the mission of educating people. It is home.
- I believe in higher education and value UW's affordability.
- I believed this was a place where I could build a career and advance without having to leave Wyoming. I was wrong, the only options here are to job hop around until you find a job and a supervisor that you don't hate for a salary you can handle until you can get hired somewhere else.
- I can think of no other place I would like to work, it was always what I hoped to do.
- I didn't mind being paid half the market standard while going to school.
- I got a job here after I graduated--I am itching to leave because I am not respected by the University for my work. 3 years with no substantial raise and higher insurance and living costs. UW treats people like they're LUCKY to have a job here rather than like UW is lucky to have good employees.
- I grew up in Laramie, graduated from UW, loyalty and love for my university and state. The outdoors.
- I have the opportunity to help the wonderful people of Wyoming.
- I have wanted to work here for many years, I don't know why. I know it wasn't for all the politics that goes on at this place.
- I love Laramie. I love Wyoming. I love higher education. I love supporting students.
- I love the department I'm in and the people here. It's unfortunate that they are here and have to play by UW's rules. The unnecessary bureaucracy holds us back.
- I love the environment, and working with great people from all over the world.
- I love this institution the people. I love the culture we once had. I struggle with seeing the culture as it is today. Our greatest resource, the human capital (faculty and staff) are struggling. They don't have trust and faith in many of our administrators or the Trustees.
- I love UW and all that it stands for. I work in a grant funded program, and I see it as a calling more than a job. Helping the community in which I live brings me so much personal satisfaction. I will always be a Wyoming Cowboy.
- I love UW but am job-hunting like crazy. All my co-workers have been axed and I do the work of 4 people but feel I can be cut any day.
- I loved my experience in undergrad because of the wonderful opportunities for student involvement. Academic and non-academic opportunities alike. I am so grateful for the opportunity to now work for UW and give to students the knowledge of resources to see them succeed.
- I thought I would be a part of a community that is pro-education. Also, UW employment provides access to better health care than other options. Unfortunately, the salaries have not stayed competitive in relation to the inflated home buying and rental prices in the region.



UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- I wanted to be in an academic environment.
- I wanted to live in the west, near the mountains.
- I was proud to earn my degrees from UW although my initial decision to work here was financial. After working here for years, I used to be proud but now I'm frustrated with revolving leadership, changes with no clear vision, lack of real movement, lip-service only.
- I was recruited and have come to love UW for its amazing academic programs, faculty and most especially its students.
- I was told it was a great place to work and that I would be getting great raises. That fizzed out after the 2nd year I was here and haven't had a decent raise since.
- I'm a graduate and it was the only game in town with decent benefits.
- In Laramie, there are very few choices to work, UW or state.
- It gave me an outlet to positively impact the health and lives of many.
- It has potential.
- It is my alma mater, and after 16 years away from Wyoming, I chose to return to work at UW, because I love my home state; the Rockies are my preferred ecology; it's close to family; and I felt I could make a difference in students' lives.
- It was an opportunity to work, live, and raise my kids in a beautiful mountain town, with very low crime, good schools, and a great university for my kids to go to, if they so choose.
- Job was offered, housing and price of living was affordable.
- Laramie is a more hospitable place to live than Cheyenne, and UW gave me \$15,000 more for the same job with the state.
- Live here, family, benefits, believe in education, love the people/culture/life/area, only real stable "big business professional employer" in town. Not much "ladder advance" options if Not Management with required extra certificates/non-Wyoming/minority - create "new" recycle/student projects/startups.
- Love of learning, population who is open minded. However, the current admin (last 6 years) is squashing collaboration and creativity in favor of supporting a couple of individual's agendas.
- Needed more of a community than I thought.
- Not because of the institution, but because of the office I work in.
- Not really sure anymore.
- Nothing better.
- Opportunity to grow.
- Originally I came here to earn a second bachelors in botany, but the camaraderie, work ethic, and a myriad of opportunities have kept me here even though I have not been successful in obtaining a botany degree.
- Primarily, location. My family relocated to Laramie for my husband's job (not at UW). I fell in love with WY as a young child because of family history being here. Secondary, I love working with young people but never wanted the responsibility of being a teacher. Best of both worlds for me!
- Stability.
- Student job turned into a full-time job and that sounded pretty good coming right out of college. Plus, the benefits are too good to pass up and are actually a trap once you get them because it's too scary to lose them if you leave.
- The only place in LARAMIE that offered somewhat good benefits, Pay is not good for the work that is asked from the employees.
- The students but also because it once was a great place to work and people had high moral and were happy. There was opportunity for growth with career development as a staff member. It was not required for people to have a BS, MS or PhD's for entry level jobs and UW would hire within.

- To further my education and gain work experience in my field.
- UW offered me a job when I needed one and there were not any better options at the time. The job served my personal needs. I survived three bad bosses who made poor use of my time while at UW. I now have what many would consider to be a very good job.
- When I started at UW I was proud to work here. Great atmosphere, pride, benefits etc. That atmosphere is gone and I honestly don't know how to get it back. Staff are treated as do or leave we will fill your space no problem. No value of staff.
- When I started, I thought it was a great place to work. Full of opportunities and a real way to progress my career. Back then you might say I bled Brown and Gold. Now, after no real raises since 2008, we are 22.16% below where we should be simply due to inflation.
- When I went to work at UW it was one of the better paying jobs and had one of the best benefit packages in the state. But with very minimal raises and the cutting of the benefit package (raising of Insurance) we are extremely behind the workforce.
- Work/life balance.

## Q14. How can we align incentives, structures, processes and recognition/rewards for faculty and staff to encourage and stimulate innovative activity across the institution?

The following table displays the total number of responses to “Q14. How can we align incentives, structures, processes and recognition/rewards for faculty and staff to encourage and stimulate innovative activity across the institution?” Only Faculty and Staff were asked this question on the survey. Also listed are the number of responses by Respondent Type.

**Table 24. Q14 Responses by Respondent Type**

	Number of responses to Q14	Percent of total responses
All	83	100%
Staff	58	69.9%
Faculty	25	30.1%

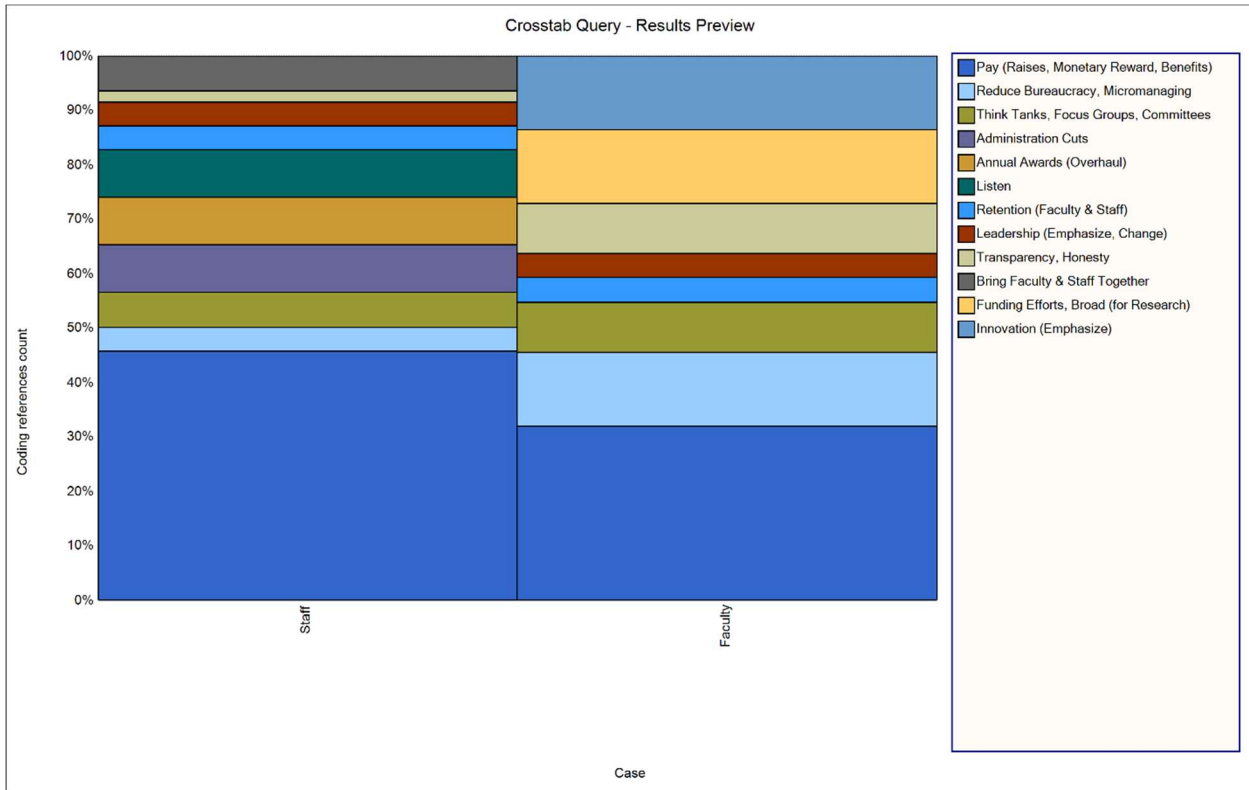
Responses were coded into the following “Stimulate Innovative Activity” categories. Categories were first determined using a frequency count of specific terms, then honed and combined based on closer inspection of each response. Any category with only one response, was moved into “other.” The table below displays the categories, as well as the number of references made in the responses.

