Priorities for Action 2021-22

Includes objectives, strategies, actions, leads, and key contributors for UM's five strategic priorities for action.

Adopted July 20, 2021
Updated October 11, 2021

Objective 1: Increase student persistence and graduation rates.

Strategies	Actions	Lead / Key support
EAB Navigate implementation and increase user base (students, grad and undergrad, and professionals) so that we can expand coordinated care network in system and provide broader audience of students with systems solutions (e.g., scheduling, reminders, etc.)	• Add graduate students (scheduling) • Add faculty office hours • Add care units (DSS and VETS) • Increase first year student Navigate downloads to 90% via pre-matriculation and orientation communications and structures.	Leads: • Associate Vice Provost for Student Success • Executive Director, Office for Student Success Key support: • Office for Student Success • Disability Services for Students • VETS • Graduate School • Financial Aid • Student Accounts • EAB partners • Faculty (office hours and early alert) • Admissions • New Student Orientation • Academic Officers • Chief Information Officer
Design and implement an advising model that reflects appropriate structure and staffing levels.	• Assure cross-training of all career coaching and advising staff for maximum benefit of students. • Executive Director of Office for Student Success, Director of Undergraduate Advising Center, and advisor	Leads: • Associate Vice Provost for Student Success • Executive Director, Office for Student Success Key support:

	representatives will submit a December report on advising models that do not require expanded FTEs.	• Vice Provost for Student Success • Office for Student Success • Advisor representatives • Provost • Deans • UM Foundation CEO

Offer first-year programming pre-matriculation, Bear Tracks/Big Sky Experience/New Student Orientation that increases students' sense of belonging, sense of place, that streamlines administrative processes, and that ultimately improves yield.	• Create a cross-functional team to review all onboarding processes and student touch points with the university to examine pain points and where we "leak" student admissions and persistence as a result, including BIPOC, first-gen, and Pell eligible students. Focus will be on:
	
	    o Timeline
	    o Individual processes that make up the whole
	    o Process flow and process simplification
	    o Customer service
		Leads:
		• Associate Vice Provost for Student Success
		• Director of New Student Success
		
		Key support:
		• New Student Orientation
		• Campus wide orientation partners
		• Office for Student Success
		• Admissions
		• Marketing & Communications
		• Information Technology
		• Faculty
		• Athletics (Director of Marketing)

Objective 2: Provide an array of curricular and co-curricular options that afford students learning, access, and flexibility.

Strategies	Actions	Lead / Key support

Establish ElevateU programming as a signature element of the UM experience.	• Marketing to prospective and new students
	    o Admissions Counselors and Campus Visits
	    o Media pushes online, print, and television
		Leads:
		• Associate Vice Provost for Student Success
		• Executive Director of Experiential Learning and Career Success
		
		Key support:

	◦ Bear Tracks and Orientation - ElevateU in the Curriculum: Campus-to-Career Initiative ◦ Faculty workshops on integrating career competencies with learning objectives - Integration with UM Advising ◦ Career ready guide with Academic Major Map ◦ Career Coaches collaborating with campus advisors - Tracking ElevateU ◦ GrizHub system - Fund Raising for Career Core	- Admissions - Marketing and Communications - Deans, chairs, and faculty - Foundation - Advisors - OOLD
Revamp *COLS 194: Tomorrow Proof Design Worksho*p using year-one pilot to update curriculum and increase student diversity in sections.	- Reduce content and spread remaining content over same number of class sessions so that curriculum has more depth than its existing breadth. - Work with TRIO, AISS, VETS, Dr. Salena Beaumont-Hill and other campus partners to help recruit a greater diversity of students in sections.	Lead: - Associate Vice Provost for Student Success Key support: - Office for Student Success - University Center - Student Involvement Network - Keep Connected network of professionals who provided large scale programming during COVID
Offer an array of educational and social program offerings that create a vibrant on-campus experience.	- Continue program offerings from Keep UM Connected - Offer larger scale events via the UC	Lead: - Vice Provost for Student Success Key support: - Director level staff in Student Success

Objective 3: Ensure students from historically underserved populations have appropriate support.

