

University of Montana Diversity, Equity, and Inclusion Plan

Preamble

The Association of American Colleges & Universities describes inclusive excellence as a proactive effort to “address diversity, inclusion, and equity as critical to the wellbeing of democratic culture” and as “an active process...to achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.”¹ Inclusive excellence is not just a strategic goal at the University of Montana (UM) but also an ongoing moral imperative, an ethical obligation, and a matter of institutional survival. Because our success depends on the degree to which we cultivate an accessible, inclusive environment, this plan nests under and directly supports UM’s Priorities for Action and the objectives outlined in UM’s Annual Playbook.

This plan also reflects a humble understanding that long before the University of Montana existed, education and stewardship took place on the land upon which the University sits. UM is in the aboriginal territories of the Salish and Kalispel people, a number of whom are our colleagues, students, and friends. This living plan is one expression of our commitment to honoring the path they have always shown us in caring for this place for generations to come.

As a public-serving institution committed to access and equal opportunity, UM must be designed for an increasingly diverse student body and workforce. This deliberate design will improve UM while enabling us to foster inclusive prosperity for all, a goal that is inextricably linked to UM’s aspiration to be a flagship for the future. In touting our commitment to empowering students as future-ready graduates, we also commit to shaping UM with a changing future in mind. Trends indicate that by 2027, 49% of graduating high school seniors nationally will be students of color while some projections predict that by 2036, that number will rise to 57%.^{2,3} UM has a role to play in proactively preparing our community for this future. In doing so, UM will provide a more vibrant, impactful expression of public higher education’s promise.

¹ Association of American Colleges and Universities. (2018). Diversity, Equity, and Inclusive Excellence. <https://www.aacu.org/resources/diversity-equity-and-inclusive-excellence>

² Association of American Colleges and Universities. (2017). Committing to Equity and Inclusive Excellence. <https://www.aacu.org/publication/committing-to-equity-and-inclusive-excellence-a-campus-guide-for-self-study-and-planning>

³ Western Interstate Commission for Higher Education. (2020). Knocking at the College Door: Projections of High School Graduates. <https://www.wiche.edu/wp-content/uploads/2020/12/Knocking-pdf-for-website.pdf>

Meanwhile and nationally, disparities persist in college access, enrollment, and completion, even after decades of policy and programmatic work aimed at eliminating the gaps.^{4,5} These equity gaps prevent higher education from fulfilling its promise. Slow meaningful progress in addressing enduring issues of bias and hate contribute to frustrations nationally, here in Missoula, and on the UM campus. We must do better by taking an aggressively introspective approach to identifying the equity gaps unique to our institution, flagging the policies and practices that contribute to these gaps, and implementing new policies and practices that will bridge them. Accomplishing this requires that we embrace the twin perspectives of the way things are and the way things could be.

Language

UM's Diversity, Equity, and Inclusion Plan (DEI Plan) seeks to be intersectional in its definition of "diversity," acknowledging that the intersection of personal and social identities contribute to each individual's experience of the world. Discussions of diversity and equity should not exclude any particular identity-based group. At the same time, also recognize that particular groups may at particular moments experience greater and more urgent barriers to equitable outcomes, leading us to guard against historically trenchant forms of oppression such as ableism, racism, and sexism. For example, knowing that racism has consistently been ignored or underemphasized in predominately white institutions, we explicitly call out our commitment to communities of color. This does not mean we are not committed to combatting other forms of oppression but rather that we recognize the gravity and pull of historical systems and their impacts today.⁶

We take a broad approach to diversity, equity, and inclusion. With an intersectional lens in mind, this plan uses several common terms worthy of definition upfront:⁷

- **Diversity:** Representation of all the different characteristics that make one individual or group different from another
- **Equity:** Evaluating systems and institutions to identify and remove biases in the distribution of opportunities and resources
- **Inclusion:** Ensuring differences are welcomed, different perspectives are respectfully heard, and every individual feels a sense of belonging
- **Underrepresented/Underserved:** Those who are disproportionately lower in number in the university or organization, relative to their number in the general population. They also, historically or currently, have received less attention, resources, and status than others with more power and privilege, resulting in patterns of exclusion and unbalanced difficulty in obtaining social and economic prosperity or other social benefits, such as education.

⁴ Carnevale, Anthony P., and Jeff Strohl, J. (2013). *Separate and Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege*. Georgetown University. Public Policy Institute, Center on Education, and the Workforce. Washington, D.C.

⁵ Perna, L. W., Finney, J. E., & Callan, P. M. (2014). *The Attainment Agenda: State Policy Leadership in Higher Education*. Baltimore, MD: Johns Hopkins University Press.

⁶ We acknowledge that diversity is inherent to internationalization, which is ultimately about integrating international, global, or intercultural content into all aspects of the teaching, research, and service functions of an institution. Ozturgut, O. (2017). Internationalization for diversity, equity, and inclusion. *Journal of Higher Education Theory and Practice*, 17(6): 83-91.

⁷ Definitions drawn from the Educational Advisory Board: <https://eab.com/research/strategy/resource-center/diversity-equity-inclusion-and-justice-initiatives-in-higher-education/>

Plan Development and Organization

This DEI Plan grows out of the thoughtful and multi-year efforts of many UM staff, faculty, administrators, and students. The Diversity Advisory Council (DAC) has played a historically vital role in influencing this plan, as its members have devoted countless hours over the years crafting and promoting multiple iterations of a plan for the university. In 2021, the DAC collaborated with UM administration to significantly revise the DEI Plan while also designing a mechanism for ensuring its implementation and on-going centrality to UM's future. What is included in this iteration of UM's DEI Plan represents our informed ideas at this moment, ideas that will benefit from additional voices, further research, and expert assessment. We will therefore revise the plan over time as we learn and include new perspectives and understandings in its design.

In developing this plan and in considering how we will embed it into the fabric of the institution, we were informed by both the Center for Urban Education's five principles for designing toward equity in higher education and the by the 7 Rs Framework. The 7 Rs Framework is rooted in Native American perspectives in higher education and provides an approach that prioritizes Respect, Relevance, Responsibility, Reciprocity, Representation, Relationship, and Responsiveness.⁸ The 7 Rs are threaded through the strategies and actions we've identified, and we hope that this framework will continue to inform our development of an inclusive UM that prioritizes equity, belonging, and justice.

Both the CUE principles and the 7 Rs Framework ask us to first be rigorously self-reflective. They invite us to see "inequity as a *problem of practice* rather than a *problem with students [or employees]*, emphasizing the responsibility of higher education institutions, faculty, staff, and leaders to eliminate disparities in educational outcomes and create equity for all."⁹ Specifically focused on rehabilitating educational institutions for the benefit of students, the CUE principles for equity-minded design provides useful guiding principles for our student-serving workplace.¹⁰ These principles will help drive our design work as we revise and update this plan, and as we take ongoing action.

CUE's Five Principles

Equity-Minded Practitioners, Practices, and Policies:

- **Are diversity- and specifically race-conscious** in an affirmative sense, and are committed to precision in naming the ways different people differently experience inequity;
- **Reflect an awareness of and responsiveness to the systemic nature of racial/ethnic [and other] inequities**, and acknowledge that inequities are structural and, in some cases, fossilized through long-standing, discriminatory practices and policies;
- **View inequities as problems of practice** and recognize individual and institutional responsibility in addressing them, emphasizing the importance of continual improvement and remediation of practices;

⁸ Kirkness, V. J., & Barnhardt, R. (1991). *First Nations and Higher education: The four r's - respect, relevance, reciprocity, and responsibility*. *Journal of American Indian Education*, 30(3), 1–15.

⁹ Malcom-Piqueux, L.; Bensimon, E. M. (2017). *Taking Equity-Minded Action to Close Equity Gap*. Peer Review; Washington Vol. 19(2), 5-8

¹⁰ The [Center for Urban Education](#) defines "equity-minded" the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices.