Table 25. Stimulate Innovative Activity

Codes	Number of coded references
Other	30
Pay (Raises, Monetary Reward, Benefits)	28
Reduce Bureaucracy, Micromanaging	5
Think Tanks, Focus Groups, Committees	5
Administration Cuts	4
Annual Awards (Overhaul)	4
Listen	4
Bring Faculty & Staff Together	3
Funding Efforts, Broad (for Research)	3
Innovation (Emphasize)	3
Leadership (Emphasize, Change)	3
Retention (Faculty & Staff)	3
Transparency, Honesty	3
Academics & Teaching (Decrease emphasis)	2
Accountability of Faculty & Staff	2
Cut Programs	2
Employee Use of Facilities	2
Needs Assessment	2
Respect Faculty & Staff	2
Training	2
Use Input, Follow Through	2

Below is a graphical comparison of Staff and Faculty with the top 12 “Why Work at UW” categories. The overall top 12 categories are listed and color coded, allowing for a relative comparison by Respondent Type. For instance, one can quickly see from the chart that “Pay (Raises, Monetary Reward, Benefits)” is listed most often by both Faculty and Staff.

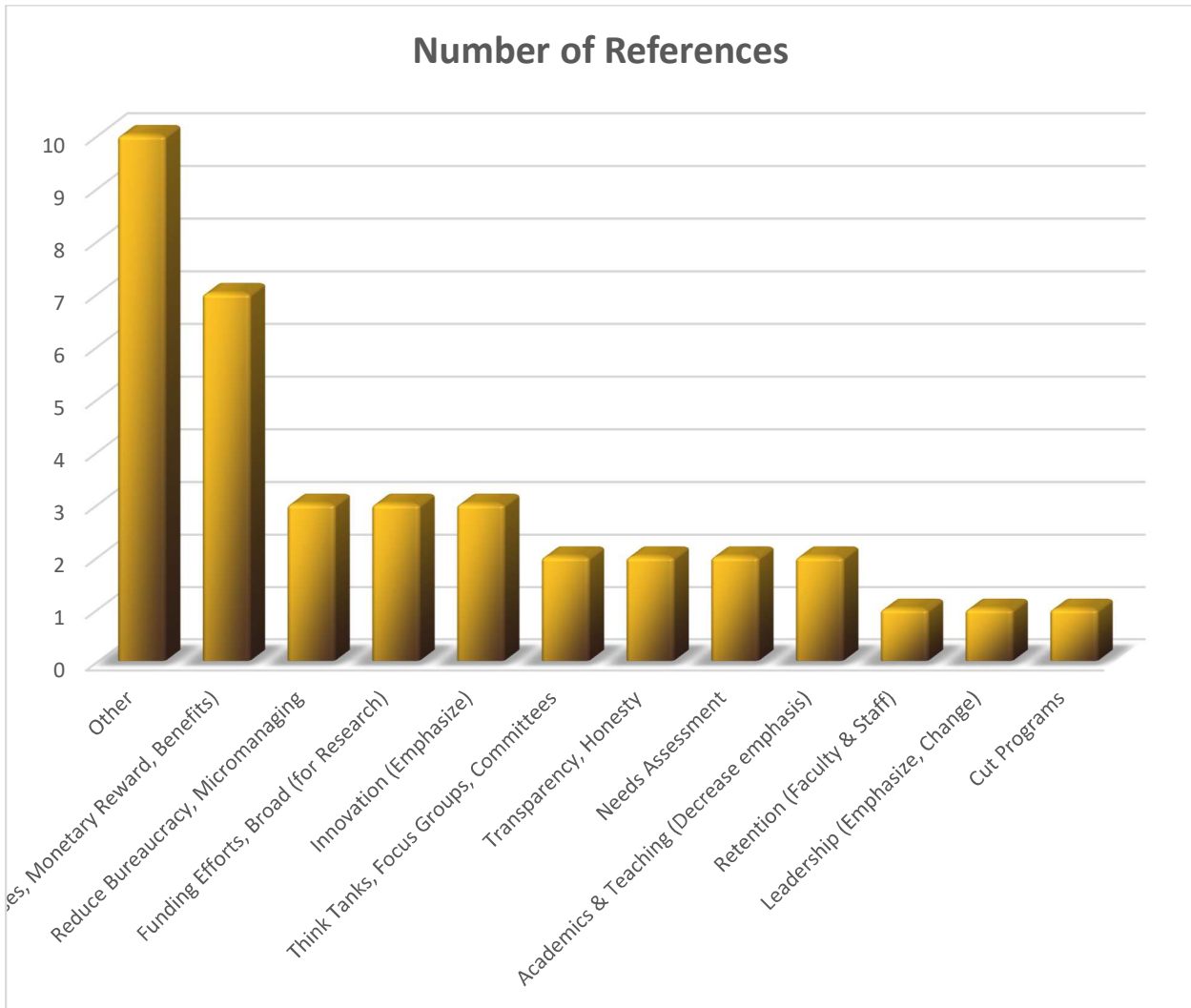
Figure 74: "Stimulate Innovative Activity" Compared Q14



Following are bar charts showing the raw frequency counts within categories for each Respondent Type and a listing of the actual responses.

Faculty

Figure 75. Faculty Q14



- By being clear in rewarding that which you are attempting to incent.
- Conduct a statewide needs assessment like UNL and Texas A&M did which helped to focus needs and opportunities into the same element.
- Decrease emphasis on pure academics and increase emphasis on the application of new knowledge and solutions development. Develop mechanisms / processes to help secure funding for research and practical solution development. Stress creating short term solutions and not long term academic theories.
- Don't fire tenured faculty in the arbitrary nonsense of "bona fide" decisions made by distant President. Rewards and recognition? Restore benefits after recent effective cuts. Raise pay for all the extra work. UW won't, because it can treat us contemptuously, and does.
- Encourage focus groups or task forces that involve legislators and faculty. The legislature would have a better idea what UW faculty do if they could meet directly with them. One idea would be to host scheduled "meet and greets" with faculty on the mornings of home football and basketball games.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