Strategies	Actions	Lead / Key support

Enhance engagement and communication and expand programs to support students from historically underserved populations.	• Conduct post priority registration course load audit each semester and communicate to students (text, push, and email) with less than 15 total registered credits to register for additional courses.
	• Work with AISS, VETS, Salena Beaumont-Hill to do specific student outreach
	• Engage 200 freshman and sophomores from Trio and MT10 in Career Core courses and industry coaching sessions.
	Metric: At least 80% of students complete at least one course
	Metric: At least 70% of students complete at least one industry coach session
	• Continue/expand:
	   o Momentum Year" efforts (support 15 credits per semester; 30 credits per academic year),
	   o Degree in Three,
	   o Co-requisite support courses,
	   o First-Year Seminar enrollment,
	   o Degree Maps, and
	Four Bear Program expansion
		Lead:
		• Vice Provost for Student Success
		
		Key support:
		• Office for Student Success
		• Advisors
		• Vice Provost for Student Success
		• Associate Vice Provost for Student Success
		• Faculty/Instructors
		• American Indian Student Services
		• VETS
		• Experiential Learning and Career Success

Identify and address high DFW courses where BIPOC (Black, Indigenous, and people of color), Pell, and first-generation students struggle.	• Run course report for those with DFW grades of 25% of higher. • Invite Associated Deans, Chairs, and Faculty of these courses to meet and discuss strategies. • Work with OOLD to offer high DFW course workshops on pedagogical approaches.	Leads: • Provost • Vice Provost for Student Success Key support: • Associate Vice Provost for Student Success • Office for Student Success • Deans, chairs, and faculty

Retain and support a diverse student population at the University of Montana through enhanced training and clear reporting options.	• Launch Bias Incident Report Team to offer support and resources to students who have experienced bias, but events that fall short of formal EO processes.	Lead: • Vice Provost for Student Success Key support: • Associate Vice Provost for Student Success • Director of Inclusive Excellence for Student Success • Director of New Student Success • Ali Pepper
Retain and support a diverse student population at the University of Montana through strategic planning and assessment.	• Launch EAB Navigate's risk profile metrics	Lead: • Vice Provost for Student Success Key support: • Associate Vice Provost for Student Success • Executive Director, Office for Student Success • Director of Inclusive Excellence for Student Success

Priority 2
Drive excellence and innovation in teaching, learning, and research

Objective 1: Foster and support innovation and improvement in teaching and learning.

Strategies	Actions	Lead / Key support

Building upon the strategic work in the last year, support the development of the Strategic Enrollment Plan through curricular innovations and new program development.	• Academic Affairs units will actively participate in the Strategic Enrollment Planning process through committee work and submitting actionable, data-informed strategies.
	
	• Focus on Re-Imagining General Education efforts and these UDT Strategic Initiatives:
	    o Grand/global challenges
	    o Liberal arts for the 21st century
	
	• Explore innovations in our budget model to facilitate these innovations, and identify avenues for incentivizing faculty to adapt curriculum and programs to more deliberately/explicitly address these prioritized curricular Strategic Initiatives.
		Leads:
		• Provost
		• Vice Provost for Academic Affairs
		
		Key support:
		• Faculty Senate
		• Academic Officers
		• Provosts Office
		• Associate Vice President for Enrollment Management
		• Vice President for Marketing and Communications
		• Director of Admissions

Offer faculty, staff, and graduate students professional development opportunities and other resources focused on equity-minded teaching practices and curricular redesign.	• Provide training to interdisciplinary groups of faculty members on inclusive teaching and mentoring practices • Offer faculty learning communities on redesigning course content and anti-racist teaching approaches • Offer a faculty learning community on Universal Design for Learning • Provide faculty training on OER resources • Expand faculty use of Open Educational Resources to reduce the cost of books • Build and promote OOLD repository of self-education resources for teaching e.g., online	Lead: • Vice Provost for Academic Affairs Key support: • Office of Organizational Learning and Development • Members of the Diversity Advisory Council • Provost's Office • Open Educational Resources Coordinator, Mansfield Library • Director of Inclusive Excellence

	trainings, readings, and Mansfield Library Resources Against Racism guide • Develop a faculty-generated best practices for equitable teaching resource that includes a self-evaluation checklist that can be promoted by Faculty Senate and ASCRC • Revise course submission forms and syllabus guidelines to encourage faculty to include a diversity statement and commitment to inclusive teaching. • Revise course submission forms and syllabus guidelines to encourage faculty to access equitable teaching practices resources and workshops, OER resources (https://library.educause.edu/topics/teaching-and-learning/open-educational-resources-oer), and a self-evaluation checklist (how much do my books cost, who are my authors, etc.)	• Faculty Senate and ASCRC (include back-end processing offices at operational stage)
Foster a community of faculty well versed in evidence-based teaching practices that enhance student learning and success.	• Offer the Mobile Summer Institute on Scientific Teaching to faculty and graduate instructors • Expand the Learning Assistant Program to support active learning across campus and offer pedagogical consultations to faculty members. • Support the Pedagogy Project's work in small groups analyses and classroom observations • Offer faculty learning communities on inclusive teaching and Universal Design for Learning • Create venues for the Scientific Teaching Fellows to share best practices and discuss teaching challenges.	Lead: • Director, Office of Organizational Learning and Development Key support: • Provost • Vice Provost for Academic Affairs • Provost's Office • Learning Assistant Coordinator • Pedagogy Project leadership team