- **Rely on evidence to guide practice.** It is vitally important that we disaggregate data to identify root issues and design context-specific solutions. The American Council on Education stresses that to improve equity in higher education, we must “humanize the data by breaking it down to a small “N,” allowing for disaggregated cohort data that help us to see where specific cohorts may not be well-served by our current practices and policies;¹¹ and
- **Take action and responsibility** to eliminate educational inequities.

Organized by UM’s Five Priorities for Action, the DEI Plan outlines key institutional objectives, strategies, and actions. Under each PFA-aligned objective, we identify stepwise actions and those accountable for completing them. Also in support of this DEI Plan are a host of more narrowly focused plans that advance our DEI efforts and that will ensure progress under the various categories outlined. For example, the Excellence in Native American Education plan, the Electronic and Information Technology Accessibility Implementation Plan, and the action plans developed across various UM sectors define more detailed actions that will help move the institution toward a more equitable environment. Those plans nest under this institutional DEI Plan as concrete, expert-informed commitments to action.

Accountability and Communication

Action is possible only if equity-minded individuals use the authority afforded them to ensure progress and accountability by virtue of institutional practices rather than through the individual goodwill of a few. To ensure visibility and full integration into institutional efforts, the DEI Plan both informs and reflects UM’s annually updated playbook of institutional priorities. Ongoing review and updating of this DEI Plan are integrated into UM’s operating rhythm, ensuring we guard against overdependence on the goodwill of individual people and vulnerability to leadership changes.

By naming the accountable owners for specific actions, we also build senior-level buy-in to accomplish our goals while cascading our efforts and seeding responsibility among many stakeholders throughout the institution. These accountable owners will, on a regular cadence, report out on their progress, providing mid-year opportunities to problem solve and monitor efforts. The DEI Plan will be periodically updated to reflect progress, needed adjustments, and new commitments. Progress will be shared with the community on the UM Diversity website.

While some of the identified actions in this plan will be immediately feasible, others will take more time, capacity, and financial resources to implement. Because we aim to be aspirational and committed to long-range success, the plan includes not only immediately feasible actions but also actions that will require more time and financial support. By naming these, we hold ourselves accountable to the direction we want to head.

¹¹ American Council on Higher Education. (2018). *Viewpoints: Bringing Accountability to Life*. <https://www.acenet.edu/Documents/Viewpoints-Bringing-Accountability-to-Life.pdf>. These are the data that are “close to practice” representing “human needs in real time” and uniquely actionable. In fact, our student facing colleagues understand the power of this data best. They are the people who “interact with complex (and often confusing) administrative data systems in a humane rather than a bureaucratic way” and who are “are innovative and resourceful because they have a focus on responding to the student who is standing in front of them, a student who has an educational need that they can help meet.” These front-line practitioners must be regularly consulted with by the owners in this Diversity, Equity, and Inclusion Plan to ensure their voices are integrated into our planning. Theirs are the voices whose “ethic of care” can transform the institution.

And so, this Diversity, Equity, and Inclusion Plan attempts to shine light on disparities and on ways we can eliminate them. By integrating equity “as a criterion for assessment across all core institutional practices,” we will be better equipped to enact a “theory of change” that relies on the power of practitioner engagement” and meaningful data.¹² Embedded into UM’s five Priorities for Action and our strategic operating rhythm, this plan will guide our efforts to cultivate equity-minded, inclusive individuals across the institution who take daily, data-informed action in their work. Equity and inclusion will not be achieved through one person or office; rather, this plan aims to provide a blueprint for cultivating an equity-minded, inclusive standard across the institution.



¹² Bensimon, E. M., Dowd, A. C., Witham, K. (2016). *Five principles for enacting equity by design*. Diversity and Democracy, The Equity Imperative, 19(1).

Priority 1
Place student success at the center of all we do

Objective 1.1: Retain and support a diverse student population through strategic planning and assessment.

Strategy 1.1.1	Actions	Owners/Accountable Party
<p>Develop a holistic and comprehensive Student Success retention plan, informed by unit-level annual assessment results that inform promising interventions to promote underrepresented and historically underserved student persistence</p>	<p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Work with data office to update requested drop-down tabs in the equity dashboard to allow for disaggregated data • Review Housing data and Climate survey data to inform programming/service projects out of these data. • Develop DEI-B initiatives in support of graduate students and through the Graduate School <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Revisit programming model through Student Life/Branch Center to ensure sustainability and sufficient student support <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Using advisor-initiated EAB campaigns leveraging the Navigate predictive support model • Created Financial Barriers Data Dashboard (FBI) and communications plan with AISS and Tribal Relations Specialist, with support from Financial Education Program • Launched equity dashboard to track and develop strategies for improving historically underserved student outcomes – currently focuses on Native American populations but will be expanded to include other underrepresented students • Established Military and Veteran Services Office 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • Associate Vice Provost for Student Success • Associate Dean of the Graduate School <p>Supporters</p> <ul style="list-style-type: none"> • Advisors • Directors of Student Success units, e.g., Director of the Branch Center, Director of the Office of Disability Equity, Director of American Indian Student Services, Director of the Vets Office, Director of TRIO, ASUM, etc. • Student Athlete Diversity and Inclusion Committee • Curry Counseling Services

	<ul style="list-style-type: none"> • Implemented annual review of EAB Navigate data and developed Success Markers to inform advising practices • Administering regularly occurring assessments across Student Success units (see 1.1.2) • Created LGBTQ support group based on Climate Survey data. • Offering an LGBTQ focused section of COLS 194 	
<p>Strategy 1.1.2</p> <p>Conduct annual assessments to identify areas for improvement and to inform Student Success retention plan; ensure data is disaggregated to allow for a deeper understanding of differences in outcomes for underrepresented and underserved students</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Perform climate survey to inform improvements to military-affiliated students’ experiences • Administer UM Housing Survey in Fall 2023 • Refine and implement Peer Retention Programming curriculum • Track underrepresented student enrollment in 15 or more credits per semester. Conduct post priority registration course load audit each semester and communicate to students with fewer than 15 total registered credits. • Update Campus Pride Index • Present most recent Climate Survey results to key Student Success Offices to facilitate program design • Expand reach of Learning Assistants and mentorship of faculty teaching high DFW rate courses • Launch Healthy Minds statewide survey <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Launched equity dashboard to track and develop strategies for improving historically underserved student outcomes – currently focuses on Native American populations but will be expanded to include BIPOC students 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • Associate Vice Provost for Student Success