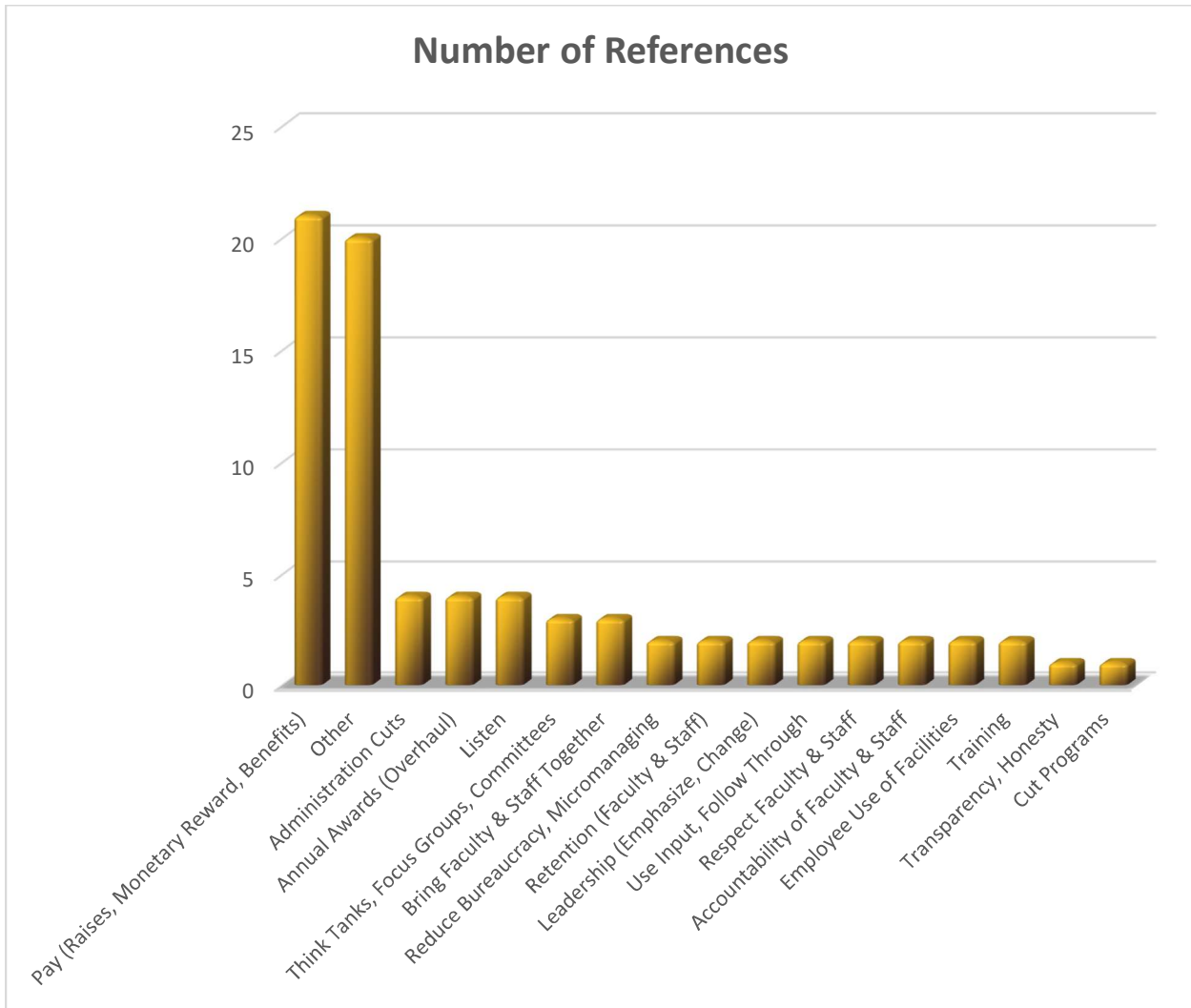
- Good teaching needs to be recognized in the T&P process. We just hired a new Provost with the goal of getting back (?) to Research 1 standing. Teaching CANNOT take a back seat. Innovation is exciting and maintenance is boring, but innovation is the sun roof. Maintenance is the foundation.
- Grant writing groups/ interdisciplinary research groups that are advertised broadly. I've never felt energized by inclusive research groups and have felt compelled to try to build my own but it's an uphill battle.
- Honesty about what your plan and approach is. You're dealing with the smartest people in the state, respect that and encourage modes of innovation like making it easier to adapt to online degrees and certificates. Right now this process is mired in red tape.
- Identify metrics that match up with our core values and reinforce them with tenure, raises, and support. As a head, I have virtually no tools at my disposal to reward or disincentivize faculty. We need funded initiatives that will attract great thinkers, and stop diluting our resources.
- Increasingly, I crave stability. I know that's true of others, too. I want to be able to count on UW's support for my discipline, my department, and my college. The constant uncertainty about whether faculty positions might be eliminated is the most significant impediment to research innovation.
- Let departments decide what to do with raise \$. The last distribution plan still leaves a bad taste in my mouth. I didn't even get enough to cover the health insurance increase; one of our wealthier folks got \$20K salary bump. Most places get COLA. Here, people switch jobs to get a raise.
- Make service more of a priority that is rewarded in T&P. We are in this place because people are unwilling or unable to do the hard introspection about what is sustainable. In effect, we are a microcosm of the state in its adherence to old norms (coal, oil, and gas). More service is essential.
- My perception is that across the institution, the innovative spirit is dampened by the work capacity requirements of the current paradigm. There seem to be lots of folks continuing to try to do more with less, but it's reaching a point where there's little or no extra time to devote to innovation.
- Offer money for grants submitted, even if not funded.
- Pay for performance. This has to be tangible. We also can't continue to subsidize poorly performing departments and initiatives.
- Providing adequate faculty levels in departments to cover teaching and service loads to enable research and provide time for entrepreneurship. Provide better research support for proposal and budget development. Provide support of shared facilities - instruments and technicians, computing facilities
- Pull back from bean counting. Encourage big initiatives with built-in/insured outcomes, but also the opportunity to take big risks. If I have to enter every activity in WyoFolio, push every WyoCloud button... you've done UW a disservice. Tell us what you need. Then trust faculty.
- Put people who have relevant experience in leadership positions, regardless of their gender and race. 2) Hold listening sessions with smaller groups, such as listening to research active faculty to what they need to further grow their research etc.
- Recognize faculty for creativity/innovation, move toward other income streams to reduce negativity regarding budget cuts, and focus on recruiting/marketing.
- Salaries are STAGNANT. There are associate professors in my department who are making considerably less than incoming assistant professors. This is demoralizing, and nothing is being done, aside from telling them to seek positions elsewhere as a bargaining chip. We have EXCELLENT faculty.
- Systems to support acquiring funding and administering projects remain poor. Advocate for teaching reductions to conduct research and write proposals (e.g., sabbaticals without a requirement to leave Laramie); credit for mentoring; Faculty constantly receive the message that only UG teaching matters.

- There has to be some reflection in the job description - at least for me, I see a lot of opportunities I'd like to take part in, but I can't fit it in against research/teaching/advising/service. At least not naturally. If there was some balance there, I think more folks would participate.
- Time. That's the big incentive for me (salary, sure, but time is what really matters). E.g., the new accounting/HR software -- takes up MORE of my time (we keep shadow books). And some paperwork is still done via paper. A boatload of money poorly spent, from my perspective.
- We might start with a truly honest assessment of our place in the larger context of American (and regional) institutions. Rather than fantasizing about "what was" (and history would show never to have been the case) in terms of STEM, let's provide a sound and lasting liberal arts education.
- We MUST remove disincentives and must incentivize innovation. e.g.: teaching online REMOVES fees that come to the home unit. Offering a % of tuition to faculty would incentivize developing large online courses. Similarly, returning overhead to PIs would help. There are many other examples.



Staff

Figure 76. Staff Q14



- Actually do what you say you will do. For 14 years the illusion of get a good evaluation and you'll get a merit raise. I don't know anyone that has gotten one yet. Give people a cost of living raise EVERY year. Treat staff well and show them you are proud and that you actually do care for them.
- Be genuine. If you ask for input, USE IT, APPLY IT. We have had so much turnover and lack of direction the last few years. Strategic planning that was never implemented. It's exhausting. Reward people for their work, and aligning with core UW values, rather than "taking" their budgets away.
- Build ways for staff to grow. Take staff seriously. Lessen the bureaucratic noise that is constantly possessing Old Main. Don't only follow policies when they are convenient for Admin or the BOT.
- By continuing to provide opportunities to showcase their ideas and talents. I think it would be beneficial if we looked at the possibility at giving retention compensation to faculty/staff.
- Continue to improve and expand staff recognition day. Set up an investment grade Gold and bullion retirement system. Expand internship and opportunity zones as well as study abroad courses. Cost effective and money saving xeriscaping of campus. Faculty are rewarded through grants.

- Co-op connect build on reuse - with local businesses for additional new purposes, use UW buildings/campus/students & employees & ideas (engineer wins roundabout design project used in Cheyenne), create recycle center, host, market as a retreat presentation meeting place; employee flex schedule & combo jobs.
- Do NOT eliminate staff and faculty positions. The administrative (VP and AVP) ranks have grown substantially in the last six years. Do we really need that many administrators at that level? Academic Affairs has the provost and five AVPs (six). It use to only have two. Finance and Administration has two VPs.
- Encourage performance reviews to be attainable. Department says they won't give 5's. I've been given above and beyond comments but no raises. My position does not have another level. I am the only professional of this type in my department. I am unclear on my ability to advance other than a pay raise.
- Encourage retention of staff in current positions or departments. Ex: when hiring for a manager require that any staff in department be interviewed if they want the position even if they are not "qualified" on paper. Have staff review direct and upper managers. Give (even tiny) raises every year.
- Evaluate workloads to ensure that there are time, energy, and resources available for faculty and staff to engage in innovative thinking. Additionally, training supervisors in each area on leading through change would help ideas flourish past barriers.
- Faculty learning communities across disciplines should continue. I think annual awards for staff should continue. Awards encourage people to strive for success. Awards need not be monetary. For example procuring a Wyoming vacation package as an award would be a win for Wyoming and the awardee.
- Give raises on a regular basis and additional raises based on performance evaluations! We're not actually ever understaffed... people just don't get paid enough to care enough to go to work. If you paid good people what they deserve, they'd stay and work harder and want to be here.
- Give staff raises more often than once every 3-5 years & fund those increases so the raise isn't less than a COLA adjustment. Invest in PEOPLE, not buildings. LOTS of state & institutional money has been spent on buildings & tech (WyoCloud) while staff salaries have remained stagnant.
- GIVE. US. RAISES. My health insurance costs have doubled in 1.5 years and our new EAP can't even provide me mental health resources. We need more money. UW employees shouldn't have to work 2 jobs to afford to live in LARAMIE, WYOMING. Treat faculty and staff with some respect.
- Have faculty and staff present, or make a video of their year's worth of work, to colleagues and keep everyone accountable for getting work completed and keeping the ball rolling. Make it a competition with a vote and have an award structure. We don't need dead weight employees.
- How many years has it been since we've done a true and honest market study related to pay? Over and over again it is dusted off but not really examined. Our housing prices in Laramie are inflated and simply too high based on the wages UW pays.
- I enjoy being in think tank/focus group meetings with all levels of staff and administration to feel opinions are valued.
- I think incentives need to be across the board. It is the same people who win awards and the "incentives". Some of the "little" people are not recognized for the work they do. I think some type of merit raise too will also help with a positive environment for staff.
- I truly think you should reward your dedicated employees with regular raises. It is ridiculous that raises only come about every five years or so. Money indeed is a motivator and if employees knew they could possibly get a yearly raise, based on merit but also on cost of living, you would see a difference.
- If you pay us for the value of our work no other reward would matter. I don't care if I get a certificate or trophy to put in my office. I do care that I have the ability to pay my bills each month. Being paid enough so I am able to afford a house in Laramie would be reward enough.

UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- In a performance evaluation I told my supervisor my goal was to earn Employee of the year. I was told it will never happen in the area I work in. Blanketed "Great Jobs" that are insincere and cold, beats a staff member down. Lack of Trust in employees. Stop the micromanaging.
- Incentives should be easier than they have been - better health insurance that the deductible not keep going so high, pay increases for years of service, use of facilities and time to use them (half acre), reward for initiatives? Many of these are already in practice at Wyoming community colleges.
- It has to be monetary.
- It is difficult to talk about financial incentives and rewards when some units on campus have cut jobs and taken pay cuts across the board. Whereas others have not, and when the staff recognition awards in April go to the same people or units every time. It needs an overhaul.
- It's hard to be involved when you don't feel you're actually listened to by the president's office. I have no incentive other than to keep my job. Staff awards require three nominations for consideration and then become a popularity contest. It's discouraging.
- Keep management nimble and close to workers to better identify needs. Foster open dialogue between all levels of employees. Commit to programs that aren't just surface requirements for employees to check off, but beneficial for actual growth. Be open to ideas no matter where they come from.
- Know that the institution needs to focus on a high quality of life as well as service.
- Listen.
- Listen. It's hard to care and help our institution move forward when most of us have to hold two jobs to support our families.
- Merit based raises. They do not exist in any way right now, except for Administration. If you pay people well, they will perform well.
- More awards/incentives/recognition. Supervisors need to have the ability to select/hand out these awards/incentives/recognition.
- Offer more to the employees (STAFF) they are one of the items that keep the University moving.
- PAY US EQUALLY AND WITH LIVEABLE WAGES. Be transparent with all wages. Way over a 1/3 of my take home pay goes to rent a barely holding together apartment in the community. Another 1/3 goes to paying back the loans I had to take out to attend this university 10 years ago. I worked 3 part time jobs.
- Pay! And growth opportunities. Also this is one of the most toxic and hostile work environments that I have ever worked in. And management does nothing to resolve these issues.
- Paying people what they are worth. We spend way too much on hiring/training. If we have a good employee we need to strive to keep them. Incentivizing them to stay can help stimulate innovation as there is incentives for them striving for excellence. The morale of this University is decreasing.
- Paying the custodians more money.
- Periodic "innovation events" to get small, disparate groups together to brainstorm on innovation, on a specific topic, or just in general. Social meetings where people get to know other people and find out more about what they do. Give staff/faculty points on performance appraisal for attending.
- Provide more areas that bring them together in research and casual settings. Provide more training and seminar courses that include both staff and faculty.
- Pull everyone together and treat all the same regardless of "status" and allow input from staff.
- Realize that faculty/staff morale is a student retention issue and treat it as such. Stop having endless town halls, listening sessions, and forms like this where we shout in to the void and nothing happens. GO LOOK AT ALL OF THE INFORMATION WE HAVE ALREADY PROVIDED!
- Reduce waste, work lean. Get rid of low enrollment programs, or programs that do not produce viable members of the workforce. Hold faculty accountable to be the ones to teach their students. Put GPS units in the staff vehicles. Stop taking from the bottom 25% to give to the top 25%.

- Retaining employees is important because they have institutional knowledge and bring expertise. While I think it is great to bring in new people, current employees are overlooked for promotion. For staff it is difficult to move from Laramie.
- Show staff they are wanted here, previous leaders used to do that. Without your staff you cannot run an efficient University. There are too many in administrator position and no one knows what really happening.
- Stop promoting the ones that stand out and look for/at the wall flowers, the quiet ones tend to have great ideas they just need help communicating it.
- Stop treating staff like third-class citizens. Allow them to be equal partners. Allow them to get involved in committees and efforts toward a higher calling. Listen to staff. Value them. Pay them livable wages and treat them with respect.
- The focus should be on faculty and Staff, not on administration. Until we can cut 50% to 75% of the overhead and higher better, highly skilled faculty, then we will continue to spiral down. The real problem. How are you going to get a committee made up of the top 10% to cut 50% of the top 10%.
- The program now really is not seen as an incentive to work smarter. I think real grants and monetary rewards would help employees feel appreciated and valued.
- The revolving door in a top-heavy Old Main is extremely damaging. UW hasn't had a clear vision or solid leadership since Phil Dubois was president. Lack of raises and manpower is soul crushing and purchasing inefficient financial/HR software has been costly. People before buildings, please!
- This is hard to answer with knowing what incentivizes and motivates the university president, VP's, directors and department heads. I see no Team Building at these levels so how will it happen anywhere else in the institution?
- Those who everyone seeks for help and advice should be put in charge. Those who cannot be relied upon and are otherwise avoided should be shown the door.
- To boost staff/faculty morale: The Board of Trustees for UW has often "gone rogue" in recent years, and there is no system of accountability over them. Rather than political appointment, these should be elected positions where staff, faculty, and students get votes.
- To have raises that will keep faculty and staff here and have them every year. Get rid of all the consultants on campus and stop hiring VP's!
- Treat staff as equal partners with faculty. We may not be 'teachers', but we do everything else on this campus and are punished for speaking out about inequalities in treatment. Stop treating faculty as 'superior' by granting them all kinds of freedoms that make them terrible students mentors.
- Understanding that the skyrocketing housing costs over the past few years has made it so that many of the UW employees cannot comfortably afford to buy or even rent in Laramie these days. We need raises in pay. We work without the possibility of a raise. The only way to get paid more is to job-hop.
- We could stop asking for people to do more with less. Many of us are at our breaking points and unable to take on more work when someone quits because they can't take anymore.
- We don't want trinkets to gather dust; money is a driving force and lack of raises for years is exceptionally frustrating especially when we know less affective people playing-the-game and manipulating the system to gain financial support.
- X number of years = free access to Half Acre (investment in better mental and physical health), Y number of years = free parking - of course that means we have to stop taking away parking (recognition of time and dedication). We understand you can't give bonuses but give us something for sticking with it.
- You could listen to ideas that staff has for mechanical improvements.

## Q13\_WhyGive. Why did you decide to give to UW?

Those identifying as UW Foundation Donors were asked why they decided to give to UW. Following are the two responses to that question.

- I believe UW is and can continue to be a great school for people. I feel we still focus on our state and its students.
- The UW has been an important part of my family for 3 generations. We have long recognized the importance of the UW to providing the key leaders and skills to carry the state forward. It is important for those of us who have benefitted from the education we received to give back.

# Appendix A – Listening Session Notes

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## *Alumni – Why did you come to UW?*

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- Attended UW in 1963, Parents did not tell me it cost 125\$ a semester. Ran track, did ROTC, and worked. Learned as much outside of the classroom as in. Had many unique experiences at UW. Gave back time, foundation for their success goes to UW. Agrees cuts cannot be across the board. Need to beef up revenue generating, alumni association, dorms, and retention programs. Land Grant Identity – should be priority. Need to serve rural populations that have not had access. Need to be able to compete with Wyoming leagues – not in reputation, but can compete in service for distance learning. Not only in degree granting – certificates are also important. UW could be a leader because of service. Veterans programs with [name withheld] 600 affiliated 400 nearly full tuition = \$1 million scholarship. Could get more veterans as revenue source for tuition.
- BS in molecular biology in 1994. I.T. Co – Army- now retired. Came to UW for return on investment. Praised faculty. The tuition price brought them to UW, but people kept them hanging around. Laramie does not have a lot to do, but has small town environment. It is part of something that matters, part of something larger. Not just paying back UW but paying it forward. Sees their priorities echoed by President Seidel. Need to become more digital. Block chain – students own their records. Computer infrastructure moves UW into global playing field. UW is developing leaders of character, good stewards, and good citizens. Cuts – based on what is doing well, what is not? 2004 – Tried to get masters in digital re-distribution. Phoenix University does it all the time. Certifications. Missing out. Similar to WyoTech, if you get a certificate as an electrician, I'm going to come back to you.
- Came back to Wyoming from HS in Texas. Was not the best student but learned a lot, enjoyed extracurricular activities, and improved writing skills. Graduated in 1993 with political science degree, the professors really cared. Cuts – not Faculty, they care deeply and have a great impact on students. Graduate certificates – increased revenue. UW is leader of economic development. Need to become more digital, opportunity to trend new.
- Class of 1981 graduated with a business degree, is now in oil and gas. COVID is a 911 triggering event. Things are going to be difficult. Where are we going to get the revenue needed to make UW an outstanding institution? Petroleum engineering, petroleum land man, energy – horsepower of these needs to partner with Wyoming. 3-5-10 year.... Think differently about sustainability in. Renewables still need major technology breakthroughs.
- From Billings, MT but grew up in Wyoming, attended CC then UW. We are always competing for some students, need to communicate better on what school is best at what and specialize. So, one can specialize in Ag and one can specialize in business. We cannot lose Wyoming traditions or roots. If cuts

are made to programs students could pick them up at CC. Public-Private mistrust – does not understand the impact of cuts due to huge budget. Education does not stop just because a student graduates, it is a lifelong learning process.