Objective 2: Expand the types of new learners, as well as learning opportunities that UM offers

Strategies	Actions	Lead / Key support
Grow market-driven online programs in credit and non-credit areas, and expand new learner initiatives.	• Identify programs using marketing research, as well as through outreach from the New Learner Initiative. 　○ These programs can include for-credit programs in partnership with Wiley (or separate from Wiley), as well as other non-credit programs, micro-credentials, and badges. • Engage academic departments in exploratory conversations. • Develop financial proposals and finalize approvals. Implement proposed programs.	**Lead:** • Associate Vice Provost for Innovation and Online Learning **Key support:** • UMOnline Team • Academic Officers • UM Summer Office • Faculty/staff in departments who are exploring online programs • Back-end processes for for-credit operations: Registrar's Office, Financial Aid, Business Services, etc.
Grow overall summer enrollments through enhanced marketing and curriculum innovations for credit for all types of learners as well as broaden experiential learning courses and offerings across summer terms.	• Garner a better understanding of what types of courses UM students are taking elsewhere and transferring them back to UM in the summer and why they are taking them elsewhere. • Ensure summer is ingrained in UM recruitment publications, and that summer is in the UM Strategic Enrollment plan (connecting these efforts with PFA #5). • Explore conversations about budget models or ways to how to compensate and encourage faculty to oversee experiential learning opportunities in the summer that count for credit (i.e. research, independent studies, internships).	**Lead:** • Director of UM Summer **Key support:** • Admissions • UM Marketing • UM Communications • Academic Affairs • Deans, Associate Deans, Department Chairs, • Advisors • Student Support Offices (Registrar's, Office for Student Success, Business Services, etc.)

	• Encourage deans, associate deans, chairs, faculty to have students register for these experiential learning opportunities in the summer. The students are doing the experiences, but many are not registering for the credits because they do not want to pay for the credits and will instead tack them on in the fall to count towards their flat spot. • Grow Summer Start program so that incoming freshman and transfers can get a jump start on their year by starting in the summer. • Recruit more "visiting" students to UM in the summer.	
Increase overall pre-college audience through avenues like the UM Summer Institutes, dual enrollment courses, camps, and other academic opportunities for high school aged students.	• Continue to develop more summer institutes/academic camps/learning opportunities in the summer for youth across campus in all units. • Continue to pursue funding opportunities to help make summer high school programs more affordable/offer scholarships. • Collaborate with UM Admissions, Missoula College Dual Enrollment Office and all others on campus that offer pre-college programs for high school students and connect them with Conference & Event Services to help line out all logistics for planning and execution. • Continue to coordinate and centralize the processes surrounding pre-college programs.	Lead: • Director of UM Summer Key support • UM Summer Office • Deans • Dual Enrollment Office • Conference & Event Services • UM Marketing • Missoula County Public Schools • Alumni Office • Admissions Office

	• Explore the possibility of having pre-college programs count towards FTE.

Objective 3: Expand research and creative scholarship in pursuit of R1 status.

Strategies	Actions	Lead / Key support
Grow research by identifying areas of funding opportunities that align with funding priorities.	• Fill the new Research Development Officer position • Submit "earmark" requests to Senate if MT Senators participate	Leads: • Vice President for Research • Associate Vice President for Research • Research development officer Key support: • UM faculty • Funding agencies • Post-docs • Graduate students • Deans
Increase participation in undergraduate research.	• Create a new Office of Undergraduate Research (OUR@UM) and hire a new Director	Leads: • Director of the Office of Undergraduate Research • Vice President for Research • Dean of the Davidson Honors College Key support: • UM faculty
Grow graduate student completers including doctoral completers	• Continue to grow graduate/professional enrollment • Develop new graduate programs with potential for growth	Leads: • Dean and Associate Dean of the Graduate School Key support:

