University Design Team

Report & Recommendations

April 22, 2021

UNIVERSITY OF
MONTANA

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Appendices

1. Executive Summary

The University of Montana is redefining the way we do strategy. No longer will strategy live in a static, monolithic document. Rather, strategy will exist as a constant process of experimentation, investment, evaluation, and renewal. This shift in operating rhythm must come to life in all of us – how we approach our work, structure our teams, and conceive our processes.

The University Design Team offers new narratives that shift from those which have prevented change in the past:

- Our programs should deliver value for our students, our employees, and the community, recognizing that this is a job we must all do. Enrollment is not exogenous to the curriculum, nor is it in and of itself a strategy.
- The liberal arts and a focus on career outcomes and professional education are symbiotic, not an either-or proposition. We believe that UM must inspire life-long learning and intellectual development *and* provide students with clear pathways to meaningful and sustained employment.
- In developing strategy, we need to honestly assess our strengths and weaknesses, recognizing that we are good and even great at some things, but we are average or poor at others.

Our vision is that the University of Montana will be a flagship for the future, fostering inclusive prosperity and democracy, and creating new knowledge and ways of learning. With this paradigm shift, the University Design Team intentionally developed six Design Principles and a number of [Strategic Initiatives](#) (see table below and [Appendix A](#)) for consideration. Our [Design Principles](#) (Impact, Interdisciplinary, Inclusivity, Inquiry, Innovation, Internationalization) are guideposts for the strategic initiatives. When used to guide decisions, these principles will help the UM community move in the same direction. These Design Principles interweave through the Strategic Initiatives. Strategic Initiatives are a set of experimental actions for achieving UM's vision and mission in alignment with our design principles and UM's five Priorities for Action. Strategic initiatives can be specific to a single unit or involve multiple areas, and may encompass curriculum design, research emphasis, student experience, operations, marketing, community engagement and more.

Together, the Design Principles and Strategic Initiatives respond to important signals facing higher education, most notably, that universities must: create value for a more diverse set of learners, create a more clear return on students' tuition investment, and learn how to sustain the best benefits of institutional stability amid the accelerating rate of societal change. With this, we acknowledge that we have work to do in delivering on the Design Principles and that some additional Strategic Initiatives may be needed to more completely attend to things which many universities are struggling through, such as what it means to be interdisciplinary.

The Strategic Initiatives proposed in this report should be stress-tested. They present a varied set of experiments designed to consider where higher education has been, test hypotheses about where we think higher education is going, and pivot to opportunities. These strategic initiatives cluster around four interrelated cornerstones:

- **Tackle Grand Challenges:** Impact is our binding Design Principle. We believe the impact of our collective work should be oriented around a set of Grand Challenges facing our society. Doing so will maximize UM's impact.
- **Embrace New Learners:** More people need education and need it packaged and delivered in different ways. UM must serve the needs of this diversifying set of potential learners.
- **Empower Our People:** UM must position people to do their best work. This means creating efficiencies in the workplace and building linkages between people and the UM mission.
- **Engage the World:** At a time when the world has been rattled by a pandemic and social unrest, UM can connect student learning and faculty research to real-world impact, improving outcomes for our students and their communities and bolstering our commitment to tackling grand challenges.

The UDT recognizes the tenuous moment we are living through. We all have a role to play to productively move UM forward. In the following report, we don't claim to have all the answers. Instead, we present what we believe are our best opportunities and, more importantly, we are sounding a call to action for all members of our community.

To this end, we recommend the following:
1. UM requires an evolving portfolio of Strategic Initiatives.
2. All Strategic Initiatives are worthy of continued evaluation.
3. Evaluate and develop Strategic Initiatives on an integrated basis.
4. Adopt an experimental, iterative, and innovative approach to Strategic Initiatives adoption.
5. Impact should be framed through Grand Challenges.
6. Broaden access and enable impact.

Table 1 - List of Strategic Initiatives with Brief Description (click Strategic Initiative title to be taken to details in Appendix A)

Strategic Initiative	Brief Description
ElevateU	ElevateU is a career readiness program that begins "day one" at UM. Being career ready means students have the education, skills, and tools

	needed to launch, carry-on, and pivot their post-graduation career. Employing incentives and gamification, ElevateU is designed to move students through levels of career readiness and personal/professional wayfinding; starting with exploring interests in their first year, then gaining experiences, embracing opportunities, and elevating to a career post-graduation.
Calendar Innovations	Transition from a one size fits all calendar to a more dynamic model that provides alternative options (e.g., four-week or eight-week). Much of this is a math/data problem that we spend too much time having humans trying to navigate students through. Let's use technology to optimize. Options may include: ● semester schedule for conventional "4 yr" campus centric experience ● block schedule ● flexible rolling enrollment for alternative learners.
Career Readiness for Graduate Students	Provide career readiness advice and preparation to graduate students
Life Launch	Life Launch complements UM's commitment to "Career Readiness", helping students understand and navigate both the challenges and opportunities that exist beyond school and the world of work. Life Launch can also reinforce whole person learning that is central to a liberal arts education.
Earn While You Learn & Alternative Pathways	Focusing on ways we can reduce the hurdles and friction that many of our students already experience in balancing work with study as they try to pay their way through school.
The 65-Year Subscription	A new model for matriculation that charges an annual membership fee to UM allowing a student to take whatever class(es) they want for a lifetime. Degrees, certificates or micro-credentials can be accumulated along the way. Other services (dining, fitness center) and experiences (athletics, arts) could be bundled with this offer.
Career Readiness & Success for Alumni	Provide career readiness and success advice and preparation to alumni
Alumni Master Classes	UM has an incredible alumni community who have deep expertise across a wide range of fields. Currently we loosely tap into that expertise via ad hoc talks or class visits. In light of the expanding interest in lifelong learning, career awareness, career readiness and career success we should explore opportunities to more formally integrate alumni expertise into our existing programs while also developing programs built around alumni expertise.

[Making a Difference Through Research](#)	This initiative would create a path for students looking to impact their world through research, aligning out-of-classroom mentored research opportunities with coursework in ways that resonate with the students. Analogous to the GLI, this initiative would centralize and coordinate research opportunities across campus, provide links to faculty research programs, grants for independent research projects, and opportunities to communicate research outcomes (UMCUR, a UM journal of undergraduate research, web page profiles, etc.). We anticipate this Strategic Initiative operating in tandem with the Grand Challenges Strategic Initiative to recruit students eager to make a difference now, and to engage them productively in research that is relevant to them.
[UM Summer Institutes](#)	UM Summer Institutes would be a selective series of 3-week-long, residential learning and research experiences for high school students from around the state, region, nation, and globe. Each institute would be organized around a particular topic & led by a UM faculty member. Current UM undergraduates and graduate students would serve as learning fellows & RAs.
[Liberal Arts for the Twenty-First Century](#)	This Strategic Initiative sketches a rough framework for possible next steps of a multistage, multi-prong approach to recommitting to and reinvesting in the humanities, arts, and sciences. It imagines that each component, step, or phase might eventually be its own Strategic Initiative under this larger umbrella.
[Capstone Projects](#)	As envisioned for this initiative, a capstone course would become part of undergraduate student requirements for graduation. A capstone is a one semester, credit bearing course wherein students work with businesses or not-for-profit organizations on a short-term project that provides ideas, solutions, or simply additional help to the partnering organization, while providing students career relevant experience and learning. (Students in programs such as GLI or the Davidson Honors College, where such capstones exist, would be exempted). In addition, students will be able to propose interdisciplinary capstone projects (classified as an independent study course) in lieu of their major capstone so long as the project is endorsed by all involved academic departments.
[Competency Based Course Outcomes](#)	By 2026 all undergraduate courses would include at least four of the eight NACE competencies as part of their course outcomes/objectives. https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/
[Grand Challenges](#)	Why wait until the end of your degree to change the world? Students participating in the Grand Challenges initiative will build their UM education around the issues most urgently relevant to them, such as social justice, sustainability, or public health--areas that lie at the heart of UM's research and teaching strengths.

Confluence	Confluence (a suggested name): Where learners, faculty, community and ideas flow together. Confluence is an entry point, a meeting point and home for non-credit and interdisciplinary programs.
Align UM Strategies with Grand Challenges	Develop a capability to foster alignment between UM's institutional strategy and planning, and programmatic areas of research and learning.
Operation Work Smarter	Our jobs are hard; there are fewer and fewer people around to do the work, and productive faculty, staff and administrative innovators may feel constrained by outdated and/or inefficient organizational systems. Many processes are unnecessarily cumbersome, involve excessive steps, paper and/or multiple, incompatible systems, and hinder effective collaborations. In addition, outdated or ill-informed systems/policies often dictate inefficient processes and may shut down innovation—often resulting in the "tail wagging the dog". We must eliminate barriers to progress with smarter policies and processes that best support the engines of the university—the people. Our operational systems must embody "Mission First; People Always," and "Putting Student Success at the Center of All That We Do." This initiative will focus on engaging the expertise of faculty, staff, and administration—the people doing the work—to facilitate strategic improvement of policies and procedures at all levels of the organization to realize significant gains in openness, innovation, productivity, job satisfaction, and overall performance.
Empowering and Promoting our People	The purpose of this Strategic Initiative, Empowering and Promoting People for a firm flagship foundation, is to create an effective and robust community and infrastructure with leadership to unite, expand, and develop student, employee, and faculty support in inclusive and equitable ways. The focus will be on sustainable and strategic support of people in our own UM community to provide a strong foundation on which to build our flagship of the future.
Anti-Racism	*[Please note that members of Cabinet and the Diversity Advisory Council are developing a comprehensive diversity, equity, and inclusion plan.]* To build an authentic and deeply activating vision of inclusion that is defined by respect, relevance, reciprocity and responsibility.
Career Awareness & Industry Partnerships	Helping high schoolers, but also other learners, understand different careers and how different disciplines can contribute to career success in those fields. This is something that has been highlighted by the UDT's Workforce Development Task-Force of industry and non-profit leaders. Note this is not specifically about vocational skills, but often about leadership, team-work, problem solving, etc., and exploring how liberal arts skills and mindsets can drive success in those roles.

UM Collaborative Rural Residency Initiative	The UM Collaborative Rural Residency Initiative will send interdisciplinary teams of faculty, students, and staff to rural communities to learn, serve, and research for a semester. While all members of the team will continue to participate in classes and work at UM via remote technology, most of their time will be spent engaging with the rural community, following lines of inquiry, communicating findings, and developing initiatives that will raise awareness of challenges, strengths, and opportunities for each community.
Global Learning for All	Committed to educating the next generation of problem solvers and change makers, the University of Montana is working towards Global Learning for All—a goal aiming to provide 100% of our undergraduate, graduate, and professional students with global learning opportunities that change their lives and our world. To achieve Global Learning for All, we also look beyond the curriculum to infusing global education into co-curricular, extra-curricular and other local experiences in which students are already engaged.
International Student Recruitment	This initiative seeks to create a diverse, inclusive, and global student body at UM. By recruiting international students and prioritizing program mobility and international partnerships, UM will help students develop the requisite global awareness for effective civic and professional engagement.

2. Recommendations

2.1. Basis for our recommendations

Our recommendations are based on five primary sources of input:

- Market research work performed by Art & Science, an external higher education research organization, to evaluate UM's positioning with prospective conventional (18-22 year old) undergraduate students.
- Campus survey responses as well as engagement and feedback from the series of campus workshops the UDT held in February and March 2021.
- An internal assessment survey completed by UDT members that scored individual Strategic Initiatives on the following criteria (responsive to signals, revenue potential, excitement/perception, PFA alignment, cost, time).
- A comprehensive review of the literature and commentary on opportunities and threats facing education.
- The work of previous campus initiatives, including but not limited to, the SPCC, APASP, UPC, Instructional Staffing Plans.

The UDT recognizes that these inputs are inherently limited and in parts highly subjective.

- Market research by Art & Science focused on a critical student demographic, but did not provide input on nontraditional undergraduates, graduate school applicants, new categories of learners, or potential opportunities with regards to research and other aspects of UM's engagement with external entities and communities.
- The constraints of COVID and the myriad pressures on campus community members undoubtedly reduced the level of campus engagement below levels we might have experienced in more conventional circumstances.
- UDT members, who faced equal constraints and pressures, have not had the capacity, and in several areas, relevant expertise, to perform in-depth analyses of the Strategic Initiatives.

Nevertheless, campus engagement provided robust and detailed feedback, and UDT members have been immersed in this work for nearly 12 months, providing them with rich context, insights and perspectives to inform their survey responses.

These inputs provide valuable, although insufficient, guidance on how UM's new Strategic Operating Rhythm should proceed with the Strategic Initiatives (SIs) . Further analysis of the SIs and assessment of implementation requirements is needed, likely in consultation with the impacted areas of campus and relevant campus experts. In addition, input from shared governance and decision making from University Leadership will be required to determine how

UM prioritizes allocation of scarce resources (financial, human, and other) in pursuing some or all of the SIs. Make no mistake, however: the UDT urges action, and our call for action reflects the fatigue, concern, and hopefulness of a wide array of UM stakeholders.

2.2.   Key Recommendations

Our six recommendations fall into two broad categories, the first four recommendations focus on how UM should adopt Strategic Initiatives, now and in the future, as a means of driving strategic change, innovation and impact. The final two address channeling the UDT's initial portfolio of strategic initiatives to deliver impact consistent with the vision and design principles.

1. **UM requires an evolving portfolio of Strategic Initiatives.** One critique of the UDT's draft SIs has been that there are too many. We understand this concern, and we recognize that we have insufficient resources in the near term to execute on all of them. However, we also firmly recognize that UM is a complex and multifaceted organization. It has a mission to serve a diverse set of learners, provide teaching and research across a breadth of academic disciplines, and drive broad impacts for learners and society. Our work, and campus feedback, has not identified a single, magical solution to addressing our challenges and opportunities. Feedback on SIs has often surfaced "yes and…" type responses highlighting other areas or aspects of campus that have opportunities for growth or improvement, signaling both interest in and an existing foundation on which to build. Hence, we strongly support the continued development of the new Strategic Operating Rhythm as a mechanism that will foster ongoing strategic analysis and prioritization of resources to areas of greatest opportunity and impact. That work should result in an evolving portfolio of SIs that is responsive to external and internal inputs.

2. **All Strategic Initiatives are worthy of continued evaluation.** In reviewing the various inputs we conclude that all of the SIs have merit and would be worthy of further development and likely implementation, given sufficient resources. While there were numerous questions and concerns raised about aspects of many SIs, particularly with respect to implementation, no SI received significant levels of negative feedback or input that would suggest it should be withdrawn. As such, we do not recommend withdrawing any of the SIs from further consideration.

3. **Evaluate and develop Strategic Initiatives on an integrated basis.** We encourage UM to consider related SIs on an integrated basis, exploring opportunities to create synergies and efficiencies. For example, career readiness insights and capabilities from ElevateU's focus on undergraduates can be leveraged into career awareness and success related initiatives for other categories of learner, e.g., high school, graduate, alumni, lifelong learners. Consistent with recommendation 1, we encourage continued identification of

strategic initiative ideas that might further work in support of Grand Challenges, or other areas of focus, as recommended below.

4. **Adopt an experimental, iterative, and innovative approach to SI adoption.** Establishing a strategic operating rhythm opens the opportunity for more rapid iteration and experimentation. Campus should embrace this new way of operating, working closely with the University Strategy Committee to evaluate what works, what should be continued, what should be adjusted, and what should be discontinued.