- From Cheyenne originally, was as a Chi Omega at UW. Now lives in Midland, TX. Graduated in 2010 PS/ Honors, was affordable due to scholarships. Still involved due to academic, campus, and global experience they had. Graduated with no debt – world open to opportunities. Went on to a master’s in a competitive program and was just as prepared as the other students. UW prepared them as well as any other university.
- Graduated 2010 in agriculture economics and lives in Sheridan. Received a full ride scholarship – wanted to go somewhere else, but thankful did not. Now has no debt, so decided to start a business. Relationships at UW were lifelong. Humility – not Wyoming based. Had down to earth connections right away. There are serious opportunities here if looking to start a business due to no debt.
- Graduated in 1975. Pushed to attend UW in 1969 by agriculture professor. Stayed in contact with many professors over the years, provided a lifetime resource career wise and socially. Son also attended UW – now works at shell energy. Competed with a Harvard grad student for the job, testimony to quality of education.
- Graduated in 2003 from Arts and Sciences, attended a private graduate school. Now works at Northern Community College as anthropology faculty. Perspective that even if you are not travelling and being exposed, the world is changing and moving quickly. Inclusivity and wellness are important pillars. In post pandemic world, need to focus on: Prioritizing wellness for self and others, physical and mental health. Belonging – inclusivity, cannot ignore that some students do not feel like they belong. Cannot cut fundamentals.
- Graduated with Journalism degree in 2008, came to UW for the affordability, accessibility, creativity, and ability to try. Created a sign language club. Had internship opportunities. Diversity. Received a graduate assistantship. 1st female Pistol Pete.
- Human condition. Child to attend UW. In the mid 80’s – could not find work at UW/Laramie. Now connected intelligence, and can live anywhere with the internet. Oregon is less business friendly and hard to operate successfully. Looking to move business to Wyoming/Laramie. Need more vertical business spaces. There is limitless potential - not dependent on location. Need innovative thinking and imagination. Wyoming has a compelling future. The field where I could not get a job is now very friendly and attractive.
- Research. Lives in North Carolina, graduated from UW in 1983. There are 80 colleges in his region and 50 community colleges. They are facing the same issues as UW. Blue Sky differentiations. Affordability. Small size, intimacy. Need to focus on what makes UW unique...and grow revenue. Entrepreneurial – in research for faculty...for talent. Cannot be pennywise and pound foolish.
- UW Alumni Association is resource to UW students. UWAA is focused on civic engagement and giving back. Alumni can help fill the gap of cuts.
- Worked for the Alumni Assoc. Cuts – not who is raising visibility and money. Alumni Association. Foundation. Land grant/flagship only university responsible. Values. Costs – need to stay committed to low tuition. Best education. What to think and how to think. Outside the bubble. Critical thinking. Empathy. Private and public good. Humanities are crucial to keep.

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*Faculty – Strengths / Strategic Priorities*

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- “Relatively” small class. Experiential learning students and faculty.

- 31 years. Slogan about A&S “Prepare for Complete Living”. What is philosophy of UW at this point? Reorganizing programs to not cost anything. Already recently went through a reorganization. What worked? What did not?
- All roads lead to UW, but not all to Laramie. Not all are traditional students. Mode / program – MCT program at Casper College. Provide President Seidel where we are. Maintain outreach in communities to strengthen.
- Anthropologist 25 years. Worry as we re-conceptualize our identity what will become privileged will only be what can be monetized. Wonderful place filled with amazing goofy people. Citizen of the University. If monetize, we lose what we love.
- Any additional stimulus money?
- As we rethink general education, competitive process would be more powerful to collaborate general education as a venture. Articulation. English - public facing degree, public discourse. Good at starting things up, but not good at communicating. This is Wyoming’s University but also in the world. International students – returns are not only financial.
- Broadly accessible to students, 97% acceptance. Highest to lowest. Writing skills – what students struggle with regardless of area – need to focus on writing and communication.
- Can UW sell land to raise funds? Foundation money?
- Cannot be all about engineering/energy. Students interested in the humanities. Worry not many faculty attending. 15 mill in cuts = 100 faculty, where?
- Capitol Hill – spoke to delegation about humanities. Graduates do find work. Have lifelong impact on communities. Long term picture of cultural economy.
- Data about class sizes that could save money. Some hurt more than others. Land resources – multiple health crises, mental health. An urban university would not have the same ability to go outdoors. Research in given discipline may be able to sustain with teaching.
- English department is great revenue for UW. It models where money follows students. Interdisciplinary - a lot of it is hidden due to mergers ... of working across departments. Need to manage expectations. Communicate to external stakeholders that stamina needed to do some things. There is nothing about this that is not challenging. Digital technology –flipped and now we can do stuff we could not a year ago.
- Estimate first time lose jobs. 1 year plus.
- Excited about energy transition, but more interdisciplinary than just SER, etc. Includes everything, humanities, arts, etc.
- Extremely strong on if we encourage interdisciplinary then have to support tenure and promotion.
- Foundation is helping us.
- Have to move fast on this because other states are hurrying to copy Wyoming.
- Huge opportunities to help the state. Few of us – which is opportunity. Meeting with the Governor. Access to legislative leaders. Mix of public/private partnerships.
- Interdisciplinary/ multidisciplinary. Tenure track – some worry it would negatively affect tenure. Structural change.
- Is UW in discussion with other institutions to offer courses to finish degrees? Yes, also on research with Mountain West.
- Make a philosophical decision about cutting, do we cut strategically or not? Pointing fingers. But haphazard – could lose good people but then people not as worried. Emotional fiber of community. Have to be smaller, must rebuild strategically. How do we get smaller?
- Money is not the only factor in making decision. Not everything valued in market.
- More land per capita responsible for serving need for stewardship of the land ex-water available.



UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- Must teach our students. Planned phase out. Strategic portfolio sp – 5 weeks will submit info. Then Academic Affairs will meet with Deans etc. and formulate recommendations to the Board of Trustees.
- Not just T and P process, annual ... also stifles innovation.
- Only 4 year land grant, public, university. Obligation to public good. CWCC education. Social sciences. Cultural competence. Proud – able to transform lives for multiple generations.
- Received 2nd round of stimulus from December 2020. \$3 million for students. \$7 million replacement funds. Passed this week, analyzing it.
- Recommendation to the President by early May. May be faculty in following year that need to look for jobs. 36% cut from 10 years ago. Death by 1000 cuts will not work anymore.
- Sit in incredibly unique environment, cannot ignore that. Citizens really value quality of life. Recruit national/ international for this environment.
- Small class size. Strong humanities - right now we are everything to everyone. Low cost. Wouldn't the easiest thing to do be to raise costs. Could reduce competitiveness.
- Small class. Student Interaction. ID too close to cowboy. Community. Faculty have large impact due to only university in state. Partnerships to cover costs.
- There is a lot of cold air here – good for data centers. Potential for renewable energy development.
- UW is the only university in the state.
- We are in a unique situation with the state passing cutting edge on block chain. UW collaborate with state to grow income to UW. Carbon sequestration credits – marketplace could be one of wealthiest in Rocky Mountain region.
- What is timeframe? Will faculty be fired June 30?
- Why spend \$8 million on real estate?

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*Faculty – Research*

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- 34 years. Problem in retention of excellent researchers. Too many presidents, too many budget cuts, pull rug out from good researchers, then go elsewhere.
- As research faculty, don't know I can stay. PhD students low quality. Need complete shift to get things turned around. Need universal marketing for distance education as well. As land grant – focus on needs of state, what evidence of needs.
- Likes to be innovative and patent. Difficulty marketing ideas, not their area of strength. Need a program at UW to help with marketing align with Business College.
- Prior institution – beef up research. Have SS talked to grand challenges? Yes.
- Spin offs and startups – scant funding. Have to get 6-8 signatures to hire self-funded.

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*Faculty – Skills of future*

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- Boom/ Bust untenable. Poor opinion of elected of UW. How do we fix this? How do we do research when losing resources? Invest more in legislative affairs. We are here with them, not adversaries. Community colleges – BAS reversible? Renewed partnerships with Casper College and UW.
- Students need good critical thinking. Be able to critically evaluate sources.
- Study abroad – largest endowment.