	<ul style="list-style-type: none"> • Implemented annual review of EAB Navigate data and developed Success Markers to proactively influence student academic progress • Launched EAB Navigate predictive model to inform intervention best practices • Tracking retention and graduation rates, by populations • Administering regularly occurring assessments across Student Success units • SARC administering Climate Survey (Safe Campus Survey) on a three-year cycle • MT10 students surveyed each semester • Office of Disability Equity focus groups conducted, leading to efforts to improve training on assistive technology • UM Housing survey administered Fall 2022 • Utilizing disaggregated racial/ethnic data of graduate students to engage more BIPOC students in cultural events and groups • Continuing to expand Learning Assistants program through Flagship Fund award • Using Flagship Fund award to support faculty teaching high DFW courses and to provide additional training • Developed DFW dashboard with relevant indicators to identify underrepresented students • Tutoring services in OSS regularly reviewing equity dashboard and other data sources to assess proportional utilization of available services. Based on findings, working with relevant campus student support partners and faculty to ramp up outreach and promotion of services to underrepresented and students and as well as to offer academic support services "where students are" • Developed peer retention programming and launched in Fall 2022 • Completed Campus Pride Index Fall 2022 with a 3.5 star rating 	
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<p>Strategy 1.1.3</p> <p>Maintain an updated Excellence in Native American Education Plan and develop a regular mechanism for tracking progress</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Update the Excellence in Native American Education Plan • Publish the Excellence in Native American Education Plan • Refresh the President’s Native American Advisory Council Membership and set FY24 goals <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Develop online learning modules for faculty and staff to provide education regarding tribal sovereignty and its implications for designing respectful partnerships <p><i>Completed and Ongoing Actions:</i></p> <ul style="list-style-type: none"> • Created an Excellence in Native American Education Plan • Established the President’s Native American Advisory Council • Hired a Tribal Relations Specialist to support campus progress on the Excellence in Native American Education Plan • Created the Indigenous Graduate Student Association • Secured philanthropic gifts secured for the Indigenous First-Year Experience, Kyiyo Pow Wow, MT AIMS, and several other mentorship and student support efforts • Established a seed endowment for the Kyiyo Pow Wow • Created the Excellence in Native American Education Fund to receive unrestricted philanthropic gifts that can be flexibly used to provide direct support to Native students and funding to various programs across campus that provide support and educational opportunities for Native students • Established Indigenous Research and STEM Education (IRSE) to support the advancement of Native American, Alaskan Native, Native Hawaiian, and First Nation students • Established Sloan program to cover gaps in funding to support Native STEM students 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Tribal Relations Specialist • Vice Provost for Academic Affairs <p>Supporters</p> <ul style="list-style-type: none"> • Director of American Indian Student Services • Chair of Native American Studies • Student Support units • Dean and Associate Dean of Graduate School
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	<ul style="list-style-type: none"> Added criterion for WRGP application to include programs seeking to diversify their application pool and induce recruitment 	
<p>Strategy 1.1.4</p> <p>Review all student-facing policies and/or procedures through a DEI lens</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> Finalize Branch Center handbook with student leaders Update and publish Student Code of Conduct Revamp speech activity policy and develop FAQ's and expanded web information <p><i>Future Actions</i></p> <ul style="list-style-type: none"> Create a smudging policy for the University <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> Established a procedure for student permission to smudge in the residence halls Created a policy and procedures review checklist that includes guidance on considering impact on underrepresented populations 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> Vice Provost for Student Success and Campus Life Associate Legal Counsel
<p>Strategy 1.1.5</p> <p>Review student-facing forms for gender identity inclusiveness</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> Develop a small cross-sector team to identify forms and steps <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p>	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> Vice President for Enrollment Vice Provost for Student Success and Campus Life <p>Supporters</p> <ul style="list-style-type: none"> Director of Admissions Registrar Director of Financial Aid Director of Branch Center



Objective 1.2: Retain and support a diverse student population through enhanced training and clear reporting options.

Strategy 1.2.1	Actions	Owners/Accountable Party
<p>Establish and continually support an Office of Inclusive Excellence for Student Success</p>	<p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Use quantitative and qualitative data to inform further development of a successful, welcoming environment in the Branch Center • Establish student leadership opportunities in the Branch Center that draw on principles of inclusion, welcome and good will • Refine Branch Center leadership position scope for sustainability <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Investigate second Branch Center position to expand support • Evaluate and restructure programming model • Invite campus experts to address campus training infrastructure <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Invested in graduate student position in the Branch Center • Invested in additional UM Allies position • Established an Office of Inclusive Excellence for Student Success • Established Bias Response Team (BRT); currently working to provide advocacy to students • Established a Branch Center student leadership team of representatives of identity groups to provide information that will help guide services and programs. • Refined student leadership model for Branch Center that is inclusive, welcoming, and effective 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • Associate Vice Provost for Student Success • Director of Branch Center

<p>Strategy 1.2.2</p> <p>Develop and deliver diversity, discrimination, and harassment training for students, faculty, and staff</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Refine and make broadly available faculty and staff trainings as delivered by Director of Equity, Empowerment, and Prevention • Explore creation of additional position to support faculty and staff training • Assess move of Bystander Training to online orientation modules. • Assess the in-person portions of Bystander training given core move to online summer orientation <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Providing anti-bias training each semester for ASUM senators • For incoming undergraduate students, updated primary prevention and awareness programming to include the following: <ul style="list-style-type: none"> *Bystander intervention strategies for preventing victimization *Discussion of how racism, sexism, homophobia, transphobia, ableism, and immigration status can increase vulnerability to sexual violence, and what research says about how and why people perpetrate sexual violence. 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • Associate Vice Provost for Student Success <p>Supporters</p> <ul style="list-style-type: none"> • Director of the Student Advocacy Resource Center • Director of Equal Opportunity • Director of Branch Center • Director of Equity, Empowerment, and Prevention • Student Athlete Diversity and Inclusion Committee • ASUM
<p>Strategy 1.2.3</p> <p>Provide easily accessed processes for students and employees to report grievances and discrimination</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Promote Bias Response Team for student reporting • Evaluate and define, as appropriate, relationships between various entities on campus who receive grievance and discrimination reports • Identify and establish training opportunities for staff who receive and/or respond to grievance and discrimination reports throughout the year 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • Associate Vice President for Conflict, Resolution, and Policy • Director of Equal Opportunity/Title IX • ADA Team • Community Standards

	<ul style="list-style-type: none"> • Launch a substantive sexual harassment training for all UM employees • Evaluate and update UM’s Discrimination, Harassment, & Retaliation Policy and accompanied Grievance Procedures pursuant to forthcoming Department of Education regulations • Establish the Office of Conflict, Resolution, & Policy, and applicable resolution options <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Continue to clarify and market role of the Bias Response Team • Differentiate and clarify reporting mechanisms for students and employees <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Established Bias Response Team to discuss student related concerns raised by campus community members; website launched • Offering 1-2 TIX trainings per month to employees • Tailored EO/TIX trainings for faculty chairs and deans • ADA/504 Committee is functioning as ADA Coordinator • Made barrier reporting form available online 	<p>Supporters</p> <ul style="list-style-type: none"> • Director of Branch Center • Director of SARC
<p>Strategy 1.2.4</p> <p>Create a name change case management system and process for all students (and employees)</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Implement process for Name Change for employees through Banner 9 Self Services to show preferred first name <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Implemented Name Change process for students to change their name in Personal Information, which triggers use of preferred name in Banner 9 and student’s email 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Chief Information Officer • Vice President for Operations and Finance • Associate Vice President for Human Resource Services <p>Supporters</p> <ul style="list-style-type: none"> • Registrar • Director of Financial Aid

	<ul style="list-style-type: none"> • Posted processes on Office of the Registrar and HRS websites to outline the process and to advise on where changes will and will not show up 	<ul style="list-style-type: none"> • Director of Admissions
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Objective 1.3: Retain and support a diverse student population through targeted achievement opportunities and hardship mitigation efforts.

<p>Strategy 1.3.1</p> <p>Provide timely access to resources that address students’ basic needs</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Coordinate and align university emergency funds processes <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Established an emergency grant fund to address emergent student needs • Established mini-grant program for MT10 students • Established a Basic Needs Agency in partnership with the Associated Students of the University of Montana • Established a sustainable process for distribution of emergency grants • Added Bear Necessities to the Navigate Alert and Referral network • ASUM moved from loan to grant emergency fund program 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • ASUM <p>Supporters</p> <ul style="list-style-type: none"> • Director of Branch Center • Tribal Relations Specialist
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<p>Strategy 1.3.2</p> <p>Build programming to ensure underrepresented students are connected to internship opportunities and career success activities (ElevateU); increase underrepresented student participation in career ready activities and programs</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Infuse career competencies into introductory courses and freshman seminars • Infuse career readiness into general education curriculum • Conduct DEI audit of ELCS materials and workshops <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Build specialized web-based career resources for underrepresented students <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Received philanthropic gift to support ELCS • By end of Fall 2023, \$200,000 awarded to support students pursuing unpaid internships • Developed specialized outreach materials and workshops for underrepresented students • Revised ELCS’s employer internship guide to include suggestions for creating equitable internship positions • Worked with the Data Office to capture baseline data about current underrepresented student participation • Worked with UM Athletic advisors to create more pathways for student athlete participation. • Created dashboard to track underrepresented student participation in high impact practice courses 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • Associate Vice Provost for Student Success <p>Supporters</p> <ul style="list-style-type: none"> • Director of Experiential Learning and Career Success • Director of Branch Center • Director of New Student Success • Advisors
<p>Strategy 1.3.3</p> <p>Promote existing cultural leave policy for students</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Disseminate cultural leave policy to faculty and students (traveling home, participating in customs and ceremonies, funerals of extended family and community) 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Faculty Senate • Provost • Vice Provost for Student Success and Campus Life