5. **Broaden access and enable impact.** Consistent with the preceding recommendations we have identified two additional groupings of SIs that might be further assessed and developed on an integrated basis. These are illustrated in Figure 2 below

Figure 1: SIs that Broaden Access & Enable Impact
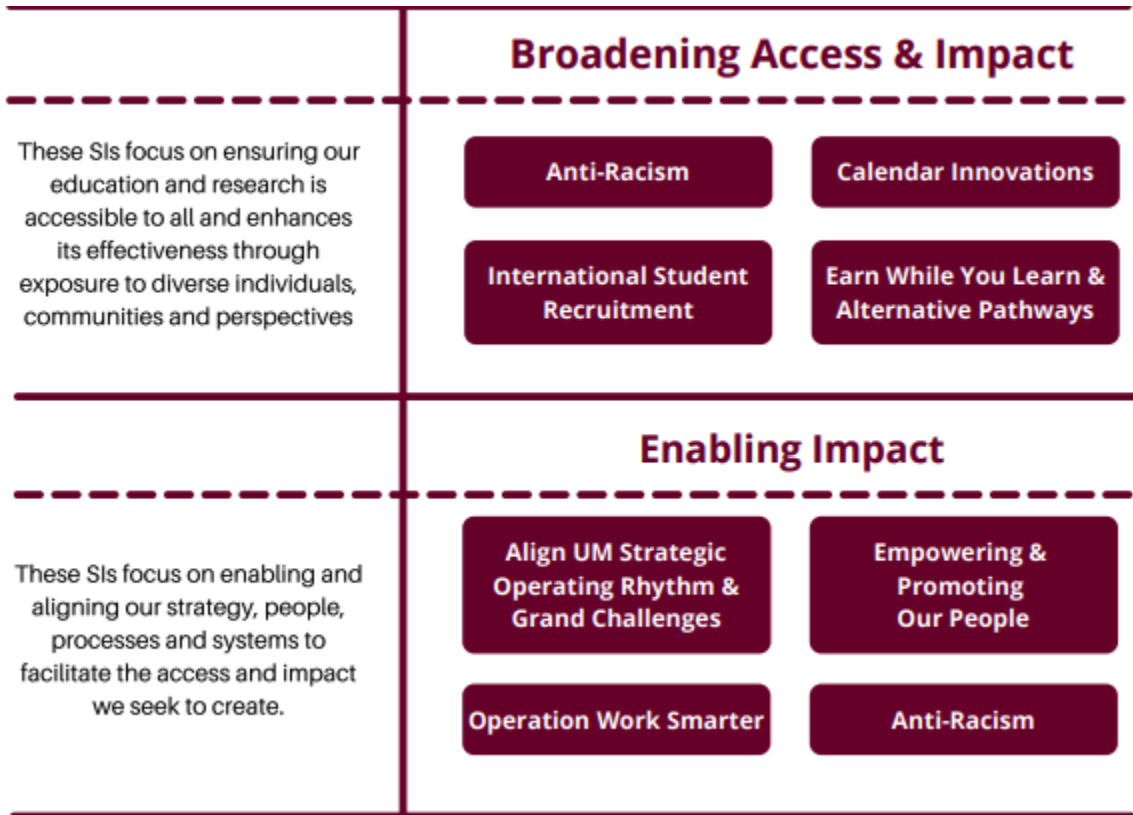
6. **Impact should be framed through Grand Challenges.** Impact is our driving design principle, and the Grand Challenges SI has seen consistently high levels of positive engagement from the campus community and UDT members. Furthermore, we believe it provides a focal point for organizing, and hence potentially prioritizing a substantial majority of the UDT's SIs that collectively address: what and how we teach, how we

enhance the student experience and outcomes, how we integrate research, and ultimately how we drive impact for learners and society. *We strongly recommend UM build out this Strategic Initiative as a means of creating focus and excitement that can deliver benefits in the near and long term and that deliver on the Priorities for Action*. Figure 1 on the following page helps illustrate the connections between this set of SIs.
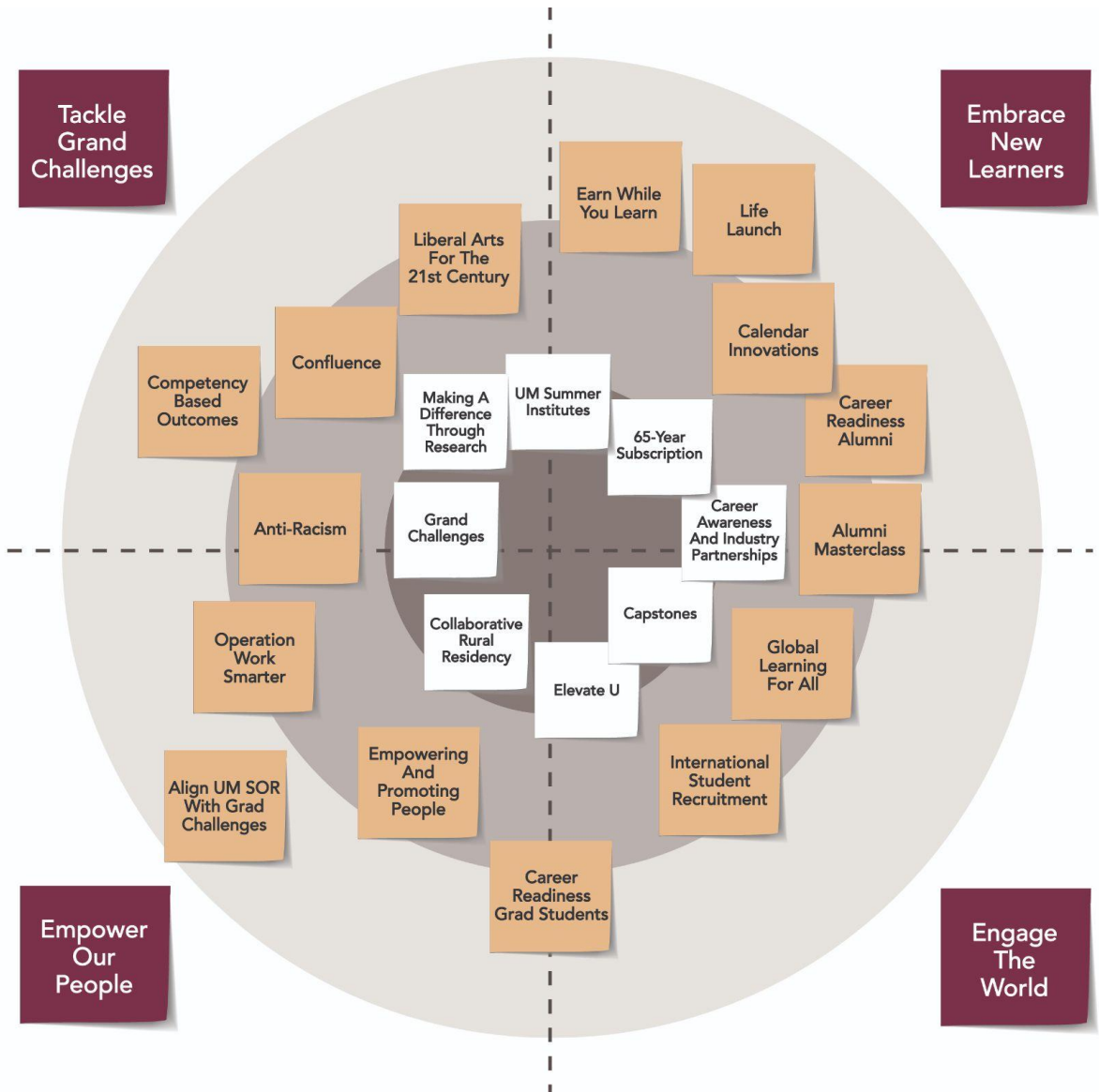
Figure 2: SIs that Impact Learners & Society

Grand Challenges provide a broad but unifying focus and context for our impact on learners and society

Grand Challenges provide a focus and context for our commitment to liberal arts teaching and for the pursuit of impactful research

Confluence provides a forum for connecting grand challenges related ideas, research and learning among students and faculty and with external communities and stakeholders

These detailed and targeted SIs provide experiential learning opportunities and connect learning and research to the world beyond campus. They prepare and provide ongoing support to learners in their careers and lives enabling them to make impactful contributions to society

Grand Challenges

21st Century Liberal Arts   **Making A Difference Through Research**

Confluence

Beyond Academia SIs

- ElevateU
- Life Launch
- 65 Year Subscription
- Alumni Masterclasses
- Competency Based Outcomes
- Career Awareness & Industry Partnerships
- Career Readiness for Grad Students
- Career Readiness & Success for Alumni

Experiential SIs

- Rural Residency
- Summer Institutes
- Global Learning for All
- Capstones

2.3. Another View of Recommendations

In the graphic above, each of the four maroon squares represents a cornerstone of the UDT's recommendations. At the center in white, are Strategic Initiatives that might be considered first for implementation. Through the UDT's assessment tool, these SIs emerged as most clearly addressing the signals the UDT uncovered as well as ways to improve the external perception of the University. The SIs denoted on the orange notes toggle from, and even amplify, those SIs at the center, and they might be considered for implementation next.

3.   Context

The UDT strongly believes in the mission of higher education institutions in general, and the University of Montana in particular, to deliver intellectual transformation through teaching and creating knowledge through research. Collectively, institutions of higher education create positive economic and social mobility impacts for the communities we serve.

We also strongly believe in many of the traditions and structures for teaching and research; at the same time, we also see clear evidence of the need to develop new approaches to teaching and research to meet the changing needs and expectations of learners and stakeholders in business, government and nonprofit organizations. In some instances these new approaches may replace prior norms; but in many instances we, as a campus, need to identify ways to do both, and do so efficiently and effectively. Broadly speaking, UM must find new ways to interweave its complementary strengths in liberal arts and professional education. We must make clear to students what many employers already know: that a liberal arts education is foundational to effectively engage in work and society. UM is well-positioned to deliver creative and innovative opportunities to connect and apply those skills to real world challenges.

In 2017, the late Harvard Business School professor Clayton Christiansen predicted that [50% of America's colleges and universities will fail and close in the next 10 to 15 years](). The UDT's research revealed that a state flagship university is not immune from failure. Christiansen's prediction may seem alarmist, but in light of UM's own struggles, the UDT wonders if UM is truly #TomorrowProof?

Disruption is happening – to higher education and UM – and the UM community has an opportunity to rise to the challenge. The alternative is ceding to either mediocrity, or worse, failure. Students seek education for a better life, yet families and taxpayers doubt our ability to deliver. The core value we create – life-changing learning experiences that build creative, curious, and adaptable citizens – has never been more critical to the health of our society in light of increased ambiguity and rapid technological and social changes. We have the ingredients to rise, but our current recipe and packaging do not fully address the way automation, artificial intelligence, and workforce decentralization will have on the job market (This concern, which the UDT explored at length, is known as the "[Future of Work]()"; see also, Aoun 2018).

Many public universities face stress from rising costs, declining enrollment, reduced state funding and an increase in well-funded, more agile competitors. Threats to higher education are further exacerbated by the looming "birth dearth"(Grawe 2018; Grawe 2021). By 2025, the number of 18 year-olds in the US will decline, meaning fewer traditional students for institutions of higher education to compete over. Furthermore, our society is more and more concerned that college is overpriced, too expensive and overloads too many with debt (EAB).

On the other hand, study after study shows that the returns to a college education continue to be strong. Our populace needs more education, not less. US institutions of higher education add value to our economy, communities, and our culture. Beyond the classroom, losing the research conducted at our colleges and universities would leave the US "much poorer and less impressive than it is today" (Kosslyn, Nelson, and Kerrey 2017). Both within and beyond higher education we are also witnessing a dramatic shift in learning. Institutions such as Southern New Hampshire University and Western Governors University are seeing tremendous growth in non-traditional and online learners. Elsewhere bootcamps, MOOCs, myriad new learning and training organizations and offerings from Google, Amazon and others are providing an array of new learning options and credentials designed to compete with traditional higher education. However, these disruptions are also creating opportunities for institutions willing to respond to the demonstrated needs and interests of learners (and employers).

UM and the world are experiencing a period of vigorous disruption from multiple directions, and the status quo will not hold. Universities that successfully match their offerings with the Future of Work and that rigorously examine how best to deliver a liberal arts education will redefine the higher education landscape. UM has the opportunity to break trail.

Several narratives stand in the way of progress. First, that it's exclusively the job of administration to recruit, admit, and deliver students. The UDT disagrees. Yes, the administration has a responsibility to ensure that the institution's central enrollment and marketing efforts are effective and updated to meet new prospective student needs, but the curriculum itself should be one of the main attractions. Building programs that create and deliver value and communicating that value is a job we must all do. Enrollment is not exogenous to the curriculum, nor is it in and of itself a strategy. Second, that liberal arts and a focus on career outcomes and professional education present an either-or proposition. The two are, in fact, symbiotic – UM must inspire life-long learning and intellectual development *and* provide students with clear pathways to meaningful employment. Third, that we are excellent in every way. We are not. We are good and even great at some things, but we are average or poor at others. Honest assessment of our strengths and weaknesses is critical.

In order to combat these challenges, UM needs to be "lean, flexible, and broadly accessible." (EAB). Great brands derive from great experiences, and UM needs to rethink the learners it serves, how it serves them (as, for example, UM is currently doing by re-imagining General Education via the GenEd Ad Hoc Committee), and how that match is positioned in the marketplace for education.

3.1.   Design Principles

Our design principles have been developed with an eye to what is most important to the future of UM. These principles are informed by the University Design Team's research, and they serve

as guideposts for the strategic initiatives recommended below. When used to guide decisions, these principles will help everyone in UM's community move in the same direction.

UNIVERSITY OF MONTANA

DESIGN PRINCIPLES FOR A FLAGSHIP FOR THE FUTURE
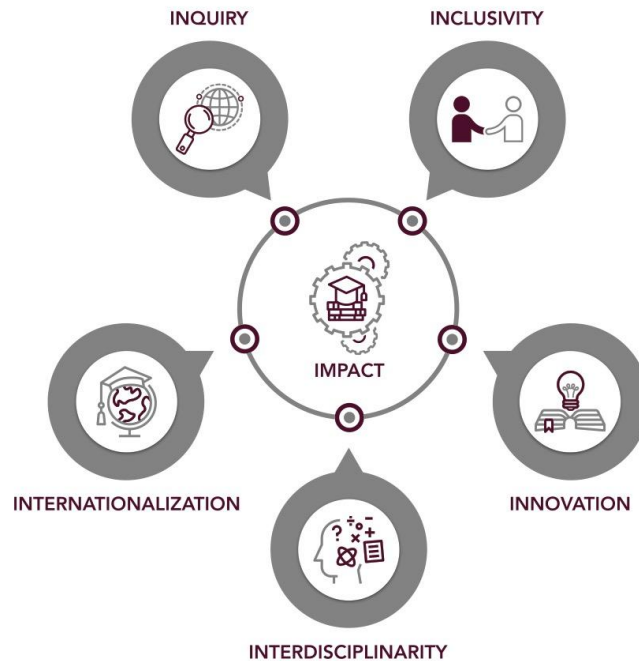
3.1.1. Impact

Impact is the centering design principle for the University—it is our core. As our core principle, we believe that impact should be reflected through deep and expansive connections in Missoula, throughout Montana, and across the country. Our students' outcomes are paramount, and we believe that rigorous academic engagement, curiosity, and learning by doing with our community and industry partners will poise our graduates for long-term success. Furthermore, our research and creative scholarship will have the greatest impact when informed, developed, and applied in partnership with external stakeholders.

3.1.2. Interdisciplinary

Many of our most vexing social problems, such as food insecurity and climate change, demand multiple approaches from different disciplines, and exposure to and respect for others who bring different disciplinary perspectives. Our grounding in the humanities, sciences, social

sciences, and professions offers powerful paths to study, to conduct research, and to find solutions to challenges facing the world today.

3.1.3. Inclusivity

We believe the University of Montana should be a welcoming place for all, recognizing that our shared strength is best realized through diverse backgrounds and perspectives coupled with a civil, participatory culture.

3.1.4. Inquiry

Driven by curiosity, creativity, and a resolve to understand and remedy challenges, we create new knowledge and ways of learning. Our growing creative and research enterprise positions UM as an impactful resource for our State and communities across the country and around the globe; it also ensures all students learn in a variety of ways: through research, in experiential settings, and informally through a vibrant campus community.

3.1.5. Innovation

Innovation is the hinge that helps us bend from what we were and are to what we will become. To innovate we must build a foundation in humanistic, scientific, and entrepreneurial capacities that weaves an ethical and accessible way forward in the face of ambiguity and disruption.

3.1.6. Internationalization

By incorporating different cultural perspectives, global challenges, and international learning and research, UM is a portal to the world.

3.2. Vision

The University of Montana will be a flagship for the future, fostering inclusive prosperity and democracy and creating new knowledge and ways of learning.

3.3. Foundational Work

Strategy is a continuous process of an organization outperforming itself. Traditionally, however, colleges and universities develop static strategic plans that run on 5-to-10 year cycles. Often these plans exist primarily to please accrediting bodies. Though certainly important, such plans are rarely transformational and often fail to honor the real potential of the faculty, staff, and students who make up our institutions of higher education.

In 2016, the University of Montana took a bolder approach, empowering a broad group of faculty, students, staff, and administrators to conceive a more transformational strategy. This

team engaged in extensive outreach to a wide variety of stakeholders and collected much useful data. The Strategic Planning Coordination Council's findings and recommendations were bold and controversial, and they were met with resistance among some campus bodies. Even so, several core components of the SPCC's work have been broadly embraced across campus and operationalized in UM's Priorities for Action.

Following the SPCC, a series of new planning efforts provided useful input but also created significant fatigue and a hunger for action among faculty and staff. The 2017 Academic Program and Administrative Services Prioritization process resulted in recommendations to prioritize, restructure, and potentially discontinue various academic programs, and the 2018 reconvening of the University Planning Committee created UM's Communities of Excellence and a more formal commitment to interdisciplinary groups existing at the intersection of current strengths and social need.

Under the looming specter of declining enrollment and associated budget woes, these continuous processes of self-examination are stressful for everyone at the institution. Those doing the work wonder if anything will come of it. Those on the outside feel threatened, not knowing what will happen to their program or job. The COVID-19 pandemic applied even more pressure to this dynamic.