	• Identify barriers to degree completion for graduate students	• Vice President of Marketing and Communications • Assistant Vice President of Enrollment Management • Deans • Graduate Program Coordinators
Increase staff supporting faculty efforts in research and creative scholarship	• Correctly identify existing staff who support faculty efforts to ensure accurate reporting • Dedicate a portion of recovered F&A to ensure that staff support for research is adequate	Leads: • Vice President for Research • Associate Vice President for Research • Director of the Office of Sponsored Programs Key support: • UM faculty • Deans • Center Directors • Post-docs • Departmental research administrators

Priority 3
Embody the principle of "Mission First, People Always"

Objective 1: Design and execute recruitment, retention, and engagement practices that empower employees and foster commitment to UM's mission.

Strategies	Actions	Lead / Key support
Work toward building a strategic talent management function in Human Resource	Action 1 Engage HRS experts to perform an analysis of HRS growth opportunities and needs to	Lead: • Vice President for Operations and Finance

Services that focuses on supporting our people, organization, and culture.	achieve a more strategic wing that emphasizes items such as: • technical infrastructure • employee retention programs • succession planning • workplace culture design Steps may include identifying a project manager for the analysis, holding listening sessions with HRS team and stakeholders who work with HRS frequently, and developing user maps of HRS processes. Action 2 Complete IT Ellucian review Action 3 Write an RFP to identify a Human Resource Management System for HR functions of training (including tracking and reminders), performance management, recruiting and onboarding.	• Associate Vice President for Human Resource Services Key Support: • Chief Information Officer
Implement near-term strategic talent management strategies that support our people, organization, and culture.	Action 1 Implement a new "Kudos" system to ensure regular and widespread recognition of employee performance across employee classifications Action 2 Inventory employee retention/reward strategies and tools; develop a plan for educating managers on what they are empowered to offer	Lead: • PFA 3 Team members • Human Resource Services

Develop a performance review cycle that nests in a broader cycle of continuous and supportive employee feedback.	Action 1 Conduct campus assessment to develop updated and – where necessary – new methodologies/forms/resources used in support of performance reviews and to understand managers' and employees' education needs Action 2 (Year 1) Draft an annual rhythm for non-faculty performance reviews as part of an annual cycle of feedback Action 3 (Year 1) Identify HR needs (systems and people) in order to implement performance review rhythm for all employees	Lead: • Human Resource Services Recruitment Manager Key Support: • Office of Organizational Learning and Development • PFA 3 team members • Legal Counsel
Build a reliable data set to track employee demographics, engagement, and experience.	Action 1 Develop a plan and timeline for launching an employee demographics dashboard to accompany the employee engagement survey dashboard. Action 2 Begin work based on plan and timeline developed.	Lead: • Associate Vice President for Institutional Research and Chief Data Officer Key Support: • Human Resource Services • Chief Information Officer • PFA 3 team members

Objective 2: Provide learning and growth opportunities to all employees.

Strategies	Actions	Lead / Key support

Develop and prioritize training and education opportunities that support the outlined objectives and strategies across PFAs.	**Action 1** Identify which existing employee training and education opportunities support FY22 PFA strategies, and identify gaps/needed trainings and education. • Develop trainings in support of PFA strategies, e.g., DEI efforts.	Lead: • Director of Office of Organizational Learning and Development Key Support: • Other key training partners (HRS, SARC, Director of Inclusive Excellence, EO/Title IX Office, etc.)

Objective 3: Create and sustain a diverse, inclusive, and equity-minded learning and work environment.

Strategies	Actions	Lead / Key support
Increase diversity of UM employee population and inclusivity of the campus through strategic recruitment, hiring, retention and professional opportunity.	**Action 1** Complete an updated Affirmative Action Plan to inform future employee recruitment and retention practices **Action 2** Educate campus leaders on understanding and utilizing the updated Affirmative Action Plan	Lead: • Human Resource Services Recruitment Manager Key Support: • Managers/Supervisors • Office of Institutional Effectiveness/Data Office
Retain a diverse employee population at the University of Montana by creating a culturally competent and supportive workplace environment.	**Action 1** Use the results of the employee engagement survey to gain insights into campus climate **Action 2** Offer and strongly encourage participation in discrimination and harassment training for employees, including an emphasis on how to foster inclusive learning and working environments	Lead: • Director of Office of Organizational Learning and Development • PFA 3 team members • EO/TIX Office Key Supporters: • Other key training partners (HRS, SARC, Director of Inclusive Excellence, EO/Title IX Office, etc.)