	<ul style="list-style-type: none"> Encourage reference to cultural leave policy in syllabi <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> Cultural leave policy published in catalogue 	<p>Supporters</p> <ul style="list-style-type: none">
<p>Strategy 1.3.4</p> <p>Increase participation of underrepresented students in UM’s hallmark academic programs (e.g., graduate programs, GLI, DHC, S.E.A. Change, Wildlife Biology, etc.)</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> Among prospective students, actively promote these distinctive programs at key events such as American Indian Higher Education Consortium (AIHEC) Conference, Society for Advancement of Chicanos/Hispanics, and Native Americans in Science (SACNAS) Conference, Kyiyo Pow Wow, etc. Develop DEI-B initiatives in the Graduate School Implement use of prospective student search resources to ensure visibility with and targeting of underrepresented populations, i.e., through paid media and content strategies <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> Began strategizing ways to use our prospective student search resources in ways that accommodate underrepresented populations 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> Vice President for Enrollment <p>Supporters</p> <ul style="list-style-type: none"> Director of Admissions Program directors and chairs Dean and Associate Dean of Graduate School
<p>Strategy 1.3.5</p> <p>Increase access to scholarship and waiver opportunities among underrepresented student populations (see PFA 5)</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> UM Foundation collaborate with executive leadership to articulate the case for need-based and unrestricted scholarships to campus leaders, alumni, prospective donors, and other stakeholders to foster greater understanding of and alignment around the importance of need-based 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> Vice President for Enrollment Management VP for Marketing and Communications CEO of UM Foundation <p>Supporters</p>

	<p>and unrestricted financial aid to efficiently meet the access needs of all students and especially underrepresented students</p> <ul style="list-style-type: none"> • UM Foundation and UM to deploy public messaging and enhanced fundraising efforts for need-based and unrestricted scholarships. <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Implemented Grizzly Promise to provide all Montanans who come from a family that makes \$50,000 or less with access to UM education tuition-free. • Implemented Payne Impact Scholars to support students with significant financial need but who fall outside the Federal Pell Grant eligibility. • Launched advertising campaign focused on Grizzly Promise and targeting Montana students and parents • Cultivation and solicitation of philanthropic gifts to support need-based scholarships is ongoing; the portfolio of need-based scholarship managed by the UM Foundation and providing support to students is growing 	<ul style="list-style-type: none"> • Director of Admissions • Director of Branch Center • Director of Financial Aid • Program directors and college personnel
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Objective 1.4: Retain and support a diverse student population through inclusive community-building and identity-based resources.

<p>Strategy 1.4.1</p> <p>Ensure student transition, orientation, and onboarding programs are designed with students from underrepresented and underserved populations in mind</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Fund graduate student participation in Stolen Waters Summit • Fund Indigenous Speakers Series through IGSA <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Add communicating across difference and free expression modules to new student orientation in summer 2025 • Increase the diversity in UM Advocates to better reflect student body • Develop online New Student Orientations for specific underrepresented student populations, including but not limited to transfer students, adult learners, and veterans <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Launched and assessing online New Student Orientation modules • Continuing the Keeping UM Connected working group to develop proactive ways to enhance student belonging and inclusion, including community engagement, wellness resources, and identity-based activities • Launched Griz Hub as a clearinghouse for opportunities to connect • Providing ongoing graduate affiliate group outreach and support • Established Native Griz orientation programming and Moving Camp for Native students and their families • Maintaining annual AISS, NAS, and Tribal Relations -supported cultural events (e.g., Cobell Day, Indigenous Peoples Day, AI Heritage Day, MMIW) • Funded RA positions to generate interest in a peer-to-peer mentoring program among Native graduate students 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • Associate Vice Provost for Student Success <p>Supporters</p> <ul style="list-style-type: none"> • Director of New Student Success • Director of Branch Center • Directors of Student Success units, e.g., Director of the Office of Disability Equity, Director of American Indian Student Services, Director of the Vets Office, Director of TRIO, ASUM, etc. • Director of Equity, Empowerment, and Prevention • Dean and Associate Dean of Graduate School
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	<ul style="list-style-type: none"> • Founded a Native American Graduate Student group at UM (IGSA) • Delivered Native Graduate Student Welcome Dinner • Funded Native writing support group via IGSA • Began affiliate group outreach: Asian Student lunch • Developed orientation programming specific for populations (e.g., Missoula College, TRiO, Native American students) • Updated Bear Tracks to ensure easier, more inclusive access to orientation tasks 	
<p>Strategy 1.4.2</p> <p>Invite students into conversations about gender equity through the S.E.A. Change Initiative programming</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Raise funds for S.E.A. Change programs • Integrate S.E.A. Change and Women, Gender, and Sexuality Studies internship opportunities • Implement Women’s Entrepreneurship and Leadership Lab Strategic Plan focused on six pillars <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Identify long-term funding structure for S.E.A Change • Foster collaborations between S.E.A Change and other campus programs <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Annually recruiting undergraduate students into the S.E.A. Change program • Annually placing S.E.A. Change students in paid internships focused on mentorship and gender equity • Annually hosting a one-week S.E.A. Change summer camp for 30+ high-school and middle-school students 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Director of S.E.A. Change Initiative • Director of W.E.L.L. • Dean of DHC <p>Supporters</p> <ul style="list-style-type: none"> • CEO of UM Foundation • Women’s Leadership Initiative Coordinator • Director of Equity, Empowerment, and Prevention • Director of SARC

	<ul style="list-style-type: none"> • Identify development officer whose portfolio includes helping to raise funds for S.E.A. Change • Expanded WELL programming: launched Women's Entrepreneurship and Leadership; secured grant funding, expanded programming to startup Incubator MonTEC: W.E.L.L. Women's Business Center (SBA), W.E.L.L. Native Women Launch (Google), and in the process of a Capital Scan project to highlight underserved populations challenges for lenders and investors for underrepresented populations; launched first strategic plan implementation. 	
<p>Strategy 1.4.3</p> <p>Increase financial support for student-facing diversity and inclusion efforts and annual events</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Identify near-term DEI-related priorities that will "retain and support a diverse student population through inclusive community-building and identity-based resources" and communicate these with the UM Foundation • Assess and report on potential for philanthropic giving to identified priorities, then pursue opportunities to build philanthropic support of those priorities • Secure funding for the Community Equity Initiative and associated positions and programming <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Made whole annual DAC funding in support of mini grants for students • Established Kyiyo Pow Wow seed endowment • Secured funding for the Indigenous First-Year Experience and hired director 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • CEO of UM Foundation • Vice Provost for Student Success and Campus Life • Dean of the Graduate School • Chief of Staff <p>Supporters</p> <ul style="list-style-type: none"> • President's Native American Advisory Council • Diversity Advisory Council

	<ul style="list-style-type: none"> • Secured additional funding for the MT AIMS program • Assigned a UM Foundation development officer to raise funds for S.E.A Change, MVSO, need-based scholarships, and Native American Students Success • Developed and deployed case for support for Excellence in Native American Education Plan • Developed and deployed case for support of MVSO; secured philanthropic funding for MVSO • Launched work on case for support of S.E.A. Change • Used existing funds in Graduate School (Foundation and designated) to supplement offers to incoming BI-POC graduate students. • Increase in Washington Native American Scholarship (from \$15k to \$20k); ongoing discussion with WF on optimizing graduate student support • Hired a graduate student research assistant to support DEI initiatives in the graduate school 	
<p>Strategy 1.4.4</p> <p>Centralize and distribute information regarding campus/community resources and services related to DEI</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Create webpage committed to history and intention of land acknowledgement • Determine processes for maintaining DEI resources in a central location while also embedding them across units • Publish a Corbin Hall tiles website that can be updated periodically and serve as a site for education about the existence of and need to combat hate <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Publish redesigned American Indian Gateway website <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Established and continually updating the UM Diversity website • Working with campus units to ensure resources for equity-minded practices are provided to faculty and staff 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Chief of Staff • Vice Provost for Student Success and Campus Life • Tribal Relations Specialist <p>Supporters</p> <ul style="list-style-type: none"> • Diversity Advisory Council • Director of Branch Center • President’s Native American Advisory Council • Director of Equity, Empowerment, and Prevention • Director of SARC