The UDT honored these earlier efforts as we conducted our work. Our task was not to simply serve as the latest in a long series of acronyms, but to build upon the important work of others, to recognize their wisdom and our current realities, and to conceive a set of design principles and strategic initiatives that can actually come to life. By doing so, the UDT prioritizes actionable outcomes and the development of a new institutional commitment to ongoing strategic thinking.

3.4. Integrating the UDT's Work into UM's Priorities for Action & New Strategic Operating Rhythm

Given UM's experience with strategic planning efforts over the last 5-10 years, it became clear that the UDT's work must align and integrate with the University's ongoing strategic planning and implementation efforts. The Strategic Operating Rhythm is the mechanism through which Strategic Initiatives will be identified for implementation given the University's resources and constraints.

As the UDT's work progressed, a parallel initiative, under the newly formed Office of Institutional Effectiveness, was established in the Fall of 2020 to design a more integrated and continuous strategic planning process – now named the "Strategic Operating Rhythm" (SOR). Once fully developed, the new SOR will incorporate the following committees/entities:

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- University Strategy Committee
- University Budget Committee
- University Leadership Council & Senates
- University Accreditation & Assessment Committee

Both the UDT and the team developing the strategic operating rhythm were tasked with ensuring that their work flows through to the Priorities for Action (PFA) teams that are the primary vehicles by which strategies and tactics to further UM's pursuit of its vision and mission are executed.

In collaboration with the team developing the Strategic Operating Rhythm, and dialogue with the PFA teams, the following actions are being pursued to transition the UDT's work into the SOR process:

1. The revised Vision and new Design Principles will be integrated into the annual Strategic Operating Rhythm, serving as a lens through which we make decisions.
2. The Strategic Operating Rhythm team will establish formal processes to enable and ensure the following:
   a. A standing University Strategy Committee that annually gathers, analyzes, and assesses internal and external "signals" that reveal opportunities and challenges UM should consider in its strategic planning work.
   b. An annual process to proactively and continuously engage the campus and community to solicit input and proposals for strategic initiatives and actions that can further UM's mission, informed by the preceding signals work.
   c. A process for submitting, evaluating, and prioritizing proposed actions resulting from a) and b)
3. During the transition to the Strategic Operating Rhythm, collaboration with the Priorities for Action teams and other campus leaders and groups to further assess, develop, and implement, if appropriate, the Strategic Initiatives developed by the UDT. An important caveat to these action points: The Priorities For Action teams and any separately created Strategic Initiative teams must have sufficient resources and capacity to implement any approved Strategic Initiatives. The members of the UDT were faculty, staff, and students volunteering their time in addition to their full workloads. This meant some members were unable to continue with the UDT through the academic year, which increased workload pressure on remaining members. UM can signal its commitment to change by ensuring teams working to research and strategize for change have the margin to devote sufficient time to this important work.

4. Futurist Thinking, Signals, and Market Research

4.1 Futurist Thinking and Signals

Thinking about potential futures allows for imagination, envisioning, and/or predicting what has not been realized. Yet, many American adults have a hard time thinking beyond the next 10 years (EAB), with only 35% of Americans regularly thinking about their five-year future (https://www.iftf.org/americanfuturegap). Futurist thinkers have the ability to use memory as a tool to generate simulations that look past the events of today and into the possibilities of tomorrow (Schacter, Addis, & Buckner 2007).

Part of futurist thinking is using "signals": a "specific example of future happening in the present" (EAB). Signals are around us everyday; you may see them in a news story or notice something happening in life. They grab your attention and make you ask, "why is this happening, and what is causing this situation." Another way to think about signals is small or local innovation or disruption that has the potential for a new opportunity or to grow into something larger (IFTF). Signals are useful for leaders and institutions who are trying to anticipate and plan for an uncertain future.

The UDT's investigation included a deep dive into research on learning science, technological innovations, and the role of liberal arts in an increasingly ambiguous and turbulent world. The Team also conducted a wide range of interviews, focus groups, and outreach activities to learn from constituents on and off campus about their needs, priorities, frustrations, and insights about what is to come. One of the hallmark sources for the UDT is *The Connected Curriculum*, authored by Dilly Fung, a professor at the London School of Economics. This framework includes a throughline of student research, experiential and workplace learning, and classroom engagement that is active and interdisciplinary (Fung 2017), all of which respond to signals the UDT has identified. Not only does this framework attend to issues of how we offer foundational curricula, it provides a streamlined approach to how we might adjust general education at UM.

One challenge with acting on signals is how to effectively separate them from noise. There are many signals with potential consequences for higher education. We detect many signals in higher education, but the challenge is using them to seize opportunities of the future that are just beginning to surface now. The UDT engaged in futurist thinking and held a workshop, hosted by EAB, on campus to explore different future scenarios in order to clarify what we value as a University. Through the use of prompts, the groups practiced futurist thinking skills to identify future challenges and opportunities for UM. The focus of the workshop centered on two of our design principles: impact and innovation.

Findings from the workshop helped inform the UDT's work on identifying signals. Several signals were illuminated through our own futurist thinking. Below we highlight 4 prominent signals with others included in the appendix.

1. **Learner demographic trends:** Changes to our traditional learner base (i.e., 18-22 yr. olds declining) and erosion of perceived value of the 4-year degree have led to diminished enrollment at UM and across the nation. This has caused cascading impacts including brick and mortar institutions closing, the rise of online degrees, and the emergence of badges and micro credentials. There is a need to expand our programs to encompass not just our traditional 2-year, 4-year, and graduate offerings, but also to respond to the demands of dynamic careers that require lifelong learning and frequent re-skilling.
2. **Financial viability of higher education:** Traditional 4-year degrees are no longer seen as affordable, thus impacting enrollment and retention and exacerbating financial problems at UM. As a result, institutions, such as Southern New Hampshire University, are committing to new funding models for degrees and creating flexible pathways for learners. COVID has amplified this signal for learners, governments, and institutions.
3. **Technology tools as a way of engaging learners:** Current and upcoming generations consume information and learn differently, craving experiential learning and more access to technology. There are several models of education that integrate experiential opportunities into learning and curriculum, e.g., *Connected Curriculum*, Minerva.
4. **Impact, stewardship, relationship:** Generation Y and Z learners are interested in making a positive impact on society by being part of teams that tackle complex, real-world challenges, such as climate change and social justice. This extends to employers who are seeking career ready students to focus on society, democratic governance, and the world beyond the university. As part of this "participatory readiness," universities should facilitate opportunities that focus on interdisciplinarity and collaboration.

4.2 Market Research

The UDT worked with consultants, Art & Science Group, LLC, to explore how UM can position undergraduate education within the competitive market of higher education for traditional (18-22 year old) students. Initial brainstorming from the UDT team yielded several themes to test in A&S market research. Themes were further vetted with faculty, deans, administrators, staff, and others within the UM community. Themes focused on institutional character, academic strength, academic focus, experiential learning, career development, certificate programs, schedule, and residential/social environment. Methods for the market research included questionnaires oriented towards the samples of admitted applicants (those who matriculated at UM and those who did not) and prospects (inquirers and non-inquirers).

A&S had a robust set of findings for UM as a whole. For this report, however, we will focus on the most salient themes. A&S recommendations focused on a two-prong strategy including:

- Quality and strength across the University's academic offerings with clear connections to placement and outcomes
- The vibrancy of campus social life

Several initiatives emerged that A&S believes will have an overall positive impact on applications, admits, and eventually lead to matriculated students. The first initiative is focused on providing a UM experience that leverages the large school feel alongside a small school experience, i.e., big yet small. This theme can take on several forms including the ability for students to study at a cutting edge institution while still receiving individual attention that one might expect from a small institution. Opportunities for career-oriented, experiential learning, often referred to as co-op experiences, were also seen as a place for UM to further develop and expand so that students gain meaningful, career-focused, hands-on experiences. Another emergent theme was expanding the availability of certificates and microcredentials in addition to degrees so that students can learn valuable skills and knowledge to make them more marketable. . Lastly, research illuminated the need for more residential and social experiences on campus. A&S advocated for creating a vibrant and engaging social scene on campus. A&S also noted that addressing our enrollment challenges with this demographic is not an overnight "marketing" fix of pushing out better messaging and unsubstantiated claims about what UM provides. We need to build a lived student experience and narrative that UM is delivering on these things. That will take time.

5. UDT Assessment

The UDT actively engaged with campus and community stakeholders throughout the design process, including in the development of the vision statement, design principles, and strategic initiatives. Feedback surveys and workshops provided opportunities for the UDT to update stakeholders on UDT research regarding signals as well as to gather insight and new ideas from stakeholders on UDT deliverables. The Appendices contain comprehensive summaries of feedback received from all surveys and workshops, including recommendations for other potential strategic initiatives and general feedback on the implementation process. Key themes in the feedback include: leverage activities and initiatives that the campus is already doing well, ensure continuity between the UDT and prior/future committees, and consider strategic initiatives in the context of required resources and fresh budgetary models.

6. Ideas for Additional Strategic Initiatives from UDT Outreach to Stakeholders

Ideas for new Strategic Initiatives, beyond those developed and proposed by the UDT, have already emerged through campus and community outreach during the UDT process. The UDT believes in the power of collective design and encourages continued solicitation and evaluation of new ideas for strategic initiatives as part of an ongoing process (see Recommendations).

Example ideas arising from UDT outreach include:

- Recruit international students for short master's degree programs
- Create an urban forestry program
- Re-imagine ways of communicating UM success stories and progress with key stakeholders, including the citizens of Montana

- Integrate Human Resources and Office for Organizational Learning and Development around issues of diversity, equity, and inclusion
- Strengthen the UM eSports Arena initiative
- Increase investments in graduate research to strengthen the UM research enterprise

See Appendices for more information.

7.   Limitations and Next Steps

We want to explicitly acknowledge the limitations of the UDT process and outcomes. The UDT began work in May of 2020 during a global pandemic and concluded in April of 2021, a short timeframe for an effort of this magnitude. The condensed time frame prevented an integrated approach for engaging with the campus community. Although the timeframe was short, we believe this ultimately led to positive outcomes and allowed us to experiment with a rapid approach for idea generation that can ultimately be used as an annual, continuous, and adaptive cycle.

The UDT did not explicitly prioritize strategic initiatives for implementation or specify who should champion them towards implementation. We recognize this may create angst and discomfort with the campus community. However, the UDT was not charged with selecting Strategic Initiatives for implementation, nor was it tasked with establishing teams for SIs selected for implementation. Those decisions are now in the hands of President Bodnar. As urged above, the UDT believes that implementation efforts should be approached with a bias toward experimentation that allows for initiatives to be stress-tested without penalty.

Finally, the UDT recognizes that we did not develop strategic initiatives for all facets of campus. Undergraduate programming was emphasized as the main priority for the UDT's efforts due to the prevalent signals that indicate a need for significant changes in this area of higher education across the nation, regionally, and at UM. The UDT urges UM to support thriving graduate programming and research as they are important for continued growth, recruitment, and UM's sustainability. These graduate and research efforts have the significant potential to support and complement the proposed strategic initiatives of UDT, including those focused on experiential learning and capstone experiences that address the grand challenges of today.

Appendices

A. Strategic Initiatives

1. ElevateU	
Brief Description:	ElevateU is a career readiness program that begins "day one" at UM. Being career ready means students have the education, skills, and tools needed to launch, carry-on, and pivot their post-graduation career. Employing incentives and gamification, ElevateU is designed to move students through levels of career readiness and personal/professional wayfinding; starting with exploring interests in their first year, then gaining experiences, embracing opportunities, and elevating to a career post-graduation.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	Career ready college graduates are increasingly in demand. Employers across for-profit, not-for-profit, and governmental sectors consistently note that many college graduates lack the requisite skills to hit the professional ground running. While many graduates are conceptually proficient, their lack of applied knowledge makes it difficult for them to position themselves as strong job candidates as well as effective workers once hired. Labor mismatch 53.3 million people in the US have competencies misaligned with the work they perform (BCG, 2020). - Only 33% of students believe they graduate college with the skills and competencies necessary to succeed in the workplace (BCG, 2020). - Only 14% of employers think today's college students are prepared with the skills and knowledge necessary to contribute in the workplace (Hart Research Associates, 2015). Must bridge digital gap and meta-cognitive skills gap - Across sectors, most middle- and high-skill jobs require managing business functions through software-as-service (SaaS). And, 66% of the jobs created over the last decade require high or moderate digital skills (Craig, 2019). - In 2017 alone, 300,000 positions called for Salesforce skills. That number today is estimated to be in the millions. - Among employers, written and oral communication, teamwork, decision making, critical thinking, and the ability to apply knowledge to real-world settings are the most highly valued, non-technical skills (Hart Research Associates, 2015). - Due to less exposure or opportunity to paid work, Gen Z has increased gaps in meta-cognitive or soft skills than previous generations. Maximize a greater diversity talent

	- According to National Center for Education Statics at the Department of Ed (2014): - Black and Latinx college graduates between the ages of 25 and 34 had the lowest median incomes of bachelor's recipients in the 10 largest occupation groups - Black and Latinx bachelor's degree holders are also over-represented in the lowest paid sectors (business support and community and social services).
Design Principle(s) that this SI aligns to:	- Inclusivity - Innovation - Impact
Connecting to the future	As the overall career awareness and readiness strategy, ElevateU can help bridge the gap with respect to labor demands and what students are getting from their UM education.
Details:	Elements of ElevateU include: - Building students unique brand by exploring careers, completing micro-internships, earning micro-credentials, attending virtual career fairs, and engaging in the community; - Identifying and engaging in experiential learning opportunities to build career readiness foundation and then strategically add to it; - Participating in and prototyping out-of-class experiences that connect your passion to your chosen major/field of study and free you to follow your joy. In addition to traditional career support services (e.g., resume and cover letter review, job/internship fairs, and career coaching) the building blocks for cultural change/institutionalizing the ElevateU Experience at UM include: - All students will create LinkedIn and Handshake profiles as part of their pre-matriculation onboarding - Micro-internships available to all students and alumni - Career competencies infused into courses - General education that requires a "Career Ready" group (like writing, speaking, etc.) - Capstones required and provide hands-on, discipline-based experiential learning/pre-professional experience - Industry recognized credentials included as core curriculum – UM-based and 3rd party - Co-curricular transcripts tracking experiential learning

2. Calendar Innovations	
Brief Description	Transition from a one size fits all calendar to a more dynamic model that provides alternative options (e.g., four-week or eight-week). Much of this is a math/data problem that we spend too much time having humans trying to navigate students through. Let's use technology to optimize. Options may include: ● semester schedule for conventional "4 yr" campus centric experience ● block schedule ● flexible rolling enrollment for alternative learners.

Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	● Multiple forces are changing the profile of learners and their preferences around when and how they learn and placing pressure or creating friction for students and academic programs with respect to the conventional academic calendar. Such forces include:
	   ○ growth in online and asynchronous models
	   ○ growth in non-traditional learners who are combining job or family responsibilities with their learning
	   ○ COVID
	   ○ growth in non-credit programs
	   ○ growth in experiential learning that does not always fit well with the academic calendar.
	● Evidence from multiple institutions that have alternative academic calendar structures

Design Principle(s) that this SI aligns to:	● Innovation ● Inclusion ● Impact
Details	● This SI would seek to leverage the increased use of online, asynchronous and experiential teaching modes as alternatives to the traditional synchronous in-person teaching ● This creates the potential for flexible delivery and scheduling options. ● Faculty might offer sections of a course that are delivered in traditional, block, self-paced or blended formats (e.g. unbundling a 3 credit class into a self paced credit + online synchronous credit + intensive 1 credit in person weekend) ● Computer modeling and algorithms can be utilized to optimize scheduling that facilitates learners with different personal circumstances to progress in the same program but with different class schedules

3. Career Readiness for Graduate Students	
Brief Description	Provide career readiness advice and preparation to graduate students
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	- Career Services is seeing increased demand from grad students. - Opportunities to pursue traditional academic career paths may be reducing in some fields - Many career paths increasingly seek individuals with postgraduate education and research skills
Design Principle(s) that this SI aligns to:	- Impact - Inquiry
Connecting to future:	Supporting students into career success following their graduate studies will enhance and sustain the growth of our graduate school and improve our ability to provide ongoing educational support to our alumni
Details	- Support graduate students to evaluate and identify potential career paths - Advise graduate students on aligning their graduate studies and research to career paths of interest - Assist graduate students with developing relevant career and workplace skills - Facilitate relevant experiential learning opportunities related to career path interests - Assist graduate students with resume preparation, LinkedIn profiles, networking, interview preparation and connections to employers

4. Life Launch	
Brief Description	Life Launch complements UM's commitment to "Career Readiness", helping students understand and navigate both the challenges and opportunities that exist beyond school and the world of work. Life Launch can also reinforce whole person learning that is central to a liberal arts education.
Signal(s): Factors that are shaping higher ed and signaling a	Students report alarming and growing levels of anxiety and stress navigating the complexities of daily life, social media, work, education and currently the impacts of COVID.

potential need or opportunity for this SI.	
Design Principle(s) that this SI aligns to:	● Inclusivity ● Innovation ● Impact
Connecting to future:	Life launch will enhance the potential of students succeeding in all aspects of life post-graduation and foster their likely interest in lifelong learning.
Details	Life Launch would seek to mirror aspects of ElevateU by providing a blend of formal programs & classes, experiential learning opportunities and a framework for tracking their readiness for launch. Life Launch would encompass a wide array of both practical and intellectual topics and themes that might include: ● Personal finances ● Navigating key life events ● Personal relationships ● Arts & culture ● Travel ● Sports, hobbies and personal pursuits ● Community involvement

5. Earn While You Learn & Alternative Pathways	
Brief Description:	● Focusing on ways we can reduce the hurdles and friction that many of our students already experience in balancing work with study as they try to pay their way through school. ● This might include a "4 yr in 2 yr" program Creating a high school dual enrollment, apprenticeship model that offers high schoolers a path to a 4 yr degree completed in just 2yrs of College and results in a job and no student debt. See the Missouri Innovation Campus as an example and this interview from EAB.

Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	● Falling undergrad enrollment ● Concern from high schoolers and their parents about the value of higher ed ● Importance that students place on their degree as a means of finding a good job/career ● Criticism from employers that students are not well prepared for the workplace ● Lack of affordability of higher ed and concerns over student debt ● Affordability is an increasing concern for many undergraduates
Design Principle(s) that this SI aligns to:	● Inclusion ● Impact ● Innovation
Connecting to future:	4 in 2 and similar models provide a compelling value proposition for highly career focused and/or financially challenged students, growing enrollment with this segment of high schoolers that might otherwise choose alternative paths outside of higher ed.

Details	● Focusing on ways we can reduce the hurdles and friction that many of our students already experience in balancing work with study as they try to pay their way through school. Online, asynchronous and flexible calendar options can increase the ability of students to maintain standing while continuing work (and home life) obligations
	● Explore options that proactively support students who may seek to complete a degree in more than 4 years rather than viewing them as failing or struggling
	● Creating messaging and onboarding to support aspiring learners who may have concluded they can't afford the time or money to get an education.
	● Also explore options to front-load classes/micro-creds that may enhance the job/earning prospects of a student while they continue their progression to a degree or graduate qualification
	● 4 in 2 would work with high schools and employers (likely in collaboration with specific industry, government or nonprofit groups) to develop career and learning pathways that integrate:
	    ○ dual enrollment
	    ○ 4 year major requirements
	    ○ experiential learning
	    ○ apprentice/workplace/co-op learning opportunities.

6. The 65-Year Subscription	
Brief Description	A new model for matriculation that charges an annual membership fee to UM allowing a student to take whatever class(es) they want for a lifetime. Degrees, certificates or micro-credentials can be accumulated along the way. Other services (dining, fitness center) and experiences (athletics, arts) could be bundled with this offer.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	- Increasing student debt and a mismatch between when that debt is accumulated (often early in adulthood) and when it can be paid off (often much later, with lots of accumulated interest) - Emphasis on lifelong learning as jobs are changing more rapidly and people are changing careers more frequently - Increasing demand for alternatives to the 4-year, residential degree - The rise in cultural acceptance of subscription programs coupled with the stable cash flows associated with recurring revenue bundles
Design Principle(s) that this SI aligns to:	- Inclusion - Innovation - Impact
Connecting to future:	We currently charge students a high, up-front price for a rather rigid, 4-year degree, then we chase people around for donations the rest of their lives. As a complement or alternative to the 4-year degree, UM can empower lifelong learning by selling lifelong subscriptions, allowing learners to take the classes they need over long, multidimensional careers, while locking in recurring revenue for the institution. Recurring revenue bundles create stable cash flows, which, in turn, help manage high fixed costs. This structure could allow students to earn degrees or other credentials along the way, as interests, career objectives or market demands evolve.

Details	Seeds for this are already planted. UMOnline has launched a non-credit pathway to open UM classes to the general public, returning a healthy share of the revenue to the departments. Subscriptions will be priced with tiered levels to reflect the number of classes per year, alumni status, credit vs non-credit status, years of commitment and ancillary services included in the bundle. Pricing and duration also has implications for the UM Foundation strategy.
	Subscribers retain the right to cancel on an annual basis, though locking in for longer terms will garner a lower price. UM's investments and improvements in retention are a sign we can put the onus on ourselves to meet and exceed learners' expectations.
	Careful consideration of degree/credential pathways, prerequisites and other existing structures is required, perhaps creating opportunities to re-think some of the logistic hurdles we put in front of students. Continued investment in our advising and mentorship capacity is critical.

7. Career Readiness & Success for Alumni	
Brief Description	Provide career readiness and success advice and preparation to alumni
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	● Career Services is seeing increased demand from alumni. ● The rapid pace of change in the world of work requires individuals to continue to develop and evolve their skills ● Lifelong learning whether for career or personal purposes is seeing substantial growth.
Design Principle(s) that this SI aligns to:	● Impact
Connecting to future	Supporting alumni into career success will enhance our ability to provide ongoing educational support to our alumni

Details	- Support alumni to evaluate their career objectives and potential future career paths - Advise alumni on identifying additional studies and/or research that might align with their career objectives - Assist alumni with developing additional relevant career and workplace skills - Facilitate relevant experiential learning opportunities related to career path interests - Assist alumni with resume preparation, LinkedIn profiles, networking, interview preparation and connections to employers

8. Alumni Master Classes	
Brief Description:	UM has an incredible alumni community who have deep expertise across a wide range of fields. Currently we loosely tap into that expertise via ad hoc talks or class visits. In light of the expanding interest in lifelong learning, career awareness, career readiness and career success we should explore opportunities to more formally integrate alumni expertise into our existing programs while also developing programs built around alumni expertise.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	- Growing interest in lifelong learning - Strong desire of alumni to give back and to share their expertise with our students
Design Principle(s) that this SI aligns to:	- Innovation - Impact
Connecting to future:	This will help propel UM into the future of lifelong learning and career readiness and success.

Details	UM would proactively engage alumni with deep expertise from across all disciplines and invite them to develop and deliver masterclasses that might range from short bite size "seminars" to full for credit classes and programs. These might be offered as stand-alone classes or as parts of various badge or micro-credential offerings. Alumni with similar or related expertise might offer classes in collaboration, particularly in relation to areas of interdisciplinary interest such as Grand Challenges.
	Some alumni might also choose to donate some or all of their time as a way to "give back" enabling UM to retain an increased share of revenues from these classes.
	These classes would further support UM's efforts in relation to career awareness, readiness and success by showcasing the roles and expertise that our alumni find themselves in and the paths they took from their education at UM.

9. Making a Difference Through Research	
Brief Description	This initiative would create a path for students looking to impact their world through research, aligning out-of-classroom mentored research opportunities with coursework in ways that resonate with the students. Analogous to the GLI, this initiative would centralize and coordinate research opportunities across campus, provide links to faculty research programs, grants for independent research projects, and opportunities to communicate research outcomes (UMCUR, a UM journal of undergraduate research, web page profiles, etc.). We anticipate this SI operating in tandem with the Grand Challenges SI to recruit students eager to make a difference now, and to engage them productively in research that is relevant to them.

Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	The University of Montana has a thriving research enterprise, setting new records for external funding and helping place UM in the spotlight for innovative and impactful science. Many of UM's most successful researchers are also among its most passionate teachers, both in the classroom and as mentors of undergraduate research. This blend of impact and opportunity could be a powerful draw for recruiting students from across the country. Colleges were already struggling to convince students that an in-person campus experience was worth the price, and this is likely to be exacerbated post COVID. One of the most compelling reasons to attend college in person is the opportunity to work with faculty on mentored research. Indeed, many prospective students choose colleges based on opportunities "outside of the classroom", and in the sciences this often means institutions renowned for the impact of their research. The most motivated students are often eager to make a difference *now* -- to tackle the grand challenges of our day -- and they don't want to wait until after they graduate to get started. A strategic initiative that coordinated and facilitated undergraduate research, providing clear and efficient paths for students to work closely with faculty -- from Day 1 -- on original research that matters, would be a powerful lure to the University of Montana, drawing motivated students from across the country who are eager to make a difference. See Dilly Fung, *The Connected Curriculum*
Design Principle(s) that this SI aligns to:	● Impact ● Inquiry ● Interdisciplinary ● Inclusive ● Innovation
Connecting to future	Centralizing, coordinating, and facilitating undergraduate research opportunities will improve UM's ability to attract motivated students from across the country, increasing enrollment; improve the out of classroom experiences of involved undergraduates; increase the career-readiness and competitiveness of our graduates; increase the scope and amount of research conducted at UM; and, through this, increase the impact of UM on our world.

Details	The University of Montana is a powerhouse for innovative and impactful research that tackles some of the most pressing global challenges of our day. In contrast with most research intensive universities, faculty at UM engage regularly with undergraduates both in and out of the classroom. By embedding motivated students into their research programs, faculty provide UM students with exceptional opportunities to gain practical, non-perishable skills while creating new knowledge that is collaborative, cutting edge, and societally relevant.
	By expanding on something we do already, we can offer meaningful research experiences to more of our undergraduates, begin those research experiences earlier (e.g., as freshmen or sophomores), and align these experiences more directly with the interests and mission (e.g., grand challenge) important to each student. Not only will this increase the career-readiness of our graduates, making them more competitive for post-graduate programs and research-based careers, it will provide significant marketing opportunities for UM to attract motivated new students eager to make a difference.
	Specifically this could entail: ● Creating a center focused on undergraduate research, with advising staff versed in the diverse research programs across campus, able to help match students with faculty according to their interests. This center would facilitate interdisciplinary collaboration by providing workspaces and lounges for undergraduate researchers across campus, showcasing student projects on posters or projected monitors, and hosting student presentations from projects across campus. Bringing student researchers together will help build a more collaborative and interactive research environment on campus, and could lead to innovative cross-disciplinary collaborative projects. ● Providing competitive grant programs for undergraduate research projects, supporting the research itself (e.g., supplies, travel), as well as travel for students to attend national conferences. ● Working with UM Press or equivalent (e.g., ScholarWorks) to produce a journal of UM undergraduate research, showcasing student projects and their impact. ● Working with UM Communications and Admissions to help share the stories of our student researchers, using their success to recruit new students to UM. ● Working on internal processes, like how student credit hours are generated, to ensure that faculty who invest substantially in mentoring undergraduate research are credited appropriately for their time and effort.

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	• Working to align this initiative with other, related initiatives such as the Capstone initiative, and the Grand Challenges initiative. Now more than ever, graduates are increasingly expected to enter the workforce ready to contribute. Moreover, students and their families have high expectations as it concerns a college education's return on investment. Formalizing UM's remarkable capacity for creating meaningful opportunities for experiential learning, and building these into the degree plans of students from the outset, will help interested students achieve the full potential of their UM experience, contributing importantly to solving the most pressing challenges of our day while gaining essential career ready skills and capacities. What better way to justify the value and relevance of a UM education than to let our students be a part of innovative solutions to the "real-world" challenges that matter the most to them?

10. UM Summer Institutes	
Brief Description	UM Summer Institutes would be a selective series of 3-week-long, residential learning and research experiences for high school students from around the state, region, nation, and globe. Each institute would be organized around a particular topic & led by a UM faculty member. Current UM undergraduates and graduate students would serve as learning fellows & RAs.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	• A narrowing pool of prospective applicants among a "traditional" college age student population; • Impact of direct experiences / social media / word of mouth & reputation on prospective students' college decisions; • UMontana's need to look beyond only its existing applicant pool; • Success of the Schwanke Summer Honors Institute (e.g., in-state and out-of-state Provost Honors Scholars who attended the Summer Honors Institute). • EAB presentation (May 2020), e.g. "Looming Birth Dearth," slide 6. • Success of programs like the Stanford Pre-Collegiate Summer Institutes: https://summerinstitutes.spcs.stanford.edu/.
Design Principle(s) that this SI aligns to:	• Impact • Inquiry • Inclusivity
Connecting to future	A flagship of the future must make an impact in society, foster a meaningful sense of inclusion & community, and inspire intellectual curiosity & inquiry among its students. The UM Summer Institutes Initiative will help us get there.

Details	Every year, high school age students across the region, nation, and globe, make decisions about where to go to college. Many of these students don't yet know anything about the University of Montana. If they don't know about us, they don't apply, they aren't admitted, and they don't come. How can we change this? How can we introduce a wider range of students—prospective applicants—to the incredible academic opportunities, dynamic campus culture, and stunning setting of UM? One way is through a set of summer institutes for high-school age students.
	UM Summer Institutes will be a series of 3-week-long residential learning experiences for high school students. Each institute will be organized around a particular topic (some in conjunction with the Global Challenges initiative, some closely aligned with research initiatives) and will be led by a UM faculty member. Current UM undergraduates and graduate students would serve as learning fellows & RAs.
	The primary goal of this initiative would be to introduce high-school-age students to UM, the incredible research and teaching impact of our faculty, and the beauty of Missoula as they begin thinking about college.
	Admittance to these institutes would be competitive, and they would be both rigorous and fun. Building on the success of the Schwanke Summer Honors Institute, they would build a pre-collegiate community with deep knowledge of UM and challenge high-school age students to pursue serious academic study and hands-on research for a few weeks in beautiful Missoula. The Institutes would feature sessions on career-readiness and career-awareness, and they would encourage interdisciplinary and hands-on learning.
	Ultimately, by introducing students to the University of Montana earlier in the college applications process, the goal would be to increase applications to UM, both from institute graduates and family members, and, through word-of-mouth, social media, etc., to bring UM to the attention of their neighbors, parents' co-workers, and friends—especially in places where UM is, perhaps, not first and foremost on people's minds.

11. Liberal Arts for the Twenty-First Century	
Brief Description:	This SI sketches a rough framework for possible next steps of a multistage, multi-prong approach to recommitting to and reinvesting in the humanities, arts, and sciences. It imagines that each component, step, or phase might eventually be its own SI under this larger umbrella.

| Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI. | Across the country, colleges and universities—even flagship campuses—are making deep cuts, axing departments and majors in the humanities, arts, and sciences. Ostensibly driven by budgetary needs,* these institutions are, in effect, signaling their weakening commitment to excellence in the liberal arts. To students, they are saying: "if this matters to you, don't come here." To parents, they are saying: "if this matters to you, don't send your children here." And to potential donors, they are saying: "if this matters to you, take your money elsewhere."

At the same time, the skills and subjects taught in disciplines of the humanities, arts, and sciences are more urgently needed than ever—by individuals for career and "participatory" readiness and by our democratic society itself.**

So…

What if—rather than being one of the many institutions consolidating departments, cutting back on resources, cutting faculty, relinquishing their "flagship of the future" status—the University of Montana proceeded differently?

What if we recommitted to investing in UM's excellence in the humanities, arts, and sciences and did so *boldly* and *visibly* through multi-pronged fundraising, curricular, and institutional initiatives?

What if we broadcasted that we are the institution who is *growing* rather than cutting humanities programs? That *we* are the institution where a student can excel in the liberal arts and land a good job rather than face a resource-constrained department with faculty scared of losing theirs? That we see that being a flagship of the future means reinvesting not just innovating?***

The spotlight could be ours. We would stand out. And in this demographic and financial environment, standing out is precisely what we need to do. It's what we need to do to recruit students, position them for success, and secure major philanthropic gifts.

Three points bear mention here. First, time is of the essence. As regional peer, competitor, and level-up institutions like CU Boulder make cuts in humanities, arts, and sciences and these cuts receive ample attention, UM can position itself to provide a striking counter-example and then market the heck out of it. Second, among other regional (and national) competitors, UM is uniquely well positioned to (re)invest in and (re)commit to excellence in the |

	humanities, arts, and sciences because it is and has been historically strong in these areas (e.g., world-renowned creative writing & wildlife biology programs). Third, many potential donors are interested in pressing topics the liberal arts deal with (e.g., democracy & climate change) and were themselves liberal arts students in college.**** *E.g. See *The Chronicle of Higher Education*'s coverage of cuts in Geology, Religious Studies, and Classics at UVM & proposed cuts at CU Boulder: https://www.chronicle.com/article/a-tremendous-amount-of-fear-will-major-cuts-threaten-research-universities-work ** http://bostonreview.net/forum/danielle-allen-what-education *** This is precisely what Columbia University did time and time again across the twentieth century with its Contemporary Civilization, Humanities, and Sciences sequences. **** See e.g. English major Mackenzie Scott: https://www.washingtonpost.com/health/mackenzie-scott-says-she-has-given-41-billion-to-charity/2020/12/15/486881fc-3f4f-11eb-b58b-1623f6267960_story.html
Design Principle(s) that this SI aligns to:	- Inquiry - Impact
Connecting to future:	For students to be "tomorrow-proof," they need to know how to think nimbly across disciplines, cultures, time, and space. This means they need *both* the skills *and* the content taught in liberal arts courses by faculty who are leaders in their fields. But we need to do a better job making this case.