	Action 3 Develop a central and living repository of self-education materials on anti-bias, anti-racism, and equity-minded practices	• Diversity Plan Workgroup, • Diversity Advisory Council
Finalize the current year's Diversity, Equity, and Inclusion Plan and establish a mechanism for ongoing implementation and updating.	Action 1 Finalize the DEI Plan for the coming year, with support from accountable owners. Action 2 Build a website to make public our commitments and track our progress. Action 3 Establish a process and responsible party for ongoing implementation and updating.	Lead: • Diversity Plan Workgroup Key Support: • Diversity Advisory Council • Accountable owners

Objective 4: Improve operations, systems, and processes to create efficiencies and empower employees to do their best work.

Strategies	Possible actions	Lead / Key support
Engage an external partner to identify and address needed improvements and efficiencies in institutional operations, systems, and processes, especially those that are essential in the success of institutional priorities.	Action 1 Identify an external partner and assign an on-campus team to collaboratively perform an analysis and develop a plan to strategically revise institutional operations, systems, and processes for efficiency and ease of use.	Leads: • Vice President of Operations and Finance • Director of Strategy, Office of Institutional Effectiveness Key Support: • Chief Information Officer • External partners/solution providers
Conduct a space analysis and develop a plan that provides for more efficient, strategic use of campus space.		Lead: • Associate Vice President for Campus Preparedness and Response

		Key Support:
		• Director of Facilities

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Priority 4
Partner with place
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Objective 1: Provide all students experiential learning opportunities that engage and promote our setting and our place in the world.

Strategies	Actions:	Lead / Key support

Engage faculty in every department in ElevateU initiative. Specifically, develop and enhance curricular opportunities supporting applied/experiential learning that amplifies uniqueness of Montana within a global context.	• Build out the Campus to Career Initiative (CCI) to include at least three professional development workshops that build department/faculty capacity to offer experiential learning.
	
	Workshops include:
	   • Fundamentals of Experiential Learning
	   • Course construction/syllabi revisions
	   • Reframing curriculum for career readiness
	
	• Experiential Learning & Career Success and Office of Organizational Learning and Development partner to offer Campus to Career Initiative.
		Lead:
		• Director of Experiential Learning & Career Success
		
		Key support:
		• Deans
		• Department Chairs
		• Community of Practice for Internships
		• UM Online
		
		Deans as "contributors" can support each department's participation:
		   • Require each department to participate in CCI (e.g. through department meetings)
		   • Collect departmental Experiential Learning Strategy document (template to be created by ELCS in consultation with deans).

		Lead:

Create pathways with UM Tribal Outreach Specialist for experiential learning opportunities in indigenous communities at home and abroad.	• Collaborate with MT Campus Compact and reservation-based employers to advertise national service AmeriCorps positions on reservations and recruit UM students.	• Tribal Outreach Specialist Key support: • MT Campus Compact • Experiential Learning & Career Success Department Chairs
Raise additional scholarship funds to ensure equitable access for students from all backgrounds to participate in experiential learning opportunities.	• Provide data to determine need, e.g. current gaps in underrepresented students participating in experiential learning. • Partner with UM Foundation and Community Equity Initiative to support fundraising efforts • Track donor funds • Implement system for dispersing funds (e.g. Research and Creative Scholarship and Experiential Learning Fund)	Lead: • UM Foundation President Key support: • UM Foundation • Deans • Department chairs • Experiential Learning & Career Success Deans as "contributors" can encourage all departments to offer experiential learning that is accessible to all students • Raise money to support student participation in experiential learning, e.g. unpaid internships and service learning

Objective 2: Cultivate and steward partnerships locally, statewide, globally, including in rural and indigenous communities, to advance talent, innovation and prosperity.

Strategies	Actions:	Lead / Key support
Deepen UM's engagement in Indian Country through reciprocal partnerships with tribal	• Sustaining current/forming more 2+2 and other variation of online/hybridized degree programs designed to connect with	Lead: • Tribal Outreach Specialist

governments, communities, and tribal college/high schools.	students transitioning to UM from Tribal College and University's (TCU) • Developing specified strategic outreach programing/recruitment efforts (and materials) customized to tribal communities, non-reservation, and other tribal colleges/high schools with predominate numbers of Native American students or where 2+2/transitional or other programing is absent • Provide information through the American Indian Gateway website and other specified programing mechanisms, to connect Native American prospective students, current undergraduate/graduate students, and the Native American alumni base to campus-based resources designed to help them navigate UM • Collaborate with Tribal IRB's and TCU's to ensure that faculty-led research practices validate tribal knowledge application, support student development of culturally-grounded scholarship, and support the capacity for tribes to guide research • Enhance spaces, programs and services intended to serve Native American students on campus through the integration of continuous data/student feedback into strategic planning/collaborations (on and off campus) that aim to reinforce cultural norms, eliminate institutional barriers, and meaningfully evaluating their progress by measuring goals set by these programs and services	Key support: • Departments