<p>Strategy 1.4.5</p> <p>Provide visible and dedicated space on campus for multicultural and underrepresented students and student organizations</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Continue to work to expand Branch Center’s staffing and resources • Revitalize SARC and Wellness spaces for maximum inclusion and efficiency <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Continuing to build the Payne Family Native American Center as a center of community for Native students, faculty, and staff, and for academic-related programming • Advertising the Branch Center as a space dedicated to inclusivity 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for Operations and Finance • Vice Provost for Student Success and Campus Life <p>Supporters</p> <ul style="list-style-type: none"> • Director of Facilities Services • Director of Equity, Empowerment, and Prevention • Director of SARC • Director of Wellness

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

Objective 2.1: Encourage diversity, equity, and inclusion in teaching practices, classroom management, and University citizenship.



<p>Strategy 2.1.1</p> <p>Offer faculty, staff, and graduate students professional development opportunities and other resources focused on inclusive and equitable teaching practices</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Continue efforts through OOLD to provide DEI-informed professional development to faculty and staff in response to identified needs • Expand faculty use of Open Educational Resources to reduce the cost of books • Collaborate with the Director of Equity, Empowerment, and Prevention to provide training and education <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Expand inclusive workplace resources for UM managers • Develop online learning modules for faculty and staff to provide education regarding tribal sovereignty and its implications for designing respectful partnerships <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Established the Office of Organizational Learning and Development • Established an Inclusive Teaching Practices repository of resources • Annually offering through the Office of Organizational Learning and Development education sessions focused on inclusive pedagogy (e.g., Learning on Indigenous Land: Practicing and Inclusive Pedagogy; Inclusive STEM Teaching; Systemic Change in Graduate Education; Designing for Equity; Indigenous Mentoring Program) • Offered OER training opportunities • Offered Faculty Inquiry Project on Universal Design for Learning • Offered Faculty Inquiry Project on Equity-Minded Teaching and Learning 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Provost • Vice Provost for Academic Affairs <p>Supporters</p> <ul style="list-style-type: none"> • Faculty Senate • Director of the Office of Organizational Learning and Development
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	<ul style="list-style-type: none"> • Funded UM team to participate in the AAC&U Institute on Open Educational Resources • Developed recommended syllabi language • Developed guidance for Unit Standards • Expanding faculty use of Open Educational Resources to reduce the cost of books 	
<p>Strategy 2.1.2</p> <p>Encourage and support faculty efforts to design curricula to be inclusive of cross-cultural/BIPOC and LGBTQ authors/thinkers, and non-western ways of knowing¹³</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Determine a viable path for promoting faculty practices that result in curricula that is inclusive of various perspectives • Promote inclusion of land acknowledgements in syllabi or Moodle pages. • Develop and offer resources on best practices <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Explore online graduate certificate options for sharing across the MUS and Western Regional Graduate Programs (e.g., AAST, LGBTIQ+) • Work with Native American Studies on a Masters-level degree and to develop a “strand” in Native American Studies within the Doctoral Interdisciplinary Studies program <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Continue through the Office of Organizational Learning and Development offerings focused on inclusive pedagogy • Developed Faculty Senate approved syllabi guidelines that includes information about DEI syllabi statements. 	<p>Owner/Accountable Party</p> <ul style="list-style-type: none"> • Faculty Senate <p>Supporters</p> <ul style="list-style-type: none"> • Provost • Deans • Office of Organizational Learning and Development

¹³ Standard Faculty Senate procedures for curricular review and approval will be followed when required.

	<ul style="list-style-type: none"> Worked with HHMI group to support new Ways of Knowing courses offered to STEM students 	
<p>Strategy 2.1.3</p> <p>Embed DEI criteria into Unit Standards</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> Share example Unit Standards that have successfully incorporated DEI elements with various departments <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> Unit Standards sub-committee of the DEI Academic Taskforce developed guidelines, criteria, and examples of ways to incorporate DEI elements into Unit Standards. The DEI Unit Standards guidelines were shared with the AOs, to share with Deans and Academic Departments. Units can tailor these criteria/guidelines to their discipline. 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> Vice Provost for Academic Affairs Deans Unit Standards Committee Academic Departments
<p>Strategy 2.1.4</p> <p>In course proposal process, promote equitable teaching practices resources and encourage a commitment to equitable teaching</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> Relay new DEI syllabus guidelines to Deans, Chairs, and all faculty Review and update course submission forms to make faculty aware of resources for using equitable teaching practices Continue efforts to promote Open Educational Resources Further encourage faculty to make a good faith effort to seek low-cost materials if OER materials are not available for a particular course 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> Vice Provost for Academic Affairs Faculty Senate/ASCRC

	<p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • The Syllabus sub-committee of the DEI Academic Taskforce developed DEI syllabi guidance, which has been shared with Deans, Chairs, and all faculty via Faculty Senate and AOs • The DEI Resources sub-committee synthesized the DEI website resources on campus for posting to the Diversity website, as well as the OOLD website. • Senate passed Syllabi guidelines that include links to the above work that can be included in syllabi. • Continued work to support OER development and implementation including OER team’s participation in the AAC&U program • Course form in Courseleaf includes a question regarding cultural heritage of American Indians, consistent with IEFA 	
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Objective 2.2: Encourage diversity, equity, and inclusion through research and creative scholarship.

<p>Strategy 2.2.1</p> <p>Support research and creative scholarship that advance diversity, equity, and inclusion</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • See Actions under 2.2.2 and 2.2.3 • Support faculty in pursuing funding opportunities that will help advance diversity, equity, and inclusion <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Secured several grants that advance UM’s commitment to inclusion • Established a Graduate School statement in support of diversity, equity, inclusion, and belonging 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Provost • Vice President for Research and Creative Scholarship • Academic Departments • Deans
<p>Strategy 2.2.2</p> <p>Identify DEI-related support for grant-writing and aid those seeking support</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Develop, promote, and lead trainings for faculty, staff, and students seeking external DEI grants and seeking to integrate diversity supplements into grants <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Develop expertise related to DEI best practices in UM’s Research Development Office through continued professional development, participation on DEI-related committees, and assistance on DEI-related proposals. <p><i>Completed and Ongoing Actions</i></p>	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for Research and Creative Scholarship • Research Development Office <p>Supporters</p> <ul style="list-style-type: none"> • Dean and Associate Dean of Graduate School • Associate Dean of Graduate School • Director of the Office of Organizational Learning and Development • Undergraduate research representative

	<ul style="list-style-type: none"> • Developed website with lists of funding available from NIH, NSF, and a few non-federal funders. Over time will add other resources (examples of DEI statements, etc.) • Facilitating ongoing communication with partner offices and of DEI-related grant opportunities 	
<p>Strategy 2.2.3</p> <p>Provide resources to promote UM research in tribal settings that is equitable, culturally sensitive, and subject to tribal review and input as paramount in recognizing tribal sovereignty</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Develop a database of proposals and projects where UM, faculty, staff, and students are partnering with tribal communities. • Ensure research in tribal communities is reviewed and approved by the appropriate IRBs • Offer panel discussion on Indigenous research <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Established a “Collaborating with Indigenous Peoples” resource through the Office of Research and Creative Scholarship 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for Research and Creative Scholarship <p>Supporters</p> <ul style="list-style-type: none"> • Proposal Development Manager • Tribal Relations Specialist • Director of the Office of Organizational Learning and Development • Associate Dean of the Graduate School

Definitions:

Teaching Practices: encompasses the ways in which faculty decide upon course policies, structure in-class activities, create and grade assignments, and engage with students one-on-one. They also include interactions between faculty and students, which often carry implicit, but highly consequential messages.¹⁴

¹⁴ Morrell and Parker (2013), for example, discuss the impact of such “micromessages” on underrepresented groups in STEM fields.