### *Faculty – Future economy of Wyoming*

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- Biomedical Expertise at UW. Take aggressive steps to help economy of the state.
  - Does UW only want to be undergrad and no grad – no research? Things that are nice to have – have to go. Dorms. Science Building. 8 million in real estate. Can we pullback on infrastructure continuing?
  - Expand online classes for revenue generation.
  - Have to cut millions. Cannot be all things to all people or will just do it in a mediocre way. WY is the only state with one university. Hard to fulfill. Have to bite the bullet and decide what core is. Revenue – May need to up tuition. UW is as nearly free as possible. Other states have this too, but UW is more literal. Bring in higher tuition payers.
  - Infrastructure must be in place prior to hiring students. Bureaucracy + research + teaching load.
  - Is the R1 goal consistent with undergrad needs?
  - Maybe realign mission with cuts.
  - Must offer balanced education, need humanities.
  - Recognize there are needed cuts. DEI should be elevated to VP position – if not, stop pretending.
  - To what extent is committee talking to entrepreneurs in the state? Faculty often are not good at business. Infrastructure is needed at the state level. University is not current in tech, not helpful. The future depends on who stays here.
  - Use their research in teaching. LG should do both.
  - What are we doing to reach out to other institutions on how to solve problems? Wyoming economy's only focus is extraction. Need to re-focus on renewables and other energy.
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### *Staff – Treasure*

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- 23 years at UW. Value making a difference in student lives.
  - Inclusiveness unlike anywhere he's been, need to get back to this.
  - Pure love for UW and Laramie, love this institution. Dedicated to UW. A good student experience is important. Wyoming Native and UW Alum.
  - UW is in a unique location with access to the outdoors and beauty, this is why I stayed. Has passion for students and outdoors. Can also access big city, metro Denver area.
  - UW is small enough and large enough. There are advancement opportunities for position.
  - Value my colleague's teamwork, huge reason why we are here. It's my alma mater, came back, second home.
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### *Staff – Strengths*

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- Affordable and quality education.
- Best value University. Inclusiveness. Need to work on ID as a more technology based university.
- In 1990's the state economy needed to evolve, still in the same situation. Need to embrace what the future holds.

## UW STRATEGIC SCENARIO PLANNING SURVEY RESULTS:

- International students must have relationships outside of US. Students find us based on faculty. COVID – Not getting Visas so online has helped and students will come. Need a more robust online system.
- Laramie is hometown and is UW Alum of distance education unit. Cannot bank on uniqueness anymore, due to COVID we need to be more global i.e. distance education, fully online degrees. All students cannot be here so beauty and outdoors does not matter. We have a lot of competition from other institutions, and we cannot bank on location anymore.
- Option for marginalized students, provides opportunity to go to college when otherwise wouldn't. Affordable and open. Offers a lot to a lot of people. Can find everything here.
- Sharpen up our value proposition. We have unique opportunities for people. What do we want to do but do not have the ability.

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### *Staff – Strategic priorities*

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- Change to traditional campus. Online. Hybrid. Career focus.
- Health science (degree history). Exciting opportunity – NSF NIH, but worried humanities get lost in dust, humanities must be central, tell us who we are as a people. The National Endowment of the Humanities is interdisciplinary. Hopes humanities are seen as an added value.
- More distance education is needed, we lose students to other institutions.
- Most success comes with critical thinking. Humanities are crucial and important for our country.
- Prediction for success is belonging, holes came out in listening session. This must be a place of belonging. Education as an export to world.
- Technology.
- The marketing side is not as robust as others. Applied to multiple programs, other institutions actively pursuing. Only heard from one unit at UW. Not as aggressive as other institutions. Everyone wants me except UW. Used fake name – Only College of business – Cowboy Joe – Happy Valentines. Some schools have dozens of contacts.
- Theatre/dance graduate degree. Could be more digital in this area. Back end have very little to offer. We have TV studios on campus but they are not used for theatre/dance, could produce business commercials for profit.
- UW is a place to discuss ideas, OK to disagree. Open mind/open heart.
- Wellness center – Greatest resource is people – faculty, staff, and students. Inclusion – welcoming environment. Need to support our greatest resource – humans as well as wellbeing.
- Will be fewer students enrolled. Increase tech school. Increase low income.

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### *Staff – Future economy of Wyoming*

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- Collaborate more with Casper College and Tech programs, they need each other. Entrepreneurial and innovation. Get away from mining, focus on green research and recycling.
- Engineering and Business – entrepreneurial. Neighbor to business to...Wyoming would not help. Need to look around our state. Wyotech – Need to see how we can blend their students and UW to promote collaboration. Online class offerings. What does the state need to bolster economy – Boom/ Bust cycle?

- Health Sciences. Credential, want additional ones. Need to engage them to continue learning and work steadily toward degrees. Collaborate with Casper College to share system and reduce overhead. Share admissions, transcripts, etc.
- Move into tech and renewable energy. Laramie – Only good employment is UW.
- Parts of economy are going away or moving. Boom/Bust economy. At mercy of economy – UW is...Need to be proactive not reactive.
- Raised in an ag/natural resources family in Park County. Looks like another 10.... Go broke – challenges of these people....Reach them and opportunities. For people in these sectors it is difficult to shift. They love where they live and do not want to move.
- Want UW to be advocates for more domestic energy. Better/cleaner energy. Expand Ag research promote beef/...Step into more technological world.

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*Staff – Future needs of State*

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- Attract companies – need to make sure we are providing training, also amenities such as downtown.
- Credential – have to apply in February for the fall. Does not want to be tied to semester. Shared resources – be able to see Casper College offerings at same time as UW.
- Data centers.
- Grandchildren – How did COVID-19 affect our youth (grade school-high school)? There may be a need to bridge a learning gap.
- Investigate UW partnerships with schools outside Wyoming. Finish degree then attend a different school. UW has partners on an international level, share resources. We are not the only school going through this.
- Need to work on views of old timers to promote people being on campus.
- Some will be more computer savvy and traditional school may not be attractive.
- State must diversify economy.

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*Staff – Skills / Knowledge for future*

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- Can't retrain every 7 weeks (could be years).
- Critical thinking, lifelong learning.
- Does not want to regurgitate what is fed. Manipulate knowledge with new information. Teamwork – have to get along with others and develops interpersonal skills.
- Hire students. Need experience working with people. People skills. Effective communication. Integrity and respect.
- Now use work study. Create co-ops. Half time student only positions. Student driven workforce. Learning outcomes in employment. Strategic use of formal fed work study money to then use institutional money.
- Our programs need to be looked at to see if they are current.
- Students wanting advance skills. Issue is: Can you learn? Can you interface with technology? Communication skills. Professional ethical behavior. Learn and adapt to world changes.
- UW has many things in place not used to the best of their ability. Great interviewing and application skill programs – as needed. As advising. Resume. Cover letter. Etiquette. Need to get students hired.

### *Staff - Align Incentives/Innovation*

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- Advising system – promotion ladder. Maybe should explore in other areas for staff.
  - Career ladder problems. Stuck in same position, but have to take on more. Not added recognition or pay. Causes talent to leave.
  - People do not always have bandwidth to do more/be innovative because they are so overwhelmed and doing so much. Standardize raises across campus so it is more fair and we keep the best employees.
  - Promotion ladders on paper, but all based on someone leaving. Can be doing all duties, but promotion is dependent on someone else leaving. Will lose UW's energetic talent. Need to find a way to move in career ladder independent of person above.
  - Useful at staff level how to get salary increase. Years of service? Education level? We want to retain great staff.
  - Would be great to have a ladder raise style.
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### *Staff – Open comments*

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- 10 years back. Salary – can get frustrating. Stay because they love the area, town, UW. Shock of reality of lack of privilege, no annual COLA. Lack of advancement opportunities. Deep roots here – keep me here. Have private sector job to supplement.
  - Critical need to teach ethics and that facts matter. Opinions do not make truths, there is a role UW can play here.
  - Nervousness to speak up, every one of us needs a job. All trying our best, we are the backbone of UW. We are here because we love UW, students, and love Laramie. Salary can go down overtime too, not always up.
  - Works off-site as well to supplement.
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### *Student/Parents – Strengths*

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- Air Force 2002, Kansas with 2 kids. Values offered by UW and has UW engaged state level leadership to restore funding? State Parks – Divert to UW. Property taxes. Vehicle tag tax. PhD Programs? Don't know yet, may announce. Very expensive but also bring in money.
- Alumni, freshman at UW from Colorado. Private sector, shortfall. Amazing value in education and cost. Raise tuition.
- Back in Laramie for Wyoming values. Problem of being asked what identity should...Provide degrees that are actually meaningful to real world.
- Bay area. Small Protective environment. Politics – They only report “isms”. Refreshing not to be in politicized. Raise tuition.
- Community engagement – UW does well: Haub, Art, culture, theatre, sculpture. Public lands – have to rethink what we are doing. No longer an oil, gas, and coal school. Collaboration between government, private, and industries. Politically un-insolated – Legislature has fingers in UW business, threat to UW and harms reputation of students.