	• Encourage the implementation of Indian Education for All (IEFA) into the curriculum and in best practices that encourage greater awareness for the needs of Native American students in higher education	
Engage K-12 students, including in rural and tribal communities and among populations historically underrepresented in higher education, with UM educational and career pathways.	• Continue expanding the new K-12 Engagement Dashboard in Tableau as a means to better understand and communicate the impact of UM's K-12 engagement programs, as well as foster collaboration and alignment with UM's strategic recruitment efforts. • Create a print and digital marketing material that serves as roadmap for K-12 students, parents/guardians, and teachers to UM's pre-college experiences; is aligned with UM's strategic recruitment efforts; and includes scholarship opportunities and no-cost programming. • Build and sustain partnerships with K-12 schools through externally-funded experiences for teachers at UM.	Lead: • Director of Broader Impacts Group Key support: • Broader Impacts Group • Admissions Office • Participants in the K-12 working group and other units that engage with K-12 students • Tribal Outreach Specialist • UM Summer • College of Education Deans can advance this strategy by encouraging departments and programs in their college to report their K-12 engagement data and participate in shared marketing for pre-college audiences, as well as by encouraging faculty to consider external funding opportunities to support research experiences for teachers.

Develop stronger ties with local, statewide and international government and industry partners in support of One Missoula opportunities, ElevateU's Campus to Career Initiative, UM's international virtual exchange (UMOVE), and UM's New Learner Initiative.	One Missoula: • Launch One Missoula – a partnership between UM, City of Missoula, and Missoula Economic Partnership (MEP) to better connect mutually beneficial internships and research opportunities 　• Create One Missoula employer portal 　• Conduct outreach and training for UM, City, and MEP to connect with and use portal	Lead: • Associate Vice Provost for Student Success Key support: • Experiential Learning & Career Success • Montana Economic Partnership • Global Engagement Office • Mansfield Center • Accelerate MT • Alumni Office • Deans
	ElevateU's Campus to Career Initiative: • Build employer portion of Campus to Career Initiative (CCI). • Provide training and resources for employer partners to help them incorporate NACE competencies into the student work (EL) experience 　• Create video tutorials, handouts, provide consultations 　• Partner with City, MEP, Chamber, MT High Tech Business Alliance, and others to offer training and resources	Lead: • Director of Experiential Learning & Career Success Key support: • Deans • Department Chairs • Alumni Office

	New Learner Initiative: • Partner with businesses in Montana to determine current employee/workforce training needs and design UM programming upskill/re-skill/train their workforce.	Lead: • Associate Vice Provost for Innovation and Online Learning Key support: • Director, Blackstone Launchpad • New Learner Initiative Group
	• Expand partnerships with Missoula's sister cities (Palmerston North in New Zealand and Neckargemund in Germany) as well as Montana's sister state of Kumamoto, Japan. • Explore collaborative opportunities with UM's 80+ institutional partners around the world, which could include virtual and on-the-ground opportunities.	Lead: • Associate Director, Global Engagement Office Key support: • Global Engagement Office
Partner with local and regional DEI-focused organizations to connect and support underrepresented individuals within and between UM and in the community.	• Partner with diverse community organizations to develop a sense of place (belonging?) for underrepresented students attending UM • Engage local and statewide youth in conversations about gender equity and intersectionality through the S.E.A. Change Initiative	Lead: • TBD by Diversity Advisory Council Key support: • SEA Change • Community Equity Initiative • Alumni Office.

Priority 5
Proudly tell the UM story

Objective 1: Implement an enrollment management approach to create sustainable enrollment goals and strategies.