Details	This SI sketches a rough framework for possible next steps of a multistage, multi-prong approach to recommitting to and reinvesting in the humanities, arts, and sciences to ensure student success, research & teaching excellence, and an institution where everyone is "tomorrow-proof." It imagines that each component, step, or phase (examples below) might eventually be its own SI under this larger umbrella. Several of these also already or could build on or dovetail with existing draft SIs. *(Re)Prioritizing & (Re)Committing for the twenty-first century:* Announce UM's plans for major investment (not just financial, but strategic, curricular, institutional, and even rhetorical) in the humanities, arts, and sciences with specific fundraising goals tied to specific initiatives: e.g. endowed professorships in X & Y; student scholarships in Y & Z; support for Summer Impact Institutes in X &Y; and revamped career and professional advising for students in every major (e.g., an English student would have academic advising and professional advising to ensure her success today *and* tomorrow). *Spread the word:* Let the world know what we're doing & why we're doing it. *Fundraising:* Capitalize on our now-unique position among flagship universities (planning to recommit not relinquish!) to secure private funding from those individuals and organizations who are seeking an outlet for impactful philanthropic giving. *Curricular Communication Excellence:* Study after study has produced data supporting what industry and business leaders, university administrators, and faculty know: mastery of the content and skills acquired in the study of humanities, arts, and sciences is highly desirable among employers across public and private sectors. It is also essential to life in a twenty-first-century democratic society such as ours. But we—as a university, as units, as individual faculty—often do a poor job making, explaining, and demonstrating these points to students in our classes. This initiative would prioritize communicating to our students—in word and action—the impact and payoffs of studying (and degrees and certifications in) the humanities, arts, and sciences.

12. Capstone Projects

Brief Description:	As envisioned for this initiative, a capstone course would become part of undergraduate student requirements for graduation. A capstone is a one semester, credit bearing course wherein students work with businesses or not-for-profit organizations on a short-term project that provides ideas, solutions, or simply additional help to the partnering organization, while providing students career relevant experience and learning. Students in programs such as GLI or the Davidson Honors College, where such capstones exist, would be exempted. In addition, students will be able to propose interdisciplinary capstone projects (classified as an independent study course) in lieu of their major capstone so long as the project is endorsed by all involved academic departments.

| Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI. | Career ready college graduates are increasingly in demand. Employers across for-profit, not-for-profit, and governmental sectors consistently note that many college graduates lack the requisite skills to hit the professional ground running. While many graduates are conceptually proficient, their lack of applied knowledge makes it difficult for them to position themselves as strong job candidates as well as effective workers once hired.

Labor mismatch
● 53.3 million people in the US have competencies misaligned with the work they perform (BCG, 2020).
● Only 33% of students believe they graduate college with the skills and competencies necessary to succeed in the workplace (BCG, 2020).
● Only 14% of employers think today's college students are prepared with the skills and knowledge necessary to contribute in the workplace (Hart Research Associates, 2015).
Must bridge digital gap and meta-cognitive skills gap
● Across sectors, most middle- and high-skill jobs require managing business functions through software-as-service (SaaS). And, 66% of the jobs created over the last decade require high or moderate digital skills (Craig, 2019).
● In 2017 alone, 300,000 positions called for Salesforce skills. That number today is estimated to be in the millions.
● Among employers, written and oral communication, teamwork, decision making, critical thinking, and the ability to apply knowledge to real-world settings are the most highly valued, non-technical skills (Hart Research Associates, 2015).
● Due to less exposure or opportunity to paid work, Gen Z has increased gaps in meta-cognitive or soft skills than previous generations.
Maximize a greater diversity talent
● According to National Center for Education Statics at the Department of Ed (2014):
  ○ Black and Latinx college graduates between the ages of 25 and 34 had the lowest median incomes of bachelor's recipients in the 10 largest occupation groups
  ○ Black and Latinx bachelor's degree holders are also overrepresented in the lowest paid sectors (business support and community and social services).

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Design Principle(s) that this SI aligns to:	• Inclusion • Innovation • Impact
Connecting to the future	As part of overall career awareness and readiness strategy, capstones are one of several experiences that can help bridge the gap with respect to labor demands and what students are getting from their UM education.
Details	This hands-on approach to education encourages and requires students to apply what they're learning in the classroom to dynamic, complex professional situations. When conducted as part of a capstone course, capstone projects allow educators to build Experiential Learning programs–at scale–alongside senior business leaders from innovative startups, non-profits, government entities, and globally-renowned enterprises. Once faculty have been identified, a project charter is created between the course faculty and the host organization/business to outline the goals of the engagement, including the company background and the business challenges. Students work in small groups of 2-6 directly with faculty and host company project champions on developing real solutions to real-world challenges. The students interact with the company frequently through in-person meetings, video conferences, calls, and emails. For students proposing the interdisciplinary (independent study) capstone, they must first identify a faculty sponsor from their major department. In partnership, the student and sponsoring faculty member will identify other departments/disciplines/faculty to include in the project. The student and sponsoring faculty will have the responsibility of developing the entirety of the project, including the solicited partner organization/business with whom the project will be conducted. In close partnership with the city of Missoula and the Missoula Economic Partnership (MEP), students and faculty can work with city and local companies as well as national and international firms and organizations.

13. Competency Based Course Outcomes	
Brief Description:	By 2026 all undergraduate courses would include at least four of the eight NACE competencies as part of their course outcomes/objectives. https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI	Career ready college graduates are increasingly in demand. Employers consistently note that many college graduates lack the requisite skills to hit the professional ground running. While many graduates are conceptually proficient, their lack of applied knowledge makes it difficult for them position themselves as strong job candidates as well as effective workers once hired.
	Labor mismatch ● 53.3 million people in the US have competencies misaligned with the work they perform (BCG, 2020). ● Only 33% of students believe they graduate college with the skills and competencies necessary to succeed in the workplace (BCG, 2020). ● Only 14% of employers think today's college students are prepared with the skills and knowledge necessary to contribute in the workplace (Hart Research Associates, 2015).
	Must bridge digital gap and meta-cognitive skills gap ● Across sectors, most middle- and high-skill jobs require managing business functions through software-as-service (SaaS). And, 66% of the jobs created over the last decade require high or moderate digital skills (Craig, 2019). ● In 2017 alone, 300,000 positions called for Salesforce skills. That number today is estimated to be in the millions. ● Among employers, written and oral communication, teamwork, decision making, critical thinking, and the ability to apply knowledge to real-world settings are the most highly valued, non-technical skills (Hart Research Associates, 2015). ● Due to less exposure or opportunity to paid work, Gen Z has increased gaps in meta-cognitive or soft skills than previous generations.
	Maximize a greater diversity talent ● According to National Center for Education Statics at the Department of Ed (2014): ● Black and Latinx college graduates between the ages of 25 and 34 had the lowest median incomes of bachelor's recipients in the 10 largest occupation groups ● Black and Latinx bachelor's degree holders are also overrepresented in the lowest paid sectors (business support and community and social services).
Design Principle(s) that this SI aligns to:	● Inclusion ● Innovation ● Inquiry ● Impact

Connecting to future:	As part of overall career awareness and readiness strategy, competency workshops are one of several experiences that can help bridge the gap with respect to labor demands and what students receive from their UM education and how students then articulate that learning to employers and graduate schools. Not only do students get a clearer understanding of their overall learning, but they are better equipped to translate that learning to their overall readiness for the world of work.
Details	In addition to any course outcomes/objectives created by faculty as it concerns the specific discipline, all undergraduate courses would be encouraged to include NACE competencies as part of their course outcomes/objectives. Periodic workshops hosted by OOLD, ELCS, and Faculty Senate could serve as the place where faculty learn about the competencies, why they are important, and how they can make them part of course learning objectives. Many faculty already have assignments/activities that develop these competencies, but may not be articulating those to students, and students, in turn, are failing to articulate such competencies as part of their learning to employers. Part of the workshops, then, could be to simply assist faculty in being more explicit about what is already taking place as part of the course. In addition, ELCS will also host competency sessions for students where they will explore their learning through the lens of competencies and how to translate that understanding to their resume and interview experiences.

14. Grand Challenges	
Brief Description:	Why wait until the end of your degree to change the world? Students participating in the Grand Challenges initiative will build their UM education around the issues most urgently relevant to them, such as social justice, sustainability, or public health--areas that lie at the heart of UM's research and teaching strengths.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	Today we are surrounded by grand challenges facing society and the natural environment. Young people worldwide are energized to confront these challenges and the University of Montana is uniquely positioned to help them on this path. With its research and teaching strengths, UM provides an unparalleled setting for students to immerse themselves in these complex issues, and to engage in projects that will make a difference.

Design Principle(s) that this SI aligns to:	The Grand Challenges SI connects to every design principle: ● Impact ● Interdisciplinary ● Inclusive ● Inquiry ● Innovation ● Internationalization
Connecting to the future	The Grand Challenges SI will establish the University of Montana as the premier institution for undergraduate involvement in addressing the grand challenges of our time.

Details	Why wait until the end of your degree to change the world?
	Today we are surrounded by grand challenges facing society and the natural environment. Young people worldwide are energized to confront these challenges and the University of Montana is uniquely positioned to help them on this path. With its research and teaching strengths, UM provides an unparalleled setting for students to immerse themselves in these complex issues, and to engage in projects that will make a difference. This initiative will establish the University of Montana as the premier institution for undergraduate involvement in addressing the grand challenges of our time.
	Students participating in the Grand Challenges initiative will build their UM education around the issues most urgently relevant to them, such as social justice, sustainability, or public health, many of which align with our academic strengths. It will highlight academic programs that allow students to engage with and understand these difficult issues, foster internship and service opportunities so students can gain experience working to confront these challenges, and create a structure in which they can work in teams across disciplinary boundaries (or perhaps individually) to implement projects that address these grand challenges.
	From a student perspective, the Grand Challenges initiative will provide students with the opportunity to structure their education—from the get-go—around a particular issue that energizes them the most. These students will pursue a focused mission in line with a grand challenge of their choosing, in addition to their more traditional major. The university will support students through, for example, additional advising and structured faculty mentorship. Students who graduate with this grand challenge mission as part of their degree will be uniquely positioned to make meaningful contributions to society and succeed in a rapidly changing workforce.
	From an institutional perspective, each year, the university, as a whole, will select a "spotlight" grand challenge from a rotating list. Each year, UM will design programming (e.g. the first-year reading experience, President's Lecture speakers, a QUEST project with the city related to the issues) and engage in institutional reflection and strategizing around the "spotlight" challenge. The Grand Challenges Initiative will inspire and challenge all departments and programs on campus to rally around the "spotlight" grand challenge together and in their own way; engage all campus members around a common purpose of great importance and pertinence to our modern world; and inspire all individuals and programs to envision how they might best contribute to the challenge in their own unique and diverse way. Students will still have the opportunity to select their own Grand Challenge

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	around which to structure their degree.
	
	Sample Grand Challenges:
	    ● Systemic Racism
	    ● Climate Change
	    ● Public Health
	    ● Democratic Governance

15. Confluence	
Brief Description:	Confluence (a suggested name): Where learners, faculty, community and ideas flow together. Confluence is an entry point, a meeting point and home for non-credit and interdisciplinary programs.

Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	● Growth opportunity
	    ○ to serve non-credit learners
	    ○ meet employer/workforce development needs
	    ○ offer micro-credentials and badges
	● Desire to foster interdisciplinary programs, classes and research
	● Desire to explore "Grand Challenges" and other areas of community impact
	● Need to help learners better match academic and other programs to their personal, academic and career interests and goals

Design Principle(s): that this SI aligns to:	● Impact ● Innovation ● Interdisciplinary ● Inclusion ● Inquiry
Connecting to future	Confluence will enable us to develop programs and capabilities that are responsive to ongoing changes in the needs of learners and the community we serve.

Details	Confluence: Where learners, faculty, community and ideas flow together. Confluence is an entry point, a meeting point and host for non-credit and interdisciplinary programs.

	- *Entry Point:* Confluence is UM's primary point of entry for learners, employers and other external stakeholders that do not see a natural entry point with existing Colleges, Schools or Units: i.e. they are:
	  ○ uncertain or undecided about their path or the appropriate College, School or program for their goals and interests
	  ○ have interests or needs that may span multiple areas of campus
	- *Meeting Point:* Confluence is the place for engagement and collaboration among learners, faculty, employers and other external stakeholders for learning, research and other activities that are not specific to an individual college, school or unit (i.e., interdisciplinary and/or cross-campus).
	- *Host:* Confluence is a home for non-credit and interdisciplinary programs, research and initiatives.
	Potential home for:
	- Some or all of UM's integrated marketing/enrollment activities , particularly with respect to outreach and engagement with the "undecided" learner, helping learners establish learning objectives and match them to relevant programs.
	- Learner advising and career coaching (Career Awareness, Career Readiness, Career Success & "Design/Manage Your Life", Gap Year programs) - again to the extent that needs are not specific to a major/college/school.
	- Employer partnerships for ELCS, Co-Op, Workforce Development (including alumni as employer partners/coaches) - again to the extent that needs/activity is not directly tied to a major, college or school.
	- Alumni Learning Subscription Program
	- Other units/programs that might structurally fit with or align with "The Confluence" in some way include:
	  ○ Communities (of Excellence)
	  ○ Missoula College workforce/employer related activities noted above
	  ○ Mansfield Library
	  ○ UMOnline
	  ○ Civic Engagement
	  ○ Accelerate Montana
	  ○ "Become an alum"
	
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	● This initiative should also have a dedicated UM Foundation Development Officer to source funding for innovative and interdisciplinary programs.

16. Align UM Strategies with Grand Challenges	
Brief Description:	Develop a capability to foster alignment between UM's institutional strategy and planning, and programmatic areas of research and learning.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	● Grand challenges facing the world and our communities ● Significant disruption in higher ed partly driven by grand challenges ● Opportunities in higher ed to research and develop learner expertise in addressing challenges ● Opportunities to adapt programs to be responsive to grand challenges
Design Principle(s) that this SI aligns to:	● Innovation ● Impact ● Inquiry ● Inclusivity ● Internationalization
Connecting to the future	This alignment will ensure UM is positioned and deploys resources strategically to provide impactful and innovative research and learning.
Details	UM should establish an internal and external signals "intelligence" loop that is scanning the external environment and internal capabilities to identify emerging trends and issues, and highlighting areas of strength and impact in our research and learning. This scanning, interpretation and analysis should be transparent and accessible to all members of the campus community, empowering them to engage in dialog on key challenges and opportunities.

17. Operation Work Smarter	
Brief Description	Our jobs are hard; there are fewer and fewer people around to do the work, and productive faculty, staff and administrative innovators may feel constrained by outdated and/or inefficient organizational systems. Many processes are unnecessarily cumbersome, involve excessive steps, paper and/or multiple, incompatible systems, and hinder effective collaborations. In addition, outdated or ill-informed systems/policies often dictate inefficient processes and may shut down innovation—often resulting in the "tail wagging the dog". We must eliminate barriers to progress with smarter policies and processes that best support the engines of the university—the people. Our operational systems must embody "Mission First; People Always," and "Putting Student Success at the Center of All That We Do." This initiative will focus on engaging the expertise of faculty, staff, and administration—*the people doing the work*—to facilitate strategic improvement of policies and procedures at all levels of the organization to realize significant gains in openness, innovation, productivity, job satisfaction, and overall performance.

Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	- Given significant reductions in faculty and staff, we are constantly asked to do more with less. To the extent this proposition is possible, with it must come a University-wide effort to eliminate unnecessary impediments to doing our jobs. - Change is hard, but necessary. Building operational efficiency and removing barriers and injudicious practices will build Organizational Resilience (and the ability to communicate, collaborate, and commit to shared processes and positive organizational improvement and change). https://www.ccl.org/webinars/how-leaders-can-build-organizational-resilience/ - Stakeholder leadership is needed for sustainable change. https://www.ccl.org/webinars/how-leaders-can-build-organizational-resilience/ - The use of formal structures and university community-informed processes are in place for university process improvement at other universities (e.g., The University of Memphis) - Fixed costs and structures leave no room for inefficiency or inflexible practices. - Reduced public funding for higher education requires the need to develop an organization that is responsive, flexible, and accommodating to new ideas, innovations, and return-on-investment productivity. https://www.cbpp.org/research/state-budget-and-tax/unkept-promises-state-cuts-to-higher-education-threaten-access-and
Design Principle(s) that this SI aligns to:	- Innovation - Impact - Inquiry - Inclusivity

Connecting to future	Higher education faces threats on many fronts. Given reduced state funding, thin margins, high fixed costs, and demographic headwinds, a flagship of the future must operate at peak effectiveness and waste no resources. Universities are not designed to move fast, but they must move with purpose and coordination to address the unique and complex challenges facing higher education systems.
	This Strategic Initiative proposes a formal mechanism to:
	1. identify areas where we operate below our potential
	2. design or recommend improvements in those areas in a collaborative and informed team process
	A dedicated institutional home for ensuring institutional effectiveness and university process improvement will be staffed with qualified personnel and will bring together key stakeholders and decision makers (administration, management, shared governance, and a team of dedicated "champions for change" or "process problem innovators"). This office will be the nexus of the university to understand university process/policy challenges, design or consult on related changes in conjunction with key stakeholders and formal entities. Where appropriate, this office will offer recommendations in areas legally under the purview of other formal campus or external entities.
	The office will establish mechanisms for active dialogue with UM employees and stakeholders, including a website form that provides direct access for anyone in the university community to report challenges and propose solutions.
	Some of the key questions this office should continually address:
	● What does institutional effectiveness mean?
	● How do we measure it?
	● Where do we need to work faster?
	● Where do we need to deliver better quality?
	● When do we need to provide a better experience?
	● Where can we reduce cost?
	● Where should we invest to deliver better outcomes?
	● How do our policies and processes support student success, research impacts, community impact?
	● And who is accountable?
	● What is preventing us from being effective?'
	● How can the process better support innovation?
	● Where can we say "yes that is possible" instead of "no we don't do that way."