Equitable Teaching Practices: Most teaching practices are grounded in the unconscious assumption that students share a particular cultural context and set of experiences (white, middle-class, without disabilities, heterosexual, cisgender, etc.), and that students enter the course with a particular level of academic preparation. In contrast, equitable teaching practices are characterized by “an awareness of how instructional practices can reinforce structural inequity.”¹⁵

Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability, or disability.¹⁶

Universal Design for Learning is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process.¹⁷ Universal Design Learning principles – multiple means of engagement to increase student motivation and quality of instruction (accessibility in written materials, closed captioning, interpretation, delivery of lecture content, removing ableist language, availability of gender neutral, family, and disability accessible restrooms)



¹⁵ Martínez-Alemán, A. M. (2016). Faculty development for educational equity. *Diversity & Democracy*, 19(1), available at: <https://www.aacu.org/diversitydemocracy/2016/winter/martinez-aleman>.

¹⁶ Centre for Excellence in Universal Design (2018); An environment should be designed to meet the needs of all people who wish to participate. Universal Design is not a special requirement, for the benefit of only a minority of the population, rather Universal Design is a fundamental condition of good design. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. Universal design creates products, services and environments that meet peoples’ needs by considering the diverse needs and abilities of all throughout the design process.

¹⁷ Center for Teaching Innovation, 2018. Universal Design for Learning (UDL) means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when learning.

**Priority 3
Embody the principle of “Mission First, People Always”**

Objective 3.1: Increase diversity of employee population through strategic recruitment, hiring, and professional opportunity.

<p>Strategy 3.1.1</p> <p>Implement an updated Affirmative Action Plan to inform our employee recruitment and retention practices</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> Annually analyze and share Affirmative Action Plan data, and use to inform recruitment and retention practices <p><i>Future Actions</i></p> <ul style="list-style-type: none"> Annually analyze and share Affirmative Action Plan data, and use to inform recruitment and retention practices Based on Affirmative Action Plan data analysis, implement strategic recruitment and retention practices where needed <p><i>Completed Actions</i></p>	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> Vice President for People and Culture Associate Vice President for Human Resource Services <p>Supporters</p> <ul style="list-style-type: none"> Recruitment Manager Managers/Supervisors Chairs
<p>Strategy 3.1.2</p>	<p>Actions</p> <p><i>Near-term Actions</i></p>	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> Vice President for People and Culture

<p>Consider diversity and inclusion as factors in designing role descriptions and in recruitment and hiring practices</p>	<ul style="list-style-type: none"> • Make more visible preference option for veterans and individuals with disabilities • Ensure appropriate categorization of required vs. preferred qualifications in job descriptions • Consider diverse representation in forming search committees • Encourage departments to commit to diverse advertising and sourcing when recruiting • Encourage search committees to use gender decoder website to create gender-neutral job announcements <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • As appropriate, make explicit responsibilities for advancing UM’s commitment to diversity, equity, and inclusion into employees’ role descriptions – outline concrete examples of responsibilities whenever possible • Write job descriptions with required and preferred qualifications that are inclusive of the life and work experiences of diverse candidates and that communicate departmental commitment to building a diverse, inclusive culture • Require search chairs/hiring managers to complete training on inclusive recruitment practices <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Promote the use of diversity, equity, and inclusion related questions in interviews as it relates to the position • Encourage all search committees to complete implicit bias training 	<ul style="list-style-type: none"> • Associate Vice President for Human Resource Services <p>Supporters</p> <ul style="list-style-type: none"> • Recruitment Manager • ADA Coordinator • Managers/Supervisors • Chairs
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<p>Strategy 3.1.3</p> <p>Embed diversity, equity, and inclusion considerations, when appropriate, into employee (non-faculty) performance review process</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Develop a performance review process that includes an emphasis on building an inclusive, equitable workplace <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Include in the performance review process an opportunity for employees to reflect with their manager on their experience of and contributions to UM as an institution committed to inclusion and belonging <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Including campus climate questions related to inclusion and respect in UM’s recurring Employee Experience survey 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for People and Culture • Associate Vice President for Human Resource Services <p>Supporters</p> <ul style="list-style-type: none"> • Managers/Supervisors
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Objective 3.2: Retain a diverse employee population by creating a culturally competent and supportive workplace environment.

<p>Strategy 3.2.1</p> <p>Conduct assessments to identify areas for improvement regarding employee experience and campus climate</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Use Employee Experience survey results to monitor work climate <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Use turnover data to assess work climate in specific units and support manager efforts to address issues <p><i>Completed and Ongoing Actions</i></p>	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for People and Culture • Associate Vice President for Human Resource Services • Deputy Chief of Staff <p>Supporters</p> <ul style="list-style-type: none"> • Director of the Office for Organizational Learning and Development
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	<ul style="list-style-type: none"> • Developed a bi-annual calendar for administering, analyzing, and distributing Employee Experience survey results, which includes a section on Diversity, Inclusion, and Belonging • Including campus climate questions related to inclusion and respect in UM’s recurring Employee Experience survey 	
<p>Strategy 3.2.2</p> <p>Establish an expectation for all employees that we are an institution committed to diversity, equity, and inclusion and that all employees have a role to play in this commitment</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Encourage managers/supervisors to promote employee participation in various DEI-related trainings • Strongly encourage search committees to complete implicit bias training • Provide comprehensive information on and access to American Indian Education for All training during New Employee Welcome orientation and set expectation that training be completed within 30 days of hire • Incentivize participation in trainings by building the training expectation into performance reviews <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Use AI-generated competency based employment interview questions reviewed by HRS with the intent to ensure interviews promote inclusion and equity throughout the employment screening process <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Funded and hired Director of Diversity, Empowerment, Equity, and Prevention who focuses on faculty and staff training 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for People and Culture • Associate Vice President of Human Resource Services • Deputy Chief of Staff

	<ul style="list-style-type: none"> • Embedded Indian Education for All training into New Faculty Orientation • Implemented a host of new faculty trainings focused on inclusive teaching practices • Extended the Indigenous Mentoring Program to participants outside of UM • Embedded DEIJ training as part of Practical Leadership Skills for Managers Program 	
<p>Strategy 3.2.3</p> <p>Develop, deliver, and strongly encourage diversity, discrimination, and harassment training for all employees, including an emphasis on how to foster inclusive, equitable educational environments</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Strongly encourage search committees to complete implicit bias training • Incentivize participation in trainings by building the training expectation into performance reviews <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Develop a system for tracking participation and encouraging managers/supervisors to promote participation <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Funded and hired Director of Diversity, Empowerment, Equity, and Prevention • Embedded Indian Education for All training into New Faculty Orientation • Implemented a host of new faculty trainings focused on inclusive teaching practices • Delivered two-part cultural consciousness series to student affairs leadership team. 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for People and Culture • Associate Vice President of Human Resource Services <p>Supporters</p> <ul style="list-style-type: none"> • Provost • Director of the Office of Organizational Learning and Development • Director of Equal Opportunity/Title IX • Director of Branch Center • Advising Council • Bias Response Team • Director of Empowerment, Equity, and Prevention