- Daughter is a freshman from Colorado. Outdoors. Unique university – world needs more cowboys. Could have gone ivy or Berkley. Do not want it to be like everywhere else, what brings students. Raising tuition ok. Keep your identity – be who you are. Support increased marketing in our area, Boston.
- Fascinating out of state glowing reviews – Also important to in state. Entrepreneurial spirit – hope UW focuses on it. Club sports - still thriving. The Lodge – New Student space up through April. Cuts to sports – complicated calculus – at minimum now to be NCAA.
- Guatemala 2 kids. Nice environment to study, good values and ... peaceful and safe. Not everyone knows all good that UW. In Central America, very little info about. Need marketing.
- Law and Haub. Small place, small population. Only 4 year university in the state. Outreach into communities, community engagement.
- Law student. Out of state – Michigan. Political climate is difficult. Allow freedom of expression. Needs to be more inclusive.
- Nephew at UW. Decided based on Forbes article, biggest bang for your buck – correct. Flagship, small town feel. Look at ancillary things not priorities. Raise tuition slightly. Recruit for you – great value.
- Quality of education, price, and friendliness sold us. Cut or raise funds elsewhere. Tuition – not a lot of room. Federal Funds, bailout. Industry partnerships – research.
- Relatively small university but broad range of offerings. Also liability. How well leverage beyond borders? Colorado – appeal is very strong outside of the state. World needs more cowboys – great. Independent, ideal. High value – adjust tuition. Considerably less expensive.
- Son is in Accounting. Want to know options. Wants in person classes – increased tuition. Many friends left due to online only. Wyoming huge value for what you get.
- Tuition – be careful with this. How do you continue to compete if tuition is raised? Development of critical thinking skills. Social skills and having conversations – critical.
- Two kids, from Illinois. Great value and brand, may not be for everyone and should not be. Big school resources with a smaller feel. Caution against too much change, diminish experience. Zero based budgeting – look for waste and inefficiencies. Outdated programs. Revenue vs spending programs. Fundraising, partner with industry. Marketing – “precious secret”. Skillsets that can be used anywhere, critical thinking. ... Students accustomed to own bed and bathroom, create new dorm environment. Back to normal in fall. Academic Affairs – full plan on website. Building of new facilities. Partner with corporations in agriculture.
- UW is Wyoming’s only 4 year institution – advantage. Hathaway. Identity – multiple – world needs more cowboys. COVID has damaged UW credibility to some degree. ID should be to provide best education possible. Changing a lot with world around it, fossil fuel economy. Should be leader for state economy.
- Why are we playing catch up in direction since 90’s – global needs. Eggs have been in 1 basket. What degree programs support future needs.

# Appendix B – Emails

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*Why did you come to UW?*

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- It was the best educational bang for the buck (especially in Molecular Biology in the 90's – not recruiting to take advantage of Randy Lewis's fame and Peter Thorsness's educational abilities I think hurt the department in the long run (as only two examples). Not understanding that I could transfer my National Merit Scholarship after the first year (had declared at MIT) remains one of my greatest failings, but that lack of money put me where I am, so much was learned from it. My hard, physical work in paying for my education, reinforced my commitment to learn to work "smart" and not just hard.

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*Why did you decide to give to UW?*

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- Because after Defense, Education is probably the most important priority for our long term future, and the best government (and education) is always the most local. Doing my part to help keep that opportunity available to those within the state is not only paying back what UW gave me, but paying the value of education forward. That said, both the works of Bowen and Baumol as well as our own anecdotal experience show that higher education is continually providing a decreasing value (especially in terms of wealth). Even now, I can recall several times that were more focused on "what to learn" (because it lends itself to easier testing) than "how to learn" and apply what you have learned.

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*What do you think are the strengths of UW? What is unique about UW? What does UW do well? What is/should be our identity?*

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- I'm really impressed with "the world needs more Cowboys." That demonstration of "grit" (Duckworth, et al) not only showcases what WY brings to education, but should also be one of the selection criteria for students (not only to reduce the cost of losing them, increase the overall money spent, but to increase the percentage who graduate and carry our name forward with them). So what do we have? People and perspective; cold and solitude; small towns that bring less, extraneous distraction to our educational experience along with the feeling of being connected to both people and something important (I think this last partly explains why WY sends the greatest state percentage of people both into the military, but also those who remain).

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*What three or four strategic priorities should UW focus on? If we were building it from scratch, what would we focus on? What does this new University look like?*

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- Relevant, agile, resilient, and effective (versus merely efficient). We should educate leaders (in all fields we touch) of Character who are good, informed Citizens that make a difference. We should focus only on what we do well and grow national attendance, while still providing enough basics to care for the population of our state.

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*What are some areas where you think that UW has the capacity to grow?*

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- Online learning (I asked for online programs in 2004 and still don't see much of anything, while the "University of Phoenix" has a huge revenue stream, and I was forced to work w/ Gonzaga for a graduate degree). Even Central Texas College facilitates courses to the military worldwide. We stay small and miss out. COVID and Zoom experience has shown this can be effective (if less so than traditional methods), but also once recorded allows for repetition and continued study – and for the basics, provides larger class size with minimal reduction in learning potential (how many questions really get asked in BIO-101?). Online certification leading to grad and post grad requirements. Focused on current (agriculture (farming, ranching, small business), MBA) and future (block chain) low density educational markets. Provide for the state first, but be the national provider of things no one else does, or does well. Education and continuing education as a service – much like SAS (Software As a Service) is transforming the way products are sold – why isn't this happening in education? Why aren't we leading it? Stop asking for big donations, and start focusing on small, continuing donations (every graduate can afford a PayPal automatic donation of \$5 a month, many can afford, \$20, and some even \$100, but at just the lowest rate (with an acceptance rate of 75% of a graduation class of 2200 (=1650) would mean an additional \$8,250/mo and \$99,000/yr). Then try to change that \$5 to larger increments in your annual drives (with competition showing the donation rate per class year). At the ten year mark, with the same class sizes, lowest rate, and no increases this would mean an additional \$990,000 paid to UW by those who benefitted UW. It could even be instituted as an educational tax for the lifetime of a graduating student (reducing the initial cost of tuition and fees, for the benefit of a lifetime fee arrangement – possibly pushed to the FED to add in with other taxes, to reduce its cost to administer and make it nationally collectible). Certification (and continued education) programs. Buy WYOTECH (or at least a controlling share), and use its profits, increase electrician, and plumbing training (as well as inspection certifications in all training offered). Certify and train WY project managers (as part of MBA, or business college – not initially, but offered as a continuation of educational service, as they grow their careers). Use the money and connections in Jackson Hole (or Cody probably has more land, but less plane access) to generate national and international MBA program for CEOs / CFOs. Make them Cowboys and provide the peer to peer connections they need in an environment they can get to, that has what they need, when they need it, but yet isolates them enough to enable rapid learning. Place student records on a WY block chain, to reduce overhead. Use student ID's (what you have), with PW (what you know), and bioscanners (who you are) to provide the student key and good permissions to allow university access to records for each student, while there and as applicable during and after. This might reduce up to 50% of the administrative overhead (over time) – but now, in a job constrained environment, how to take care of those Wyomingites who won't be needed, as the school struggles to remain economically viable is a valid concern. In the long term, less overhead is better and distributed block chain provides individual control of PII, reduces security (hacking) concerns and expenses, increases privacy (information is ONLY public if and when it is shared, and then only for as long as needs to be verified (doesn't exist out of the block chain), and brings UW into the global information community ahead of the US. Instead of heatsinks or other ways to dissipate excess energy produced,



use on-demand block chain mining to provide excess power dissipation and simultaneous fund production, as well as part of our IT computing labs? Why (given the increased knowledge structure of beginning students) are we constrained to a 4-year model? Is time the standard (it used to be part of the standard in order to present the broad information requirements needed to meet graduation standards) or is demonstrating capability the standard? How can students “do” more while learning (e.g. the British educational model where their mechanical/electrical/structural/etc... engineers are company subsidized, earn a wage for working part time in their future field, while studying the theory at University and graduate with both knowledge and experience?) Given our population density, can that be replicated in WY (WYOTECH seems to do it...)? Can we work w/ other state land-grant colleges to share instructors/programs, reduce cost, distribute learning, and provide back to the community (much as we do with our medical and education programs) – aka does each need to teach the 10:00 101 class, or does UW fund that one, while New Mexico funds the 11:00, and Idaho, the 13:00, and UW funds the 201, with NM the 301, and ID the 401 – providing students with the full education, across a distributed platform, that recognizes that each university doesn’t have to do everything.

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*What do you think are the future needs of the state and how can UW help pivot in that direction? What do you think is the future of the economy of the state of Wyoming and how can UW help in moving the state in that direction?*

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- Pure reliance on natural resources, combined with a solid agriculture community, and our tourism draw will maintain a baseline (over a decade, despite yearly changes). Our dominance of I-80 and a significant portion of the lifeline of national transport structure should be leveraged, but as we look to the benefits provided by physical transportation lines, we should be using our cold, high mountains, central location, and land to create digital transportation infrastructure (e.g. facilitating the physical construction of high capacity fiber optic tunnels in conjunction with I-80 improvements would provide the beginnings of global digital connectivity that would drive business to our location, bringing their families (and future students) with them – to say nothing of the immediate jobs the construction would create). Create a digital highway structure (high speed data pipelines into high mountain (good line of sight) space to ground communications platforms (and middle of the country). Low temps mean lower electricity costs. Low humidity means increased efficiency of evaporative cooling. High elevation means less interference. Radomes reduce impact of snow on dish. We have WY, mountains, cold, initial water rights for the beginning of the Missouri, etc... Thermal power plants using the easily accessible Yellowstone caldera, inside of national or state land (well regulated), out of the line of sight (tourism), but within work travel distance of a town. Contained structure (vice fracking method) increases cost, but reduces environmental impact. Provides state and national electric power, as well as leverage power (control) for the state, and continuing stream of natural resource tax income. Work with Coal mines to create water treatment lakes using their excess fill for vertical gradation like petroleum treatment ponds, into filled open pit mine-lakes, building clean water resources for the future, while allowing natural refill of our critical water aquifers (in a high mountain desert state). Use floating solar panels to reduce evaporation surface area while contributing to the power grid (and oxygenation requirements), while providing “structure” for tourism fishing.