Details	UM will create a dedicated structure to maximize institutional effectiveness, improve processes, and support the innovation and performance orientation required to become a flagship of the future. It must be composed of qualified people empowered to make meaningful change. Following other universities working to operate more effectively (e.g., The University of Memphis), a devoted website will provide a portal for anyone to identify areas for improvement. Submissions can be anonymous or identified. In addition, the office will be tasked with identifying opportunities for continuous improvement. To execute change, the office will create working groups of key stakeholders (e.g., administration, shared governance, faculty, employees, students). These teams become "champions of change" and work together to support improvement efforts (small and large) that are aligned with our university strategic goals and reduce and/or eliminate barriers to success.

18. Empowering and Promoting our People	
Brief Description:	The purpose of this Strategic Initiative, *Empowering and Promoting People* for a firm flagship foundation, is to create an effective and robust community and infrastructure with leadership to unite, expand, and develop student, employee, and faculty support in inclusive and equitable ways. The focus will be on sustainable and strategic support of people in our own UM community to provide a strong foundation on which to build our flagship of the future.

Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	- Research shows organizations with greater gender diversity reported higher levels of collaboration, higher quality leadership, greater agility, and more likely to experiment in pursuit of innovative approaches. - By correlating diversity in leadership with market outcomes as reported by respondents, we learned that companies that have diverse leadership out-innovate and out-perform others https://hbr.org/2013/12/how-diversity-can-drive-innovation - Successful companies create internal programs, resources and networking groups after listening to employees and supporting efforts they are re interested in. This not only supports diversity but has the added benefit of creating a tighter, more invested community among the workforce - Higher Education Burnout & Turnover is significant secondary to decreased continuing education and support for those stepping into leadership roles https://medium.com/skilluped/higher-education-burnout-turnover-does-anyone-care-aaeda905e02c - According to the Higher Education Publication Inc (2018), from October of 2016 through April of 2018, higher education institutions across the country are experiencing unstable administration with significantly high turnover rates of top university leadership positions that range from about 14-22% (Presidents, Provosts, Deans, Admissions/Student Affairs Directors). Not enough is being done to retain higher educational professionals, but even less is being done to prepare incoming administrators for their new roles and recruit for leaders who are female or from underrepresented minority backgrounds. - Leadership in higher education is unique and complex and can be defined ways that are not reflective of other traditional hierarchical settings, as such it is imperative that unique educational and training opportunities to fully support and develop the diverse leadership needs of UM https://doi.org/10.1177/1741143220921192 - Women and women from minority backgrounds are disproportionately underrepresented as leaders in STEM and in higher education institutional structures, and face challenges within institutional structures, systems and mind-sets that require transformative change - Among higher education administrators women hold the least senior administrative positions and are the lowest paid, and as of 2016, only 14 percent of higher ed administrators -- men and women -- were racial or ethnic minorities. These statistics are paired with recent research noting that organizations with greater gender

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	and ethnic diversity reported higher levels of collaboration, higher quality leadership, greater agility, and more likely to experiment in pursuit of innovative approaches. Finally, leadership burnout in higher education is a significant challenge facing individuals of all backgrounds across all universities, and [high national turnover is linked to inadequate training of leaders across university roles](#).
Design Principle(s) that this SI aligns to:	● Interdisciplinary ● Inclusivity ● Internationalization ● Impact
Connecting to future	Continued and expanded support with funding to sustain and expand programming for leaders and leadership (defined as those who lead, and not necessarily linked with a formal title or in the category of administration, faculty, staff, employee) in the form of formalized and comprehensive continuing education, mentorship groups, outreach, and dedicated funding and programming to include those of underrepresented populations will help in the recruitment and retention of leadership – to end the cycle of leadership burnout and turnover. The SI may create coordination and growth to support and development of our community in equitable and inclusive ways.

| Details | The University of Montana's Priority For Action (PFA) numbers 3, "Mission First, People Always" and PFA 4 "Partner with Place" speak to the foundational importance of our campus and regional community for the flagship university of today and the future. The people in our community are the engines that drive our success and it is only by recruiting, developing, promoting, and investing in diversity and excellence in our people, might we create the firm ground to achieve our visionary strategic flagship-of-the-future goals. Thus far, in response to PFA 3, the University of Montana has developed important leadership, diversity, equity, and inclusion programming to support the development of students, staff employees, and faculty (e.g., Office of Organizational Learning and Development, S.E.A. Change, Women's Leadership Initiative, Student Advocacy Resource Center). In addition, PFA #4 new learning initiatives have resulted in unique and innovative programming (e.g., Accelerate Montana, MonTECH, Pursue Your Passions) and educational and/or research partnerships that have potential for significant growth for expanded opportunities for our people. This important programming needs become more sustainable and linked together in coordinated ways to fully support our community's needs; vital support that his needed for a stable and resilient foundation to build upon for future innovation and success.

The current Empowering and Promoting People Initiative will include a university leadership and organizational structure plan to coordinate, promote, and provide accountability for needed student, employee, faculty, and community support services. As part of this proposed initiative, a VP for People would be created and serve as part of the President's Cabinet to work closely on issues of community, employee, and faculty support and with the University President, Provost, other administrative leaders, and faculty/staff leadership. The individual in this position will serve as a liaison between leaders and university units such as the Office of Equal Opportunity and Title IX, Human Resources, student support services, faculty/staff groups, Office of Academic Affairs, and UM Colleges. In addition, as part of that role, the VP for People will work with stakeholder groups to establish policies, practices, and programs for ways to recruit, retain, advance, and support our students, employees, and faculty in their respective roles in an inclusive and equitable manner.

In addition to the coordination of practices, policies, and programming across campus, the VP for People will work closely with the Office of Organizational Learning and Development, S.E.A. Change, Women's Leadership Initiative and related groups to develop, train, and provide advancement opportunities (e.g., mentored fellowship programming) of our own community leadership for underrepresented groups such as that of

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|---|---|

<table>
<tr><td colspan="2">women and those from minority backgrounds through a dedicated research, training, continuing education leadership institute.

Finally, the VP for People will work closely with leaders on UM campus who are focused on new-learner initiatives (see other UDT strategic initiatives) and research partnerships to help coordinate and create funding and partnership pipelines for partnerships that include interdisciplinary collaborations within UM and across the region to encourage innovative teaching, continuing education, research programs and models. This collaborative focus will be to create sustainability for inclusive leadership initiatives through the development of partnership grants, community return-on-investment planning, and philanthropic opportunities.</td></tr>
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19. Anti-Racism	
Brief Description	*[Please note that members of Cabinet and the Diversity Advisory Council are developing a comprehensive diversity, equity, and inclusion plan.]* To build an authentic and deeply activating vision of inclusion that is defined by respect, relevance, reciprocity and responsibility.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	We are surrounded by systemic racism that pervades the entire fabric of society. The presence of racism in American society is a signal from the past, present and future, and the university has an urgent obligation to work toward abolition and liberation. Racism can be seen in the inequalities present in every level of society: ranging from public health, access to housing and education to police brutality. Youth, and everyone aware in any capacity of these incredible disparities, won't put up with this inequity anymore, and are ready to tackle these issues in ways not seen before. The University needs to see in its definition of "inclusive prosperity" a commitment to a series of ongoing anti-racist actions that propel everyone into a new and more accessible society.
Design Principle(s) that this SI aligns to:	Inclusive, Interdisciplinary, Impact, Internationalization
Connecting to future	To create a culture of anti-racism within the university.

Details	What can this work look like?

	● Guided by the concept of the 4Rs- respect, relevance, reciprocity, responsibility:
	    ○ Institutional Commitment
	    ○ Funding and executing the recommendations of an anti-racism audit, and creation of an ongoing mechanism to maintain accountability in perpetuity
	    ○ Establishing and committing funding for an annual calendar of anti-racism events (potential ideas include Tunnel of Oppression, Kyiyo Pow Wow, Black Solidarity Summit, DiverseU) while simultaneously explicitly inviting all events (those that appear to be "unrelated" to race) to demonstrate commitment to anti-racism
	    ○ Empower BIPOC leadership at all levels
	    ○ Resources and funding for SEA Change
	    ○ Incorporation of DAC into the new SOR
	● Education and Curriculum
	    ○ "Representation matters" opt-in course for faculty to broaden course development to include BIPOC and LGBTQ authors/thinkers/ideas, more non-western ways of knowing
	    ○ Tobin Miller-Shearer's class – anti-racism 101 (?)
	    ○ Increasing understanding and instruction of Non-western ways of knowing
	    ○ Establishing IEFA as K-20, not just k-12
	● Hiring and Personnel
	    ○ Develop inclusive onboarding strategies
	    ○ Gender/Race audit across all categories of personnel to determine where barriers exist (ie pay, promotion, recognition/awards, etc.)
	    ○ Inclusive hiring, cluster hiring
	    ○ Ongoing anti-bias hiring training
	    ○ Trauma informed instruction and "customer service"
	    ○ Non-defensive reaction training when being called out
	    ○ Push to have everyone, not just new hires take the IEFA course in moodle

20. Career Awareness & Industry Partnerships	
Brief Description:	Helping high schoolers, but also other learners, understand different careers and how different disciplines can contribute to career success in those fields. This is something that has been highlighted by the UDT's Workforce Development Task-Force of industry and non-profit leaders. Note this is not specifically about vocational skills, but often about leadership, team-work, problem solving, etc., and exploring how liberal arts skills and mindsets can drive success in those roles.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	- Falling undergraduate enrollment - Concern from some high schoolers and their parents about the value of higher education - Importance that many students place on their degree as a means of finding a good job/career - Criticism from employers that students are not well prepared for the workplace
Design Principle(s) that this SI aligns to:	- Impact - Inclusion
Connecting to future	Growing enrollment with high schoolers and other learners that might otherwise choose alternative paths outside of higher ed.
Details/Executive Summary:	- By partnering with industry associations (including government and non-profit leaders), we can identify career paths and the competencies required. - These can then be mapped to different for credit and non-credit programs. - We can then work with high schools, employers, industry associations, job service and other organizations to communicate information about learning and career pathways that are available. - Building stronger relationships and partnerships with employers to provide great visibility of career pathways can also drive experiential learning opportunities, internships, career opportunities as well as unlock non-credit training/lifelong learning revenue streams.

21. UM Collaborative Rural Residency Initiative	
Brief Description:	The UM Collaborative Rural Residency Initiative will send interdisciplinary teams of faculty, students, and staff to rural communities to learn, serve, and

	research for a semester. While all members of the team will continue to participate in classes and work at UM via remote technology, most of their time will be spent engaging with the rural community, following lines of inquiry, communicating findings, and developing initiatives that will raise awareness of challenges, strengths, and opportunities for each community.

Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	This signal represents a synergistic growth of both urban universities and rural communities through connected expertise and reciprocal service. As a result, Montana's rural communities and UM will be more resilient and innovative, healthier physically and mentally, and have more access to opportunities across all sectors.

The primary signals I have encountered are in the health professions. These signals grow out of the realization that rural communities experience inevitable detriments in health outcomes because of barriers like geographic distance from medical care and specialties; fewer employment opportunities and higher poverty rates, with lower income a barrier to both local care and travel to distant care; and less access to preventive care, which leads to higher rates of chronic and terminal outcomes. When put together (and there are many more of this type to be found), my proposed initiative recognizes that "beaming the city into the country" has not been and will not result in meaningful and sustainable solutions.

- "According to the USDA Economic Research Service, the average per capita income for Montanans in 2018 was $47,538, although rural per capita income lagged at $46,089. The ERS reports, based on 2018 ACS data, that the poverty rate in rural Montana is 13.4%, compared with 12.1% in urban areas. 7.2% of the rural population has not completed high school, and 6.2% of the urban population lacks a high school diploma according to 2014-2018 ACS data reported by ERS. The unemployment rate in rural Montana is 3.6%, while in urban Montana it is 3.2% (USDA-ERS, 2019)." From Rural Health Information Hub: Montana, https://www.ruralhealthinfo.org/states/montana
- Health Profession Rural Summer Immersion Program (2-week immersion in rural community; housing, meals, and cultural experiences donated by businesses in the community; students shadow health professionals and learn about system https://www.ruralhealthinfo.org/project-examples/1086)
- Project Echo, medical professions, which focuses on increasing capacity of local providers by linking them with academics and specialists via video technology. "By increasing the capacity of the providers, rural communities are provided with:
  - Better access to specialty care
  - Opportunity for local providers to expand their medical expertise and knowledge base
  - Reduction in transportation requirements and associated costs (gas, time off of work, etc.)
  - Increased convenience of local treatment of patients with chronic conditions"

	○ https://www.ruralhealthinfo.org/project-examples/733 (Watch 1-minute video on this page) ● "Rather than a single economy offering broadly similar chances for advancement, the United States appears to be more a collection of disconnected economies with vastly different opportunities for economic advancement. . . . The analysis in this chapter underscores the complicated overlap of gaps across places . . . . This analysis affirms the central role of education in facilitating economic success, and also highlights the challenges that rural, manufacturing-intense, or highly un-diversified regions face. Finding appropriate remedies in public policy will require a careful analysis of all of these patterns." The Geography of Prosperity, The Hamilton Project, https://www.hamiltonproject.org/assets/files/PBP_FramingChapter_compressed_20190425.pdf
Design Principle(s) that this SI aligns to:	● Impact (promotes civic and community engagement and experientially connects the classroom with the workplace) ● Interdisciplinary (is an example of robust interdisciplinary collaboration that will result in diverse perspectives through synergistic urban and rural learning) ● Inclusive (will enhance networks and pathways through which students can access experiential and workplace opportunities, both from UM to rural communities and from rural communities to UM) ● Inquiry (will allow students to engage in learning activities and opportunities that spark or deepen their curiosity and creativity, provide the tools for inquiry and research, connect classroom and workplace learning, and help them evaluate the potential impact of their findings with different audiences) ● Innovation (will foster accessible and flexible programs of study in which students can study and engage with large-scale challenges in rural development) ● Internationalization (through research and connection with local and international experts, the initiative will drive efforts and awareness, understanding, and exploration of complex, systemic challenges in Montana's rural communities and rural communities across the globe)
Connecting to future	The UM Collaborative Rural Residency Initiative will help create a more interdisciplinary, inclusive, and innovative future at both UM and in Montana's rural communities.

Details:	The UM Collaborative Rural Residency Initiative will send interdisciplinary teams of faculty, students, and staff to rural communities to learn, serve, and research for a semester. All members of the team will continue to participate in classes and work at UM via remote technology (e.g., Microsoft Teams, Zoom, email, Slack). But a substantial portion of their workload will be devoted to engaging with individuals, businesses, and agencies in the rural community. Teams will do the following: ● learn about barriers and resilience across sectors (legal, employment, social, health, housing) by talking to individuals, businesses, and agencies, and by researching and extending existing data; ● volunteer in the community so UM knows the community better and the community knows UM better (this could take various forms, including serving in existing volunteer operations, providing free classes to the public, providing free legal clinics, and more); ● collaboratively develop lines of inquiry to explore issues in areas of faculty expertise, student curiosity, and community need; ● based on research, lines of inquiry, expert advice, and community feedback, develop initiative(s) to drive awareness of systemic challenges for rural communities and explore and operationalize innovative solutions for those challenges; ● based on research, lines of inquiry, expert advice, and community feedback, develop initiative(s) to drive awareness of and learn from rural strengths and support resilience and sustainable development in the unique context of each community; ● hold multiple online meetings involving experts at UM and beyond, both academic and professional, both national and international, on issues of important to the rural community; ● regularly interact with local experts and provide opportunities for local providers of various services to connect with experts at UM and beyond, supporting and furthering their ability to serve their community; ● during the semester, regularly communicate observations, stories, data, and lessons to both the rural community and UM community using diverse media and publication outlets; ● hold multiple post-residency online meetings with key stakeholders in the rural community to further initiatives started and grown out of residency. This initiative would be made possible through faculty and staff salaries and contracts, which would be paid as usual while those faculty and staff were in residence; where possible, rural community donations of housing, office space, food, and access to cultural experiences during the residency; private donations; and grant funding where available.

