



UNIVERSITY of
MONTEVALLO

Strategic Plan 2021-2026





Mission Statement

The overriding mission of the University of Montevallo, unique in Alabama higher education, is to provide to students from throughout the state an affordable, geographically accessible, “small college” public higher educational experience of high quality with a strong emphasis on undergraduate liberal studies and with professional programs supported by a broad base of arts and sciences, designed for their intellectual and personal growth in the pursuit of meaningful employment and responsible, informed citizenship.



Vision Statement

UM offers undergraduate and graduate students a learner-centered 21st century education informed by our liberal arts identity.

Core Values

- Diversity, equality and inclusion
- Intellectual and personal growth
- Civic engagement and social justice
- Global citizenship and sustainability

The University of Montevallo Strategic Planning Committee (SPC), as representatives of the major constituencies of the University, see the University as a dynamic institution true to its liberal arts heritage and embracing a diversity of culture in its students, faculty and staff. Toward that end, the SPC makes the following observations:

- Higher education is in the midst of a paradigm shift that has only been accelerated by the COVID-19 pandemic;
- The broader culture in the U.S. and around the world is engaged in a moment of critical examination of systemic and institutional racism and this should and must include the University of Montevallo;
- Recruiting and retaining students is critical to the sustainability of the University;
- Transparency in use of resources and decision-making is vital to the success of the University;
- Distance education is critical to the University's vision and must be cultivated and supported in all academic disciplines well beyond the pandemic;
- Diversity and inclusivity are strengths and we should strive to intentionally foster and celebrate diversity and inclusion of voice among all constituents;
- Professional development and career readiness are fundamental deliverables that are integral to both undergraduate and graduate education;
- Focus upon student achievement in terms of graduate school placement and employment is critical to the University's mission and must be an institutional priority.



ORGANIZATION OF THIS STRATEGIC PLAN

Our moment in time in developing this plan is far from normal. We are reflecting upon a period of forced transition to distance education due to the COVID-19 pandemic. We are bracing for the possibility of additional periods where instruction might have to return to full distance delivery for the safety of our campus constituents. Further, we are experiencing an enhanced period of increased awareness in our culture in confronting and strategically challenging systemic and institutional racism.

The SPC, working with the UM Executive Cabinet, has called out COVID-19 as well as Diversity and Social Justice as areas of immediate focus. These must take priority for the campus. Stated another way, these are the first-order issues that must be addressed to lay the necessary foundation for the remainder of the plan. The remainder of this strategic plan is organized around four strategic themes identified in a series of town hall meetings conducted with all major constituents of the University of Montevallo.

- **Theme 1 — Identity and Mission**
 - Build a shared understanding among the University community of UM's definition of liberal arts education for the 21st century.
- **Theme 2 — Focus on Growth**
 - Develop and implement initiatives to increase University student recruitment, retention, persistence and graduation rates.
 - Develop a strategic budget model that will safeguard and enhance the financial health of the University.
- **Theme 3 — Innovations for Teaching and Learning**
 - Offering new and enhanced high-quality academic programs at times, locations and modalities that best serve learners.
 - Supporting and developing faculty in facilitating learning.
- **Theme 4 — Support for Learning**
 - Conduct an athletics program that develops student-athletes, through success in both academics and competition, to achieve excellence in life.
 - Master plan and maintain campus infrastructure and facilities appropriate for a selective, nationally competitive college.
 - Opportunities for staff development.

The SPC views the UM strategic plan as a living document and statement of our ambitions as an institution. In keeping with University policy (Policy 03:001) and budgeting practice, it is expected that the annual goals and tactics needed to fulfill this strategic plan will be developed by applicable functional areas across campus and figure prominently in area unit plans which inform the University budget process.

To that end, initiatives in unit plans are expected to be derived from and link to one of the goals outlined in this strategic plan and/or the University mission and vision.





COVID-19: Strategy for the pandemic

Position the University of Montevallo to endure and thrive during the pandemic by ensuring the safety of all constituents and maintaining as much continuity of instruction as possible to maintain students' degree progress.

GOALS

1. Continue to set policy and provide appropriate safety gear, modify office and instructional space and institute enhanced cleaning techniques to protect UM constituents from exposure to COVID-19.
2. Equip faculty with the technology, training and policy support to be ready to switch to distance delivery of instruction as smoothly as possible (acknowledging that such a switch might happen with limited notice) while preserving as much faculty prerogative to determine delivery method as the circumstances allow.
3. Set and fund appropriate standard and safety protocols in housing, dining, recruiting and student life.
4. Develop a financial model for maintaining degree programs and campus student support while acknowledging that the current mix of personnel may need to change to reflect new realities of higher education.
5. Communicate openly and proactively with all University constituents about developments on campus related to COVID-19.

COVID-19: Strategy for the pandemic

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
C19 Goal 1: Continue to set policy and provide appropriate safety gear, modify office and instructional space and institute enhanced cleaning techniques to protect UM constituents from exposure to COVID-19.	Academic Affairs, faculty, Business Affairs, Physical Plant, Task Force	Academic Affairs, all	Quick and effective implementation of plan to safeguard the health of the UM community in academic settings that addresses policy, safety gear, office and instructional space, and enhanced cleaning.
C19 Goal 2: Equip faculty with the technology, training and policy support to be ready to switch to distance delivery of instruction as smoothly as possible (acknowledging that such a switch might happen with limited notice) while preserving as much faculty prerogative to determine delivery method as the circumstances allow.	Academic Affairs, colleges, departments, faculty, Task Force	Falcon Success Center, colleges, departments, IS&T	Percentage of faculty who are trained and equipped with appropriate technology to deliver instruction remotely.
C19 Goal 3: Set and fund appropriate standard and safety protocols in housing, dining, recruiting and student life.	Academic Affairs, Business Affairs, Physical Plant, Task Force, Enrollment, Student Affairs	Academic Affairs, Business Affairs, all	Quick and effective implementation of a plan to safeguard the health of the UM community on campus related to housing, dining, recruiting and student life.
C19 Goal 4: Develop a financial model for maintaining degree programs and campus student support while acknowledging that the current mix of personnel may need to change to reflect new realities of higher education.	Academic Affairs, Business Affairs, Task Force	Business Affairs, all units with budgets	A financial model with budget that can sustain the institution and maintain the integrity of academic instruction.
C19 Goal 5: Communicate openly and proactively with all University constituents about developments on campus related to COVID-19.	Academic Affairs, Marketing & Communications, Task Force	Marketing & Communications, Academic Affairs, colleges	Audit of COVID-19-related communication to test for consistency and transparency.