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*UW’s mission is: We honor our heritage as the state’s flagship and land-grant university by providing accessible and affordable higher education of the highest quality; rigorous*

*scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources.*

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- Pretty words, but is this a SMART goal? How do we know what “right” looks like as the sum total, and for each sub goal within this mission statement? Where have we met, exceeded, or failed the standard we have set for ourselves? If we don’t hold ourselves accountable for this mission, who will?
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*How can we best meet this mission in these challenging economic times?*

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- Stop reacting like this, and proactively set the conditions for these times during the high water events (how many brand new schools were built in the energy booms, versus teachers funded and 25 year budgets established).
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*How can we best provide a holistic education to the people of the state of Wyoming?*

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- Link the Education department even more closely to K-12 of WY. Develop the students we need, before they get to us. Create and enable better teachers, better teaching programs, and enable those resources across the geographically separated state (instead of creating silos of excellence). Help to reduce the education overhead, to increase Teacher satisfaction (not always linked directly to pay), and student quality. Don’t start with the low hanging fruit, or those with greatest potential (and therefore lowest start), but with the fence sitters – the median schools that can be moved to good, then with the schools that can go from good to great, and finally with the schools that can be moved from poor to median (not that I don’t wish to help everyone, but where we can produce the most return, for the longest, with the least initial investment – in the long term, everyone gets some, but in the short term it produces the greatest gain (and helps it be more likely to continue). Reduce the educational institutional bias shift toward either side of the liberal / conservative divide (although education is typically far and moving further left of center based on the fact that it is centered on ideals and not reality) and actively push all employees toward the center (of each axis) where they can better demonstrate less cognitive bias, more empathy and understanding of other perspectives, and the ability to seek out win-win situations (versus the next best of compromises which are lose-lose). Own our history. We may have Nellie Tayloe Ross and Kenny Sailors, but we also have Matt Sheppard and the Black 14 and we need to understand each event (both in its original context and in the context of today).
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*What skills, capabilities, or knowledge do you think UW graduates need to be successful after graduation?*

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- We need to develop Leaders of Character who know how to learn, and have the “grit” (drive and determination) to succeed, regardless of their field.

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*What skills, capabilities, or knowledge are you looking for in your employees (business councils, etc.)?*

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- Leaders of Character who know how to learn and are willing to work smart and hard for group (and ultimately individual) success. Random workings... How can we solve the problem...Spend less. Earn more. (But how?) Increase fees? Decrease dropout rate? How to validate learning potential versus the current demonstrated drop in wealth accumulation? Building leaders, good, informed citizens of integrity and character who make a difference? Can it be done in 3 years (especially with the base level of entrants)? Are freshmen classes to ensure the educational baseline, or gain enough fees to weed out those who might not make the next 3 years? People don't appreciate what they don't earn, but how can we make more of them stick to it? How do we detect this "grit" in potential applicants (and do we now)? Laramie is "\_\_\_\_\_" destination...??? Currently only "school" and semi-"small town" fits there. Party used to fit there (and was good for earning, if not perhaps for grades). What can we add to that? Why stay in WY? - Land is constantly decreasing, therefore prices are increasing. Business rules are nice, but the land problem helps keep potential employee numbers low. Capitalize on all flowing waterways for smaller, more local electric production. Use pump-back water-battery storage to maintain reservoir levels, while allowing agriculture water use, as part of the national grid for energy efficiency. Design Toll roads to decrease accidents (wind blow-over), increase safety, and channel revenue (tied in to TX and KS tags for 1-80 drivers). Plains forests that self-sustain (gather water, irrigate, provide habitat) and break up windy areas? (planted in Bernoulli one way flow valve pattern) Or just 50 foot fences for enough bounce to keep the wind off the highway? Do we have a retirement plan for educators/admin/others (401K like) or a pension plan? The latter is bad, change it immediately, but leave all current folks the option to choose (builds a "take your retirement with you" perspective versus the desire to trudge on into tenure to gain a pension plan. Increases risk takers (mitigated) versus risk avoiders within the system.) Pay for more teachers, pay more for better teachers (maintain researchers for long-term draw?), slow new construction (but not planning), and time it with increased state revenue? Are we buying new stuff just because we can and because we think it draws students, or is it providing value (Return on Investment data?). Pay for less students, increased admission standards or decrease admission standards and simply try for more student based revenue (seems to go against our mission and morals)? What are the known revenue streams (state, tuition, grants, industry partnerships...?) What else works elsewhere and why doesn't/can't it work in WY?

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*General Comments*

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- I am a UW Alumni and a business owner. My oldest daughter [name withheld] is planning to attend UW this fall as a freshman and my other daughter has expressed interest when she graduates in 2 more years. I'm a Wyoming native and grew up on a cattle ranch near Lovell. I had a great time at UW and was well prepared for life as an engineer in the "real world". My growing up in Wyoming and consequent time at UW not only provided skills needed in my profession but taught me a lot about hard work and achieving goals. Consequently I have been an employee and an employer. I found that my real passion was not only in my professional area of interest but also as an entrepreneur. I have started a number of companies, the largest being a VC backed startup that grew to have offices around the world. As a result I have a network and close friends in many other countries including India, Middle East, and Latin America. Through my career I have been grounded by my time in Wyoming and look for

my daughters' preparation to also include similar elements. One challenge I had in getting a BSEE degree with computer option at UW was that in the mid-80s there was no option for me to work in Wyoming. I started my Career in New Mexico at White Sands Missile Range and then moved through various opportunities in Portland Oregon. My focus has always been what I like to call "connected intelligence". Fast forward to now, due to ubiquitous communication and computing I and any employees can for the most part live anywhere there is Internet. My original work location constraint is no longer an issue. My business was registered in Oregon in 1997. It has been my foundation over the years as I also pursued opportunities in other areas. In recent years/months I feel that Oregon has been increasingly less business friendly and less supportive of creating new value. Consequently I shifted my attention back to Wyoming from a business perspective as well as a more personal cultural one. The Portland I live in now has been increasingly diverged from what I consider to be needed for business and personal growth. I am now actively pursuing a move of my business to Wyoming and more specifically looking at the Laramie area. To the point of this invitation I agree that Wyoming and UW need to invest in additional vertical business spaces. General terms I would use to describe my connected intelligence business are IoT, data science, and generally connecting as many stakeholders in the digital age (include my existing partners) to create new value from the capabilities of the digital world. I think Wyoming's simplified and straightforward culture and natural beauty are attractive to many talented people looking to make a change in this direction. An active investment in this is now possible with the currently connected world and I think add new elements very compelling Wyoming's future.

- Thoughts that go through my mind having lived through many ups and downs with oil price dynamics, I think UW really needs to evaluate its overhead structure (break-down entire cost structure e.g. services, maintenance, athletics, scholarships, number of professors/assistant professors, coaching staff, trainers, book store, campus cafeteria's, campus restaurants) with the following in mind: (a) Minimum number of professors and assistant professors to deliver equivalent level of education standards – assess what courses are going to be on-line and challenge the need for # of professors/assistant professors required. (b) Evaluate service contractor terms and conditions to eliminate services that are "nice to have" and ensure any near term expiries or extension renewals are competitively bid for best value. (c) Evaluate reducing number of UW funded athletics if they are not generating revenue compared to UW costs. (d) Evaluate reducing number of full ride athletic scholarships. (e) Evaluate consolidating class room agendas in limited number of campus buildings (reduce heating and maintenance and consider renting out). (f) Evaluate limiting travel budgets. (g) Evaluate reducing number of UW fleet vehicles/fuel etc. (h) Evaluate eliminating certain educational curriculums that could be considered non-core value generators (tuition compared to cost of professors etc.). (i) Revenue: Evaluate increasing tuition cost (in-state and out-of-state). (j) Revenue: Evaluate increasing on-campus food vendor costs. (k) Revenue: Evaluate tuition deductions for Wyoming Community College Transfer students to UW – may increase number of incoming students. (l) Revenue: Evaluate on-line UW logo clothing/gifts/etc. via Amazon and others with contract structure that delivers % royalties back to UW General Education Fund. I am sure there are many other thoughts and considerations that the President's "think-tank" are considering, but in hard-times difficult choices need to be made in order to maintain/sustain the UW future.
- This isn't about "cutting \$30 million" but rather about securing "\$30 million from other places." And if we're truly brainstorming then we have to start thinking in that resource unconstrained environment and only limit ourselves when we start to pick the best ways forward. One of the things I really noticed was that most all of the comments I sent this noon, were echoed by my fellow participants (regardless of graduation year). While I'd like to think that this reflects how awesome we are, the coincidence struck me and I started to wonder about cognitive bias and groupthink, and whether we were really thinking so much outside the box, or just parallel to it... As was said, this isn't the first time we've done this (nor will it be the last), and having those lists on what are our priorities (and most importantly why,

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because the context/situation will change), will help both now, and later. One final thing the other participants brought up in my thinking is that we need a list of "Can't cut" items, an equally important list of "must increase funding" (because sometimes you have to spend money to make money), and a list of "have to cut (or cut back) right now; but with a plan to still provide/recommend that service via other venues."