22. Global Learning for All	
Brief Description:	Committed to educating the next generation of problem solvers and change makers, the University of Montana is working towards Global Learning for All—a goal aiming to provide 100% of our undergraduate, graduate, and professional students with global learning opportunities that change their lives and our world. To achieve Global Learning for All, we also look beyond the curriculum to infusing global education into co-curricular, extra-curricular and other local experiences in which students are already engaged.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	As our world becomes more interconnected, our job market becomes more global, our knowledge crosses more boundaries, and our well-being relies upon interdependence—so, too, must the education of our students. (See UC Davis—Global Education for All initiative as example). This SI responds to the growing trend to provide equal access to global learning to all students through virtual and hybrid options in addition to mobility options. Virtual global learning is an accessible, economical, and scalable way to imbed global learning within existing face-to-face, hybrid, or fully online courses and experiences. (See SUNY COIL Center and the Forum on Education Abroad Online Global Learning Experiences)
Design Principle(s) that this SI aligns to:	The Global Learning for All SI connects to every design principle: ● Impact ● Interdisciplinary ● Inclusive ● Inquiry ● Innovation ● Internationalization
Connecting to future:	The University of Montana is committed to Global Learning for All of our 10,000 students—the next generation of global problem solvers and change makers. We're aiming to build upon existing opportunities while creating new ones so that global learning experiences are accessible and are tailored to meet the diverse needs, academic pursuits, personal commitments, and professional interests of students.

Details	Our students are developing skills needed to succeed in this interconnected world through global academic, experiential, and leadership opportunities such as:
	- study abroad, - internships, externships, and traineeships, - virtual international collaborations, - hands-on learning and research that take on global challenges in our backyard and beyond, - living and learning communities that connect culturally diverse students with each other and the resources of our global campus, - and more. Global learning transcends a single course or a single experience as it is acquired by undergraduate, graduate, and professional students through multiple and cumulative experiences. Global academics: - E.g., globally oriented capstone projects, theses, and dissertations; study abroad and away; globalized courses and collaboration Global experiences: - E.g., community engaged service learning; global research; internships, externships, and traineeships Global living and leading: - E.g., global living and learning communities; campus programs and clubs; and global learning events and activities Global awareness: - Students examine actions and relationships that influence global systems from multiple perspectives, analyzing how complex systems impact themselves and others. Global diversity: - Students explore complex dimensions of diversity, equity, and inclusion around the world, including language, culture, and identity. Global action: - Students create strategies to apply knowledge, skills, and abilities to collaboratively and equitably foster global well-being and resilience.

23. International Student Recruitment	
Brief Description:	This initiative seeks to create a diverse, inclusive, and global student body at UM. By recruiting international students and prioritizing program mobility and international partnerships, UM will help students develop the requisite

	global awareness for effective civic and professional engagement.
Signal(s): Factors that are shaping higher ed and signaling a potential need or opportunity for this SI.	Learner Demographic Trends ● Unfavorable demographics in traditional 18-22 y.o. in East Asia ● Large and growing traditional 18-22 y.o. populations in the global south Costs and Accessibility/Global competition in higher ed ● High costs of study in the U.S. leading more students to explore lower cost options in home region ● Growth in English-medium higher ed options in Asia and Europe ● UK, Australia, Canada, Cyprus, Malaysia providing more affordable English-medium education options, co-curricular and employment options Adult Learner and Employer Needs ● Adult learners looking for shorter-term study options with employment/professional development pathways, graduate or post-baccalaureate program leveling options, opportunities to develop global personal and professional networks, ● Global employers looking for highly skilled entry-level workers in key STEM areas (Computer Science, Cybersecurity, Biochemistry) Tech Tools <-> Ways of Engaging ● Dominance of global mobile and messaging systems in all areas (education, commerce, banking, media) ● Internet not always stable in many regions of the globe, many communities don't have stable infrastructure for reliable internet access
Design Principle(s) that this SI aligns to:	● Inclusivity ● Innovation ● Inquiry ● Internationalization ● Impact
Connecting to future	UM already has the potential to provide the kinds of academic and professional training experiences that are in demand globally. By listening to and addressing the needs of prospective international students and partners, especially in the global south, UM can develop truly innovative, attractive and affordable program options, both on campus and online, that will in turn strengthen the institution's ability to meet its broader goals around accessibility, diversity and inclusivity.

Details	Prioritizing international student and program mobility would increase the presence of international students on the UM campuses, enhancing student diversity and contributing to the whole-person education of everyone on campus. Recruitment of international students would include increased and targeted marketing of UM programs in locations where there is demonstrated student demand. Engaging on-the-ground recruitment partners and agencies to help with recruitment will allow UM to build strong relationships and build name recognition in these markets. These relationships can be important in providing a good experience for prospective students and families at any time, but especially during global political or public health disruptions such as we've experienced with the COVID-19 pandemic.
	This initiative would also include cooperation with other non-U.S. institutions of higher ed to develop key dual degree or certificate programs or direct transfer programs that leverage both institutions' strengths and that can enhance the academic and career options for students. Institutional partners who are invested in cooperative programs may also have resources that they could make available to UM students and faculty, increasing UM effectiveness and impact. Program mobility, such as direct transfer programs, can also allow UM to partner with other U.S. institutions. By working to provide a seamless student transfer process, UM and partner U.S. institutions can enhance international students' experience of the U.S. and their knowledge of U.S. institutional, social and cultural diversity.

B. Summarized Design Principle Feedback: Survey Results

Responses: 9 faculty; 7 staff; 2 Community members

General feedback: (2 responses)
- Use all nouns or all adjectives. "impactful", "International", "innovative", "Inquisitive" (for all adjectives) OR "Interdisciplinarity" and "Inclusivity" (for all nouns)
- Campus has had several iterations of this type of exercise over several years and each has led to cuts. Some expressed hope that the purpose and outcomes of this committee will do more than justify an agenda the administration plans to carry out.

Internationalization: (6 responses)
- Overall encouragement for including this as a design principle. Great opportunity to bring diverse disciplines together. (4 responses)

- Serious concern that the institution isn't serious about internationalization, given talk of retrenchment in World Languages and Cultures. (1 response)
- Especially important to strengthen in a time when politics and the pandemic are challenging. (1 response)
- Need to engage all students, regardless of background; can include on-campus opportunities. (1 response)
- Should leverage institutional knowledge of faculty/administrators who have been here a long time to better understand why several academically successful international programs no longer exist. They can provide insight into decline and how trends might be reversed. (1 response)

Inclusive: (6 responses)
- Editorial suggestions: In the first sentence, change "benefits" to "benefit" and, in the second bullet, we should list all protected classes.
- Montana's Constitution includes a commitment to Indigenous "cultural integrity." It states, "The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity." We need to move beyond "inclusion" and include something specific about this in the design principles. (1 response)
- Women need to be taken more seriously on this campus. (1 response)
- Appreciate forthright identification of racism and sexism. (1 response)
- Key issues are missing: power and privilege; name up front the need to hold administrators accountable for enacting principles of DEI; mention and identify means of accountability to BIPOC communities; link diversity goals to budgetary expenditures.
- UM must establish better infrastructure for accessibility; some units have done amazing things with limited resources; need budget and staffing committed to this. (1 response)

Innovation: (3 responses)
- Need to focus on distance learning. Covid-19 has forced this, but the need will continue. (1 response)
- Need good tech (audio/video, wifi, AI) so we can collaborate effectively with the outside world from on campus. (1 response)
- Add problem-based learning to language in the innovation section. Classes across our institution can employ this type of learning for 2-3 weeks or more during the semester. (1 response)

Interdisciplinary: (2 responses)
- Overall concern about budget model, SCH, narrow metrics, barriers to co-teaching and teaching across disciplines, as well as research outside each unit. (2responses)
- Show more appreciation of the contributions of many disciplines to addressing societal challenges. (1 response)

C. Summarized Design Principle Feedback: Themes from Charrettes

General Themes:

- Need for an environmental scan of UM
- Develop clear external communications related to employability and academics
- Need an internal communications platform to breakdown silos
- Become a welcoming place for all
- Need new curriculum forms and formats
- Normalize international activities
- Prioritize activities that build engagement and community
- Solve our structural and cultural problems around interdisciplinarity

D. Summarized General and Vision Feedback: Survey (Fall 2020)

Narrow down to a more focused set of Strategic Initiatives.

Comments on this theme raised concerns that we would spread ourselves too thin by trying to push forward in so many directions:

- Effective strategies consider not only what the organization can do, but also what the organization chooses not to do.
- Prioritization is important, as is attention to detail.
- The future of the institution depends on serving students. The student experience should be prioritized, particularly in terms of enriching classroom experiences.

UM's physical location is important, and this should be reflected in Strategic Initiatives.

Comments on this theme thought the existing Strategic Initiatives could do a better job of articulating how they will be connected to Montana or the Rocky Mountain West, including our proximity to Canada:

- UM must consider a broader "Montana" perspective, both in terms of liberal-arts education and career-focused education.
- Montana shares a northern border with 3 Canadian provinces, and UM should explore new opportunities for recruitment and reciprocity agreements.
- Relevant Strategic Initiatives might benefit from articulating the connections between experiential learning in Montana and the PFA of "Partner with Place."

- UM should consider embracing a reputation of being the "Berkeley of the Rockies" (e.g., focus on critical thinking, creativity, global perspectives, commitment to social justice and equity).
- In terms of UM's research enterprise, we have opportunities to be creative and inventive about how we "partner with place" in western Montana. Montana-specific research can be a great service to the State of Montana and its people, as well as provide a unique draw to prospective students and mitigate competition with research focused in larger metropolitan areas (e.g., Southern California and East Coast).

UM's current systems do not encourage or incentivize collaboration across units or disciplines.

Comments on this theme raised concerns about how UM's current systems seem to dis-incentivize collaboration, particularly across disciplines. The theme was also echoing through comments about lack of productivity and efficiency due to unwieldy administrative systems that put barriers in front of both faculty and staff who would like to collaborate:

- Administrative hurdles make it difficult to offer co-taught classes, and to reward interdisciplinary efforts. We should remove structural barriers to interdisciplinary teaching, learning, and research, and find fresh ways for incentivizing these types of cross-disciplinary efforts. We should grow our interdisciplinary programs. The current SCH budget dis-incentivizes working across departments and colleges.
- We need to better facilitate, encourage, and reward/incentivize collaboration.
- We need greater and improved dialogue around how we can make improvements to the programs we offer. We need to develop frameworks to implement solutions more quickly and efficiently.
- Amazing collaborations could result by finding new ways to incentivize interdisciplinary teaching, learning, research and mentorship. Under the current model, individual units are in direct competition.
- We can also expand partnerships with other educational institutions, which can improve the competitiveness and scope of offerings provided to students. UM can also then leverage its unique strengths across a broader market.

Why do the Strategic Initiatives lean so heavily toward job training and research and away from humanities and the arts?

Comments on this theme supported more balance in the Strategic Initiatives with respect to humanities and the arts. Some commenters expressed fear that UM would turn into a "trade school." Several raised concerns that UM would lose its identity if new initiatives leaned too far away from a liberal arts education:

- We should be cautious about treating higher education as a jobs-training program, and lose sight of the value in expanding human knowledge through exploration and discovery. The arts and humanities play a significant role in a well-rounded education.

- Particularly if UM wants to support and sustain democracy, investments in the arts and humanities should be bolstered and not reduced. We have a role to play in educating the future leaders of America and the world, and that effort goes beyond measurable job outcomes. General Education requirements are not enough here; a robust liberal arts education should be foundational to UM's mission and values.
- We do not want UM to become a trade school. We must also emphasize the importance of critical and creative thinking.
- We must be deliberate in disrupting the patterns of racism in Montana.
- Mentorship programs in the arts and humanities can help to integrate a liberal-arts education with career readiness. Mentoring students to become better thinkers, collaborators, and artists can contribute to the greater good of society. Humanities and the arts, and not just the sciences, have a significant and important role to play in solving some of the grandest and most pressing challenges of our present and future.

E. Signals Table

	Learner Trends and Behaviors	Institutional Impacts & Responses	External Environment (employers, society, government, research funding)
Learner demographic trends	- Unfavorable demographics in traditional 18-22 y.o. - Erosion of perceived value/relevance of 4-year degree by high schoolers - Majority of high schoolers believe purpose of 4-year degree is as a path to a career but are not convinced it delivers that outcome or lack understanding of potential career paths - Erosion of perceived value/relevance of 4-year degree by parents	- Declining enrollment at UM and many other institutions across the country - Closure of small liberal arts schools - Strong enrollment growth at online institutions emphasizing employment outcomes: - Western Governors University (WGU) has grown enrollment from 43,000 students (2013) to 120,000+ (2020) - Southern New Hampshire University (SNHU) also focuses on aligning with employers and has experienced similar growth –- 33,000 FTE in 2013 up to 130,000 in 2018 - Emergence of badges, micro-credentials - Emergence of alternative learning paths and programs (Google and other corporate training, bootcamps etc.)	- Employers increasingly not valuing a major as a sufficient signal of capability - claiming graduates are not prepared for the workplace - Disconnect (miscommunication?) between employers' value of liberal arts "skills" and perceived value of liberal arts degrees. - Employers place greater value on liberal arts + workplace skills than either on its own - Threat to federal/state funding due to perception of declining higher ed value in some legislative groups. - Strong interest from employers (gov't, non-profit and business) in collaborating (and investing) around career awareness, career readiness and career progression - COVID is accentuating this signal - The demographics of the US are shifting from majority white to predominately BIPOC, and this is carrying into higher education.

Retention & persistence	• Low retention/persistence is further evidence of students not understanding or believing in value of degree	• Retention Challenges	• COVID is accentuating this signal
Financial viability of higher education	• Lack of affordability of 4-year degree is impacting enrollment and retention	• Institutional Financial Crisis • SNHU committing to $10k/yr cost of a degree • Historical investment and fixed cost nature of buildings and physical/in-person extra-curricular experiences are a drag on the financial situation during COVID and in face of declining in 18-22 y.o. students • "Adult" learners place reduced value on these features. • Closure of liberal arts schools • Program growth, variety of learners, variety of learning modes places challenges on internal processes, systems and management coordination. Technology enablement and analytics is key • Institutions are creating more flexible pathways including online/asynchronous modes and stackable credentials	• Threat to federal/state funding due to declining tax revenues • COVID is accentuating this signal for learners, governments and institutions
Costs and accessibility	• Conventional models of 4-year education provide significant barriers with respect to accessibility, inclusion and diversity	• Continued investment and commitment to accessibility, diversity and inclusion • Institutions leveraging technology better manage the student experience	• COVID is accentuating this signal • BLM/Anti-Racism

Tech tools <—> ways of engaging	• Current/upcoming generation consumes information and learns differently - craves experiential learning and concerned about impact • Tech/YouTube generation expects on demand, engaging, easy to use learning and support platforms • COVID[JA3] has highlighted weaknesses in online delivery (relying on Zoom, WebEx and asynchronous LMS platforms) and lack of innovation in traditional classroom teaching	• Models such as the connected curriculum at University College London and University College Cork use "research" as a through-line to the undergraduate experience. • WGU focus on online "competency-based learning" • Many institutions investing in experiential learning, internships, co-ops • Minerva Schools "Forum" platform delivers strong learning outcomes	• "Subscriptions for everything" • "Google or YouTube the answer"
Adult learner and employer needs	• Adult (~over 25 y.o. learners) have strong interest in gaining/enhancing their education and skills • However, the majority are NOT seeking 4-year or graduate programs.	• Emergence of alternative learning paths and programs (Google and other corporate training, bootcamps etc.) • Emergence of badges, micro-credentials	• Strong interest from employers (gov't, non-profit and business) in collaborating (and investing) around career awareness, career readiness and career progression
Graduate programs	• Growth in certain (primarily professional/workforce oriented) graduate programs	• Challenges in grad student funding • Limited (shrinking?) academic path opportunities for Ph.D candidates	
Old and new program formats	• 4 year and graduate programs no longer equip individuals with everything they need for careers and personal journeys that now frequently include frequent and unpredictable shifts and changes	• Emergence of alternative learning paths and programs (Google and other corporate training, MOOCs, YouTube "learning", bootcamps etc.) • Emergence of micro-credentials and badging	• Technology, culture and other factors drive the need for many individuals to retool

	• Individuals develop new passions and interests that may or may not be work/career related		
Impact, stewardship, relationships	• Gen Y/Z Learners have a strong interest in making an impact	• As a state institution[CA4] we have a responsibility to have a positive impact on the state • And as a state institution we have a responsibility to uphold the commitment of the State of Montana to provide an education that 'develop[s] the full educational potential of each person.'Increasing recognition that many challenges require interdisciplinary collaboration • Opportunity to apply research and faculty/student expertise to community (business, gov't, non-profit) problems • Rapidly growing research enterprise at UM	• Global, technological, demographic and other forces are creating complex challenges that Universities have expertise to address and solve • Increasing recognition of the importance of education for "participatory readiness"[CA5] in society, democratic governance, and the world beyond the university • Strong indication from employers of needs with respect to graduates, workforce development • Grant funding and philanthropic organizations are focused on research that has "broader impacts"

F. Summarized Strategic Initiatives Feedback: Survey (Spring 2021)

Strategic Initiative	Feedback
ElevateU	Concern that students should not be required to have online profiles due to privacy issues
Calendar Innovations	No specific feedback
Career Readiness for Graduate Students	Some specific support, with a reminder that some grads seek a degree for self-enrichment.
Life Launch	Concern that the skills mentioned in this initiative should be introduced to freshman, along with Civics
"Earn While You Learn" & Alternative Pathways	Mostly concern about this one: • eroding the idea of liberal arts education • college teaching is not equivalent to high school teaching • irresponsible to allow students to fulfill general education credits in high school • will take student credit hours *away* from UM, which will not be compensated by additional enrollment • will undermine the value of the BA degree
The 65-year Subscription	Some specific support (with no specific comments). Concerns: • instructors are overburdened and should stay focused on retaining undergrads and building grad programs • how would subscribers' student credit hours be counted?