Strategies	Actions	Lead / Key support
Building upon the strategic planning and vision work done by UM in the last year, undertake Strategic Enrollment Planning to create a ROI-centered, university-wide enrollment process and strategy that will provide enrollment targets that guide sustainable long-term enrollment growth and financial stability.	• Steering Committee and IE prepare and analyze data • Steering Committee creates key performance indicators • Working Groups conduct situational analysis • Steering Committee Action Planning Groups complete strategy ideation and action planning (including those developed by the University Design Team and those with a specific focus on equity and diversity) • Enrollment Management and Steering Committee create enrollment projections, goals and return-on-investment • UM implements selected strategies with monitoring and evaluations	Lead: • Associate Vice President for Enrollment Management Key support: • Cabinet • Academic Officers • Student Success • Enrollment Management • Marketing and Communications • Unit representatives
Reimagine enrollment marketing materials and experience, events and processes to align with modern desires, needs and expectations of key audiences.	• Enrollment Management and Marketing Communications will partner to write, design and deliver enrollment marketing materials to segmented audiences based on funnel position.	Leads: • Vice President for Marketing and Communications • Associate Vice President for Enrollment Management Key support: • Academic officers • Marketing communications staff

- Marketing Communications will craft digital and content strategy to deliver content that is centric to funnel-stage (i.e. awareness, consideration, decision-making). - Enrollment Management and Marketing and Communications will continue to research, create and implement search engine optimized webpages, in collaboration with academic departments. - Enrollment Management and Marketing and Communications will partner to write and design email communications and text messages in concert with the distribution of printed and digital materials. - Enrollment Management and Marketing and Communications commit to use images and text that accurately describe, depict and highlight UM's diversity. - Enrollment Management and Marketing and Communications will create a campus visit and events strategy to highlight UM's opportunity and delight campus visitors. - Enrollment Management and Marketing Communications will work with College leadership to incorporate college/program positioning into enrollment marketing materials and Admissions communication flows. - Enrollment Management and IT will collaborate on the execution of communications strategy in Slate.	- Admissions staff - Academic departments

Implement comprehensive, student-centered and data-informed Admissions and Financial Aid strategy.	• Financial Aid will process map current scholarship distribution to create a plan that will leverage scholarship dollars and discounting into enrollment. • Admissions will expand upon data-driven predictive modeling to identify new markets and increase the market share of current markets. • Enrollment Management will create scholarship and name buy strategy together to compliment and support enrollment growth. • Admissions will envision territory, travel and virtual actions to move students through the enrollment funnel. • Admissions and Financial Aid will focus of superior customer service and fast, accurate processing. • Admissions will create a university-wide recruitment working group with representatives from across campus. • Enrollment Management will identify and remove barriers to enrollment for underrepresented student populations. • Enrollment Management will partner with IT to complete the build out of Slate.	Leads: • Associate Vice President for Enrollment Management • Director of Financial Aid • Interim Director of Admissions Key support: • Academic departments • Admissions Office • Financial Aid Office • UM Foundation • Operations and Finance

Objective 2: Increase positive public sentiment and awareness of UM and the benefits of higher education.

Strategies	Actions	Lead / Key support
Restore and cement UM brand through comprehensive branding effort to increase prospective student interest, give campus community and partners a messaging North Star, and to reignite the passion of being a Griz.	• RFP Committee vets and hires agency partner • Marketing and Communications collaborates across university to build strong messaging and gain buy-in on new branding campaign • Marketing and Communications launches reimagined campaign including anthem video, new digital and print materials, and visual identity • Host regular campus-wide "Brand Camps" • Accurately portray campus diversity in all marketing materials • Recruit diverse voices and backgrounds to contribute to brand strategy	Lead: • Vice President for Marketing and Communications Key support: • Associate Vice President for Enrollment Management • President of UM Foundation • Director of Athletics • Marketing communications staff • Admissions staff • ASUM • Athletics marketing staff • Foundation marketing staff
Focus on relationship building with local and regional media outlets to create more opportunities to promote the university with messaging that is consistent with brand.	• Director of Strategic Communications to lead local and regional media outreach efforts. • Develop pipeline of communication and news tips from colleges and sectors of university. • Regular outreach and meetings with local reporters, editors and producers • Hold campus-wide media training • Proactively develop content and pitch stories that highlight campus diversity	Leads: • Vice President for Marketing and Communications • Director of Strategic Communications Key support: • Enrollment Management • Academic Officers • Cabinet • UM Foundation • Marketing communications staff

	• Bolstering relationships with tribal newspaper and Indian Country Today TV network • Better partner with athletics and student clubs to create influencer program	
Employ partner who specializes in higher education public relations to garner larger, prominent media placements to increase reach and awareness around UM brand nationally and internationally.	• Find, vet and hire public relations partner • Develop thought leadership strategy focused on UM's ability to address the areas of focus outlined above (revenue generation, grand challenges, diversity, equity and inclusion, and career preparedness/readiness and outcomes). • Consider desk visit campaign with President Bodnar to larger media outlets • Internally communicate all news media mentions to change perception among faculty and employees • Use internal communications strategically to position UMToday as the must-read/centerpiece of internal communications • Position UM as thought leader in diversity and inclusion in Montana	Leads: • Vice President for Marketing and Communications • Director of Strategic Communications Key support: • Cabinet, AO • Faculty discipline experts • Contributors on timely/pressing issues

Objective 3: Grow annual philanthropic support of UM to $60 million or more by FY2024.