<p>Strategy 3.2.4</p> <p>Develop a central and living repository of self-education materials on anti-bias, anti-racism, and equitable practices</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Continue revamp of UM Diversity webpage and make visible the resources for employees • Continue to develop and make visible the Resources Against Racism libguide on Mansfield Library Landing page: https://www.lib.umt.edu/default.php <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Identify Accountable Partners who are skilled in creating a more robust repository of materials and skilled in researching materials, build working group <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Established a Resources Against Racism libguide through the Mansfield Library • Established a repository of resources to support inclusive communities and classrooms • Continually build and promote Office of Organizational Learning and Development repository of self-education resources, e.g., online trainings, readings, Mansfield Library Resources Against Racism guide, etc. • Created Inclusive Excellence for Student Success webpage 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Chief of Staff <p>Supporters</p> <ul style="list-style-type: none"> • Director of the Office of Organizational Learning and Development • Dean of Mansfield Library • Director of Branch Center

<p>Strategy 3.2.5</p> <p>Increase financial support for and visibility of diversity and inclusion efforts and annual events (see PFA 1)</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • UM Foundation collaborate with executive leadership articulate the case for need-based and unrestricted scholarships to campus leaders, alumni, prospective donors, and other stakeholders to foster greater understanding and alignment around the importance of need-based and unrestricted financial aid to efficiently meet the access needs of all students and especially underrepresented students • UM Foundation and UM to deploy public messaging and enhanced fundraising efforts for need-based and unrestricted scholarships • UM and UM Foundation to continue collaboration on building case for support of S.E.A. Change • Continue fundraising efforts underway for Excellence in Native American Education Plan programs including MT AIMS, Kyiyo Pow Wow, and IFYE <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Identify sustainable funding for the Annual Kyiyo Powwow, Black Solidarity Summit, Tunnel of Oppression, DiverseU, etc.) <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Provided ongoing financial support for DAC mini grants for students and employees working to advance DEI efforts • Hired Tribal Relations Specialist and provided operating funds • Increased funding for the Office of Equal Opportunity • Developed and deployed case for support for Excellence in Native American Education Plan; secured additional 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • President • Chief of Staff • CEO of the UM Foundation • Vice Provost for Student Success and Campus Life <p>Supporters</p> <ul style="list-style-type: none"> • President’s Native American Advisory Council • Diversity Advisory Council • Director of Branch Center
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	<p>philanthropic funding for Kyiyo Pow Wow, MT AIMS, and several other mentorship and student support efforts</p> <ul style="list-style-type: none"> • Launched work on case for support of S.E.A. Change • Waiving application fees for McNair Scholars, who are identified by a national program as high-performing underrepresented undergraduate students. 	
<p>Strategy 3.2.6</p> <p>Provide confidential and easily accessed systems for employee reporting, support, and personnel actions</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • In collaboration among the Office of Conflict, Resolution, & Policy (CRP), Office of Equal Opportunity & Title IX (EO/TIX), and Human Resource Services, establish an accessible, predictable, and compliant response to conflicts at UM • Promote the Accessibility Barrier Report form • Promote the MUS hotline to employees <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Communicate and educate the UM community on the distinct roles of and services provided by CRP, EO/TIX, and HRS <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Increased frequency of and promoted mandatory reporting trainings • Inclusion of mandatory reporter training in biweekly New Employee Welcome orientation (including expanded introduction to EO/Title IX and HRS services) 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for People and Culture • Associate Vice President for Human Resource Services • Associate Vice President for Conflict, Resolution, & Policy <p>Supporters</p> <ul style="list-style-type: none"> • Director of Equal Opportunity/Title IX • Associate Director of Human Resource Services • Director of the Student Advocacy Resource Center

<p>Strategy 3.2.7</p> <p>Review institutional policies and procedures through a DEI lens</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Create a DEI tool for Cabinet to use when reviewing policies. • Notify Cabinet when policies are reviewed and invite input from this lens <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p>	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Associate Legal Counsel <p>Supporters:</p> <ul style="list-style-type: none"> • Director of Equity, Empowerment, and Prevention
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Priority 4
Partner with place

Objective 4.1: Increase access to programs and activities for historically underserved populations in the region.

Strategy 4.1.1	Actions	Owners/Accountable Party
<p>Advertise and where appropriate expand online, 2+2, 4+1, and graduate programs to increase access in rural areas reaching students who may be first-generation, non-traditional and of low socio-economic status</p>	<p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Identify and plan prioritized programs for online development and/or for 2+2 and 4+1 partnerships • Gather input regarding needs and desires from the Tribal College Presidents and engage academic departments in discussions. <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Regularly update degree paths and onboarding steps to support prospective transfer students • Maintaining existing 2+2/other program linkages and identifying potential partnerships with Montana's Tribal Colleges • Offered workshop on formalizing a 2+2 agreement between a Tribal College and UM and implementing and sustaining a 2+2 program designed and facilitated 	<ul style="list-style-type: none"> • Provost • Vice Provost for Academic Affairs • Vice Provost for Educational Initiatives and Innovation <p>Supporters</p> <ul style="list-style-type: none"> • Deans • Tribal Relations Specialist • Dean and Associate Dean of the Graduate School

Objective 4.2: Deepen, strengthen, and elevate preexisting partnerships with regional Indigenous communities.

Strategy 4.2.1	Actions	Owners/Accountable Party
<p>Expand and publicly express UM’s interdependence with tribal communities and Montana’s Indigenous peoples</p>	<p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Explore criteria to become an Indigenous Serving Institution • Support NAGPRA efforts in partnership with tribal governments • Launch the Elders in Residence Program and provide broad community opportunities to engage and learn • Track the Carnegie Foundations development of an Indigenous Serving Institution classification and pursue efforts to qualify • Develop a webpage that outlines the history and purpose of the land acknowledgement while emphasizing the need for action • Provide guidance to departments/units on land acknowledgement and the importance of demonstrating how the acknowledgment impacts actions • Host N7 games on UM campus <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p>	<ul style="list-style-type: none"> • President • Chief of Staff • Tribal Relations Specialist • Vice President for Marketing and Communications

	<ul style="list-style-type: none"> • Began consultations with Salish Culture Committee to explore updating land acknowledgement • Annually hosting the Tribal College Presidents on campus as an opportunity for collaboration and to learn from their expertise and experience • Hired a NAGRPA coordinator • Secured \$1M Mellon grant to support the preservation and sharing of Indigenous knowledge 	
<p>Strategy 4.2.2</p> <p>Create meaningful and action-based engagement with Tribal College Presidents through the Council of Presidents</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Define, in partnership with Montana’s Tribal College Presidents, continued and immediate-term partnerships <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Seek guidance from and collaborate with Tribal College Presidents in transforming UM into a recognized Indigenous Serving Institution <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Facilitate an annual meeting to review progress on current partnerships and identify new partnerships 	<p>Owner/Accountable Party</p> <ul style="list-style-type: none"> • President • Chief of Staff • Tribal Relations Specialist

Objective 4.3: Partner with local and regional DEI-focused organizations to connect and support underrepresented individuals within and between UM and in the community.

<p>Strategy 4.3.1</p> <p>Partner with diverse community organizations to develop a sense of place for underrepresented students attending UM</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Launch new online orientation modules that reflect several diverse student experiences and reflect needs of VETs, transfer students, etc. • Partner with the Community JEDI Network to collaborate on initiatives that build a more inclusive Missoula <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Launch Community Based Organization partnership tour (YWCA, Missoula DBA, United Way, Namchak, etc) <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Continue to build local community connections through Big Sky Experience partnerships • Strengthened and diversified orientation programming specific for in partnership with local organizations • Established frequent partnerships with All Nations Health Center • Hosted inaugural Community JEDI Summit in collaboration with the City, Missoula County, Partnership Health, All Nations, MCPS, and other community groups 	<p>Owner/Accountable Party</p> <ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • Associate Vice Provost for Student Success <p>Support</p> <ul style="list-style-type: none"> • Director of New Student Experience • Director of Branch Center
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Strategy 4.3.2	Actions	Owners/Accountable Party
<p>Engage local and statewide youth in conversations about gender equity and intersectionality through the S.E.A. Change Initiative (see PFA 1) and the Women’s Leadership Initiative</p>	<p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Continue close collaboration among S.E.A. Change, the WLI, WGSS, and other efforts <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Annually hosting a WLI- and S.E.A. Change-planned event focused on gender equity • Providing the opportunity for community members to participate in the WLI • Annually recruiting of a diverse student population into the S.E.A. Change program • Developing relationships with high school student groups • Annually placing S.E.A. Change students in paid internships focused on high school student mentorship and gender equity • Annually hosting a one-week S.E.A. Change summer camp for 30+ high-school and middle-school students 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Deputy Chief of Staff • Director of the S.E.A. Change Initiative

Objective 4.4: Partner with local and regional employers to provide mutually beneficial professional opportunities for underrepresented students.