	• not a reliable source of income because when the economy tightens, people will just cancel the subscription • model favors wealthy/elite—students will be paying much more for the same course, which will build resentment, not loyalty
Career Readiness & Success for Alumni	No specific feedback
Alumni Master Classes	Some support, with a reminder that this must be incentivized for the instructors
Making a Difference Through Research	Some support for this initiative, with reminders that it must include humanities and the arts, not just science Concerns: • This focus on research does not acknowledge that high school graduates are hoping to enter the workforce—how does this connect with that? • Doesn't explain how this will lead to engaging and innovative pedagogy • What about the fiscal restraints that will impact grant procurement?
UM Summer Institute	No specific feedback
Liberal Arts for the Twenty-First Century	Support: • we should be investing in liberal arts and marketing the value of liberal arts education • "the boldest, bravest, and most inspiring idea" • we should be bolstering the College of H&S, not cutting it like other institutions are doing right now • cutting from programs that are important because they aren't meeting some financial outcome will lead to demoralization and undermine UM's mission as an educational institution • this would allow GenEd to be rethought and become the backbone of UM, with a contemporary twist

	• we should revitalize our commitment to provide a robust liberal-arts education to citizens of Montana in the face of budget pressures rather than taking the path of least resistance
Capstone Projects	Support, with caveat that students should be paid for the work they do in these capstones
Competency Based Course Outcomes	Concern: Does the Administration know most teachers *already* include 5 to 7 NACE competencies in every course?
Grand Challenges	Concern that the initiative lacks structure to make it meaningful to students (e.g., measuring outcomes, definition of success, what happens when a student is not interested in the year's grand challenge)
Confluence	Concern that the meaning of this initiative, including the name, is unclear
Align UM SPAC with Grand Challenges	No specific feedback
Operation Work Smarter	Concern that this would pull in resources rather than empowering a task force or committee
Empowering and Promoting our People	Support for this initiative, with emphasis on retaining quality employees with institutional knowledge and reducing the VPs and directors in favor of recruiting, retaining, and supporting front-line people at UM
Anti-Racism	Support for this initiative, with emphasis on disrupting patterns of racism in the state and ensuring administrators are educated on the issues
Career Awareness & Industry Partnerships	Support, with the reminder that faculty need to be engaged with the industry for which they are instructing students (faculty can become isolated from the industry)

UM Collaborative Rural Residency Initiative	Support, with reminder that this would require resources
Global Learning for All	Support, with no specific feedback
International Student Recruitment	No specific feedback

G. New Ideas for Strategic Initiatives:

- Focus an initiative on recruiting international students for short master's programs. For undergrads, emphasize small class sizes and personal interactions. We could make up in international fees what we lose in undergrad fees.
- The new Chief Diversity Officer (CDO) position should oversee both HR and OOLD.
- Develop an Urban Forestry and Arboriculture program in the School of Forestry and Conservation and Missoula College. With urbanization and climate change being two major issues facing students today and in the future, the skills and knowledge of this program would be complementary with the current programs offered along with giving students many career paths and opportunities for research that will have a major impact on our world. With the diverse and practical skills that this program would bring, along with working in an exciting and rapidly advancing field, I feel that such a program would have a strong impact on increasing enrollment.
- UM should consider mandating that each program evaluates and reports on their offerings and progress compared to other similar programs in our region.
    - UM might consider requiring each program, school, and/or college to publish annual reports on their successes and progress. These reports could hold programs accountable to key stakeholders, including the citizens of Montana, and also provide opportunities to curate, reflect on, and highlight the amazing success stories that transpire on campus each year.
- University of Montana eSports Arena Initiative
    - *Montana's First eSports Arena* With the collaboration of various departments on campus it would be possible to run a student driven eSports arena. As you may know eSports is at its base form competition through video games and many if not a majority of students and prospective students of the University of Montana play video games. Similar to a traditional sporting location, much of competition can be enjoyed in person with revenue streams attached in various forms. (Ticketing, Concessions, Sponsorship and Ad Revenue)
    - *A University-Wide Collaboration* As with the University of Montana's eSports program, the skills required to set up, manage, and successfully run an eSports arena are extremely broad. From a competition and equipment level,

information technology solution professionals and students are required for equipment and network infrastructure. Film and Lighting departments bring the competition into the public eye. Media arts and marketing produce assets both on the actual broadcast of competitions held in the area as well as for promotions of the arena itself. The health and wellbeing of the competitors would require sports psychology, nutrition, traditional sports coaching and many more. This list can go on and on but fundamentally as a tool for revenue as well as student engagement and learning the University of Montana eSports Arena Initiative would be extremely innovative for not only the University of Montana but for modern collegiate eSports. The University of Montana eSports program runs on diversity and inclusion before competition not as an afterthought.

H. Summarized Strategic Initiatives Feedback: Workshops (General)

More specifics are needed regarding implementation and operationalization:

- Each initiative requires revenue and resources. Initiatives should include a plan for what the funding and revenue stream would be.
- Initiatives should take full advantage of similar or related current practice, experience and efforts, and/or define how they would affect current related programs and practices.
- Concern that initiatives would leave our current students behind (particularly the career readiness but also confluence/noncredit initiatives)

Concern was expressed that the work of the UDT is just another exercise in futility, like so many that have preceded it. This reinforces the importance of linking UDT work to past strategic planning efforts, including through PFAs.

It is not clear how we would define or assess the success (or failure) of implemented initiatives. This is important because we need to make immediate and effective changes, and we need to have the agility to evaluate outcomes and alter course if changes that we implement are not as effective as planned.

- The 65-year subscription initiative might need 20 to 40 years to play out.
- Specific concerns with how to assess Grand Challenges.

There are too many initiatives, and they vary too widely between relatively minor efforts to big, bold ideas.

- UDT or the UPC must focus and prioritize the initiatives.
- One or two of the bold initiatives could serve as umbrella initiatives for several other initiatives.

I. Summarized Strategic Initiatives Feedback: Workshops (Specific)

The UDT held 4 workshops that focused on SIs clustered around the first 4 PFAs.

Workshop 1 - PFA 1: Place Student Success at the Center of All We Do

	Strengths	Weaknesses & Concerns	Opportunities

Career Readiness (4 initiatives)	• Career readiness is certainly an interest among parents of prospective students.
	• Potential to charge alumni for career services and counseling.
		• None of these initiatives could be successfully implemented with current staffing levels.
		• Faculty mentors (current model) would need additional training.
		• Many such programs are being offered already to some degree, but lack resources.
		• It is not clear that we know where our alumni are or what their needs are.
			• Organize around affinity groups (e.g. pre-law, pre-med, other interdisciplinary areas) as broader umbrellas rather than departments or programs.
			• Develop as a spoke and hub model with centralized advising and distributed professional mentoring.
			• Be sure to make this visible and accessible to students; Better connect the various resources and make students aware.
			  ○ Have a career office in the UC.
			  ○ Sponsor career events.
			• Alumni career services might be combined with continuing education programs

Calendar Innovations	• Support for different start/stop times within a regular/traditional	• The relationship between the proposed flexible calendar and	• We should focus on serving students with different learning

	semester calendar (already possible) rather than multiple different semesters	different instructional modalities is not clear. ● It is not clear what problem the flexible calendar solves or if it really does help in any way. ● It would be counterproductive to try to condense classes down to too short of a time frame	*needs*, and remove language around learning "styles". ○ Jobs, family, etc. ○ Teaching to learning styles doesn't really work. ○ Traditional students appreciate a 15-week calendar but those with different life circumstances have different needs that might be addressed by a more flexible calendar.
Earn While You Learn and Alternative Pathways	● Paid internships will help to retain students, especially those with financial challenges	● We should not offload a lot of general education requirements on High Schools and suggest students can earn a college degree in 2 years. ○ Compressing the 4-year degree may trivialize our commitment to liberal arts and raises concerns around accreditation. ○ Might cannibalize current programs and reduce revenue	
The 65 Year Subscription	● There could be at least three audiences, but it would be important to define which is the target audience and not to try to do it all.	● Those in the third group (above) might go elsewhere for targeted opportunities and are not the best audience.	

	- People interested in arts/culture/fitness/dining, - People who might take a class here or there out of personal interest, - People who are looking to reskill for career development.	- Need greater clarity around what is included (the 4-year degree?) and what it would cost. - Not clear why this is defined as 65 years and not "lifetime."	
Alumni Master Classes	- This is a slam dunk. - This could be expanded to help find/provide employment for our students with alumni.	- Not particularly new or innovative (but could be expanded). - Already have alumni engaged in classes on an *ad hoc* basis. - Some departments (e.g. EVST, Arts and Media) are already doing this very well. Implementation should benefit from their experience.	

Workshop 2 - PFA 2: Drive Excellence and Innovation in Teaching, Learning and Research

	Strengths	Weaknesses & Concerns	Opportunities
UM Summer Institutes	- This has great potential on this campus - Could be a good recruiting tool/mechanism	Would need a funding model that does not exclude low income students	- Might be better run as a program to take this on the road to the students. - Cheaper and more accessible for students.

			○ Perhaps not as strong a recruiting tool.
Liberal Arts for the 21st Century	● Faculty, both H&S and Professional Schools, expressed significant enthusiasm and recommended that this be first on the agenda for prioritization and investment. ● This would put general education and liberal arts at the heart of the university experience, rather than relegate it to just another stepping stone. ● There should be opportunities to fundraise around the Humanities Institute and/or Global Leadership Initiative (GLI). ● This was considered a bigger, bolder initiative than some others.		● Could be an umbrella initiative for other initiatives, such as Capstone, Research, and/or Grand Challenges, and potentially other initiatives
Competency Based Course Outcomes	● Good idea that would be easy to implement.	● Need to be careful that we balance skills-based competencies with the liberal	● Initiative should consider ways that staff could contribute to teaching.

	● Good for employers to see the skills students have mastered.	arts/humanities "competencies."	● Faculty training via OOLD would be necessary.
Grand Challenges		● This would be difficult to implement. ● Should be long term commitments/efforts and not a new challenge each year. ● Not clear how we would measure or assess success. ● We would need to use care in selecting grand challenges so that we don't choose something we have failed to address ourselves as an institution (e.g. anti-racism).	
Confluence	● The interdisciplinary focus is good.	● Need better definitions/explanations of what this is and how it serves students, employers, others. A different, more descriptive, name might help. ● It is not clear how this would be different from what we had in SELL. ● The initiative proposes a dedicated foundation officer.	

		It is not clear that this is warranted relative to other programs that currently lack such support.	

Workshop 3 - PFA 3: Embody the Principle of Mission First, People Always

	Strengths	Weaknesses & Concerns	Opportunities
Operation Work Smarter	- Huge need for improved and streamlined technology on campus. - It would be helpful to have a centralized place to ask questions and problem solve.	With dwindling staff, faculty are overburdened by advising and administrative tasks; in that context, we must be mindful of gender equity as well.	- We need straightforward ways to facilitate co-teaching and interdisciplinary teaching. - More training would be helpful for faculty advisors. - Staff flexibility and cross-training are excellent ideas to ensure continuity of operations and efficiency. - Perhaps a group of "problem solvers," with on-the-ground knowledge (i.e., separate from upper administration), could be formed to think critically about how we can best tap into employees' skill sets and improve efficiency on campus. It may be helpful to connect

			faculty and staff senates on occasion
Anti-Racism			- Expand opportunities for campus and engagement and training on anti-racism and anti-bias. - Consider creating college-level DEI committees.

Workshop 4 - PFA 4: Partner With Place

	Strengths	Weaknesses & Concerns	Opportunities
General	- Opportunities for experiential learning and involvement with local nonprofits and businesses are exciting. - Partnering with local businesses creates mutually beneficial connections between campus and community		
Career Awareness	Most are in support, but the initiative should be driven by workforce needs in Montana and creating learning		- UM should be intentional in developing partnerships with the workforce. - The target audience should not be limited to high school;

	opportunities for students that respond to those needs		it would be a missed opportunity to overlook middle and elementary students. ● How can we effectively build partnerships with the workforce to foster authentic and mutually beneficial experiences for students and businesses? ● How can we best train students to be attractive employees?
Rural Residency	● Liberal arts principles, such as critical thinking, in combination with applied experiences, can set UM apart in terms of its value proposition and contributions to local communities. ● Preparing students for careers and creating well-rounded citizens are not mutually exclusive. ● Remote teaching and learning provide opportunities to engage new populations of	● The rural/urban divide is significant in Montana, with a wide range of world views. ● Rural communities may view a 4-year degree differently than urban communities, and many jobs in Montana do not require a 4-year degree.	● Agriculture plays a significant role in Montana's economy, and there are exciting opportunities to expand existing UM programs that engage students in farming and ranching.

	learners, including from rural communities.		
Global Learning	• The initiative values and promotes meaningful cross-cultural experiences that provide students with opportunities to engage directly with other people and places. • Virtual exchanges open doors to more students	• Students still have some apprehension about virtual exchanges	• How can we leverage and improve upon successful cross-cultural programs that already exist at UM? • New opportunities are emerging at other universities to study less-common languages; could this be an opportunity for UM?
International Recruitment	• Visiting international faculty could be featured more prominently in campus lectures and events. • Inter-departmental partnerships could help us develop greater cultural competencies.		

J. UDT Glossary of Terms

Signal: a signal is a flicker of the future. This term is often referenced in with a quote from novelist William Gibson: "The future is already here—it's just not evenly distributed." Looking for signals can help us anticipate opportunities to innovation. (Link to signals chart on UDT website: https://www.umt.edu/president/udt/signals.php)

Design Principle: a design principle guides our choices about how to carry out and evaluate UM's mission, vision, and priorities for action. The design principles have also served as guideposts in drafting strategic initiatives. When used to guide decisions, these principles will help everyone in UM's community (from administration to faculty to staff to students) move in the same direction. (Link to elaboration on UDT website: https://www.umt.edu/president/udt/principles.php)

Strategic Initiative: A strategic initiative is set of actions for achieving UM's vision and mission in alignment with our design principles and UM's five priorities for action. (Link to elaboration on UDT website: https://www.umt.edu/president/udt/initiatives.php)

Priorities for Action: UM's five Priorities for Action (PFA) were developed to attend to our accreditation requirements in 2018, and they have defined the University's targeted areas of action since. Because the University's accreditation is interlinked with the Priorities for Action, the strategic initiatives recommended will be implemented through each of the different PFAs. (Link to PFA website: https://www.umt.edu/president/strategicinitiatives/priorities-for-action.php)

K. UDT Members

Co-Chairs
Adrea Lawrence, Dean of the Phyllis J. Washington College of Education
Paul Gladen, Director of AccelerateMT and the Blackstone Launchpad

Members
Brad Allen, Professor, School of Visual and Media Arts
Justin Angle, Associate Professor, Department of Management and Marketing
Claire Arcenas, Assistant Professor, Department of History
Charity Atteberry, Director of Student Services, Alexander Blewett III School of Law
Doug Emlen, Professor, Division of Biological Sciences
Ethan Hanley, ASUM Business Manager
Kirk Lacy, Vice Provost for Two-year Partnerships (May 2020-March 2021)
Maricel Lawrence, Executive Director of UM Online (May 2020-March 2021)
Nathan Lindsay, Vice Provost for Academic Affairs

Jeanne Loftus, Director of the Global Leadership Initiative
Hilary Martens, Assistant Professor, Department of Geosciences
Libby Metcalf, Professor, Department of Society and Conservation
Jacinda Morigeau, Academic Coordinator, Upward Bound (May 2020-December 2020)
Chris Palmer, Professor, Department of Chemistry
Brian Reed, Associate Vice Provost for Student Success
Megan Stark, Professor, Mansfield Library (May 2020-December 2020)
Hila Tzipora Chase, Doctoral Candidate, Division of Biological Sciences (June 2020-December 2020)
Hillary Wandler, Professor, Alexander Blewett III School of Law
Julie Wolter, Professor, School of Speech, Language, Hearing and Occupational Sciences

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