Strategies	Actions	Lead / Key support

Increase philanthropic support received from major ($25-999K) and principal gifts ($1M or more), through which 80 percent or more of all philanthropic dollars are received, to support goal of $60 million or more by FY 2024.	For each fundraising priority identified: • UM program proposing a fundraising priority (and other UM leaders as needed) undertakes need assessment, articulate need/opportunity, define cost (including any UM investment), outline sustainability plan, describe impact/outcomes, and provide any additional details needed to create a compelling case for philanthropic support that inspires big gifts. Information provided will be evaluated by President Bodnar, Cindy Williams, and other leadership partners. • UMF Development team undertakes assessment of prospective donors' interest and capacity to support each priority before priorities have been announced and fundraising begins. • UMF Development and MarCom teams create case for philanthropic support, develop plan for marketing/communications, identify potential donors, establish fundraising plan and strategies, define stewardship plan, and then execute marcom, fundraising and stewardship activities. Foster development of fundraising skills for UMF development staff and UM fundraising partners. • Eight UMF development officers will complete the Plus Delta Partners' Discipline of Frontline Fundraising training program to further develop skills in efficient and effective major,	Leads: • UM President • UM Foundation President • UM Foundation Vice President of Development • UM Foundation Vice President of Marketing and Communication Key support: • Cabinet • UM fundraising partners • UM Foundation development and marketing and communication teams • Individuals associated with proposed fundraising priorities

	principal and planned gift fundraising. (Eight additional UMF development officers will complete the training program in FY 2023) • UMF identifies and recommends training opportunities for UM fundraising partners.	
Increase philanthropic support received through annual ($1-24,999) gifts, through which 95-99 percent of all donors are engaged and through which donors are initially identified and cultivated for future major and principal gifts, to support goal of $60 million or more by FY 2024.	Grow the total number of total donors giving to UM by 3 percent each year for the next three years. As part of that effort, also ensure that the subset of alumni donors is also growing by 4 percent each during year for next three years. • VP of Development, Director of Annual Giving, and UMF MarCom team to undertake assessment of annual giving program and planning to optimize donor contributions and total donors through existing annual giving channels including direct mail, phonathon, e-solicitation, crowdfunding and giving days. • UMF Development team fosters and encourages participation by UM fundraising partner programs in direct mail, phonathon, e-solicitation, crowdfunding and giving day opportunities. • VP of Development, Director of Annual Giving, and UM Director of Alumni Relations identify key fundraising priorities and giving vehicles to elevate	Leads: • UM Foundation Vice President of Development • UM Foundation Director of Annual Giving • UM Foundation Vice President of Marketing and Communication • Director of Alumni Relations Key support: • UM Foundation development and marketing and communication teams • Alumni Relations team • UM fundraising partners • Alumni chapter leaders

	alumni giving through Alumni Chapters, in-person and virtual events, and communications.	
Grow philanthropic support for DEI priorities and engage more of UM's diverse constituents in philanthropic giving.	• UM to articulate need/opportunity, define cost (including any UM investment), outline sustainability plan, describe impact/outcomes, and provide any additional details needed to create a compelling case for philanthropic support that inspires big gifts. • UMF Development team undertakes assessment of prospective donors' interest and capacity to support each priority before priorities have been announced and fundraising begins. • UMF Development and MarCom teams create case for philanthropic support, develop plan for marketing/communications, identify potential donors, establish fundraising plan and strategies, define stewardship plan, and then execute marcom, fundraising and stewardship activities. • (In FY 2023, UMF to enhance data in the alumni/donor database to support engagement and giving among diverse constituents.)	Leads: • UM President • UM President's Chief of Staff • UM Foundation President • UM Foundation Vice President of Development • UM Foundation Vice President of Marketing and Communication Key support: • UM Diversity Advisory Counsel • UM directors of DEI programs