Strategy 4.4.1	Actions	Owners/Accountable Party
<p>Engage with employers to support pathways for underrepresented students to connect with experiential learning opportunities and build career skills, employment networks, and enhanced academic learning</p>	<p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Conduct outreach to employer partners to provide information and opportunities to engage with students <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Conducting webinars and workshops to teach employers about creating experiential learning opportunities such as internships and service learning Providing employers with tools to build accessible opportunities for underrepresented students • Providing resources for employers on ELCS website 	<ul style="list-style-type: none"> • Vice Provost for Student Success and Campus Life • Associate Vice Provost for Student Success <p>Supporters</p> <ul style="list-style-type: none"> • Director of ELCS • Director of Branch Center • Advisors • CEO of UM Foundation



Priority 5
Proudly tell the UM story

Objective 5.1: Tell the UM story to recruit underrepresented students through strategic outreach and marketing.

<p>Strategy 5.1.1</p> <p>Integrate into UM’s strategic enrollment plan efforts to recruit historically underrepresented students</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Hire recruiters from diverse populations and backgrounds • Conduct training around DEI initiatives for new admissions officers • Partner with others on campus to recruit students from specific populations, such as Native American, military veteran, and low income • Use programs such as the Davidson Honors College, Global Leadership Initiative, and SEP majors to attract underrepresented students <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Identify college fairs and school visits that target underrepresented students such as the Tribal College Fair Circuit and the events offered by the National Hispanic Institute • Partner with local community-based organizations to create a college-going culture with their students • Target underrecruited students in our name buy strategy 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for Enrollment <p>Supporters</p> <ul style="list-style-type: none"> • Director of Admissions • Tribal Relations Specialist
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	<ul style="list-style-type: none"> • Create a culture in the Admissions Office of constant improvement to remove barriers from all parts of the application and enrollment process, especially for those who are first generation college students <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Hired a Tribal Relations Specialist who supports recruitment • Made optional SAT and ACT scores in UM’s admission process • Continuing to use the Grizzly Promise Initiative to recruit and enroll low income students from Montana • Distribution of McNair Scholars list to departments to encourage recruitment of a diverse pool of talented applicants • Offering ongoing training around DEI initiatives for admissions officers • Continuing to create and edit enrollment marketing comms to showcase UM and Missoula’s commitment to inclusivity • Translated new virtual tour with YouVisit into multiple languages 	
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Objective 5.2: Tell the UM story to recruit underrepresented students by cultivating, elevating, and celebrating UM’s diversity.

<p>Strategy 5.2.1</p> <p>Ensure physical representations of diversity on the UM campus and in digital mapping projects</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Explore inclusion of Indigenous language on new campus wayfinding/building signage • Design the new dining facility in ways that honor Montana’s diversity • Continue expansion of all-gender bathrooms • Collaborate to install a plaque on Corbin Hall to encourage inclusion and the combatting of hate • Collaborate to install an Oval centerpiece that honors Montana tribes <p><i>Future Actions</i></p> <ul style="list-style-type: none"> • Establish adult changing stations <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Updated the digital campus map to indicate where all-gender bathrooms are located • Updated the signage on 29 all-gender bathrooms across campus 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for Marketing and Communications • Chief Information Officer <p>Supporters</p> <ul style="list-style-type: none"> • Digital Accessibility Committee • ADA Committee • Director of Facility Services
<p>Strategy 5.2.2</p> <p>Accurately describe and depict images of the diversity of the institution in admissions material and in all marketing and media</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Enroll Marketing Communications Dept. in Inclusive Marketing Communications: A Practical Approach course 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for Marketing and Communications <p>Supporters</p>

	<ul style="list-style-type: none"> • Improve Native Griz representation on UMontana.edu <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Incorporating Native content in Confluence podcast and Native video content on website • Highlighting faculty and students of color on the Confluence podcast • Developed and incorporated DEI guidelines into brand guidelines New Native Griz recruitment materials are in production and were developed in consult with the Tribal Relations Specialist • Actively promoted diversity through social media content and promotion • Worked on better contextualizing storytelling to fight against stereotypes and fallback storytelling strategies • Vision magazine focused on diversity and representation in research • Ensured that all photos from campus events were added to photo database and that photographers captured diverse subjects, events, and activities 	<ul style="list-style-type: none"> • Director of Marketing • Director of Strategic Communications • Director of Admissions • Dean and Associate Dean of the Graduate School
<p>Strategy 5.2.3</p> <p>Develop web content specifically devoted to diversity</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Create webpage committed to history and intention of land acknowledgement 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Chief of Staff • Director of Branch Center • Tribal Relations Specialist

	<ul style="list-style-type: none">• Create webpage devoted to education about the Corbin Hall tiles and use it as an occasion to education about hate and ways to combat it• Complete updates of Graduate School webpage dedicated to DEI-B resources for graduate students <p><i>Future Actions</i></p> <ul style="list-style-type: none">• Strengthen student resources page listing resources to support our historically underrepresented and LGBTQ students• Publish new American Indian Gateway website <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none">• Updating annually UM Diversity website to reflect UM DEI Plan progress and new commitments• Created Graduate School page for Native student resources:• Created an Inclusive Excellence for Student Success website	<p>Supporters</p> <ul style="list-style-type: none">• Marketing and Communications Team/web developer• Dean and Associate Dean of the Graduate School• Director of Equity, Empowerment and Prevention
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Objective 5.3: Recruit underrepresented students through targeted barrier mitigation.

<p>Strategy 5.3.1</p> <p>Actively push out Financial Aid verification resources</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Coordinate with vendor to more closely align emails with UM • Automate downloads to ensure accurate and timely processing <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none"> • Outsourced verification to ensure expert completion regardless of staffing levels 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for Enrollment • Director of Financial Aid
<p>Strategy 5.3.2</p> <p>Increase access to scholarship and waiver opportunities among underrepresented student populations</p>	<p>Actions</p> <p><i>Near-term Actions</i></p> <ul style="list-style-type: none"> • Actively advertise scholarships to students from underrepresented populations, e.g., advertise in places frequented by those populations we hope to attract and support • Better communicate regarding the American Indian waiver, Veterans waiver, etc. • Perform a comprehensive review of waivers and develop a plan to use institutional waivers more strategically • UM Foundation to collaborate with executive leadership to articulate the case for need-based and 	<p>Owners/Accountable Party</p> <ul style="list-style-type: none"> • Vice President for Enrollment • CEO of UM Foundation <p>Supporters</p> <ul style="list-style-type: none"> • Director of Admissions • Director of Branch Center • Director of Financial Aid • Program Directors and college personnel

	<p>unrestricted scholarships to campus leaders, alumni, prospective donors, and other stakeholders to foster greater understanding and alignment around the importance of need-based and unrestricted financial aid to efficiently meet the access needs of all students and especially underrepresented students.</p> <ul style="list-style-type: none">• UM Foundation and UM to deploy public messaging and enhanced fundraising efforts for need-based and unrestricted scholarships. <p><i>Future Actions</i></p> <p><i>Completed and Ongoing Actions</i></p> <ul style="list-style-type: none">• Implemented Grizzly Promise to provide all Montanans who come from a family that makes \$50,000 or less with access to UM education tuition-free.• Implemented Payne Impact Scholars to support students with significant financial need but who fall outside the Feder Pell Grant eligibility.• Launched advertising campaign targeting Montana students and parents focused on Grizzly Promise	
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