OUTCOMES

Examples of strategic initiatives that might flow from strategies related to COVID-19:

- Increased focus on preparing all full-time and part-time faculty to teach at distance as circumstances require or warrant.
- Increase the number of faculty on campus trained through Quality Matters.
- Provide consistent access to the technology and tools for faculty to teach at distance.
- Move toward a classroom standard that provides the technology in all classrooms to facilitate hybrid and distance instruction.
- Move all faculty to laptop computers in the refresh cycle to facilitate mobility in teaching.

DIVERSITY AND SOCIAL JUSTICE: Strategy for UM to address historic and systemic racism



In a similar scope of the U.S. and the world, the University of Montevallo is encouraging a renewed and enhanced examination of our institutional history and operating practices that may implicitly or explicitly perpetuate injustice or oppression. While Montevallo has long been a community that is committed to diversity as a point of pride, we acknowledge that there is significant progress yet to be made in confronting our institutional history particularly in relation to African Americans. Further, we acknowledge the real work yet to be done so that Montevallo may come to reflect the racial diversity of our region in terms of students, staff, faculty and administration.

GOALS

1. Develop strategies and initiatives to increase minority student enrollment with emphasis upon African American and Latinx students.
2. Develop policies and initiatives to aggressively recruit African American and Latinx candidates for staff and faculty positions.
3. Critically examine the history of the University of Montevallo to identify and publicly acknowledge UM's part in furthering institutional racism as well as past failures to acknowledge institutional racism on campus.
4. Design and establish appropriate organizational structures to ensure that the enhanced focus upon diversity and social justice is strategically cultivated for sustainability.

DIVERSITY AND SOCIAL JUSTICE: Strategy for UM to address historic and systemic racism

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
DSJ Goal 1: Develop strategies and initiatives to increase minority student enrollment with emphasis upon African American and Latinx students.	Diversity Task Force, Admissions, Student Aid, Student Life, HRL, Scholarship Office, Falcon Success, M.A.D.E., McNair, TRIO Upward Bound, Marketing & Communications, Athletics, deans, chairs	Academic Affairs, Enrollment and Student Affairs, Scholarship Office, Athletics, Business Affairs	Percentage of minority students enrolled during the fall semester as reported within the yearly census data and student achievement website.
DSJ Goal 2: Develop policies and initiatives to aggressively recruit African American and Latinx candidates for staff and faculty positions.	Diversity Task Force, Human Resources, VPAA, deans, chairs	Academic Affairs, Business Affairs	Percent of finalist pool candidates for faculty, staff and administrative positions that are African American or Latinx.
DSJ Goal 3: Critically examine the history of the University of Montevallo to identify and publicly acknowledge UM's part in furthering institutional racism as well as past failures to acknowledge institutional racism on campus.	Diversity Task Force, Faculty Senate, Staff Senate, faculty	Academic Affairs	Report to be circulated on campus and made available publicly in a timely fashion.
DSJ Goal 4: Design and establish appropriate organizational structures to ensure that the enhanced focus upon diversity and social justice is strategically cultivated for sustainability.	Diversity Task Force, Executive Cabinet, President's Cabinet	All	Establishment of a standing institutional structure (to be defined) that will keep diversity and social justice at the forefront of the campus priorities.

OUTCOMES

Examples of strategic initiatives that might flow from strategies related to diversity and social justice:

- Revisit building names on campus and other named spaces to examine and evaluate any instances where UM would seem to be supporting or celebrating slave holders as well as persons who committed or were directly connected to overtly racist actions in systems or institutions.
- Take every appropriate opportunity to acknowledge that the lands on which Montevallo's campus is situated are in the traditional territories of diverse indigenous groups, and recognize with respect the diverse histories and cultures of those indigenous peoples.
- Establish a campus NAME chapter.
- Examine policies of the campus police to ensure that enforcement on campus is race-neutral.
- Faculty development in relation to equitable and culturally responsive teaching practices.



THEME 1: Identity and Mission

THEME 1: Identity and Mission

Build a shared understanding among the University community of UM's definition of liberal arts education for the 21st century.

GOALS

- 1.** Engage the UM community in a process of defining liberal arts education for the 21st century.
- 2.** Include the topic of liberal arts education for the 21st century in an ongoing first-year experience course and in courses across the curriculum where possible.
- 3.** Demonstrate leadership in fostering a culture of sustainability in University practices — specifically in use of financial resources, Physical Plant and consumption on campus.
- 4.** Communicate clearly to and engage with the community, current students and prospective students to express and reinforce the distinctiveness, value and purpose of a UM education.

THEME 1: Identity and Mission

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
Goal 1: Engage the UM community in a process of defining liberal arts education for the 21st century.	University Strategic Planning Committee, faculty	Academic Affairs, all	The clear articulation of a statement on the liberal arts to be included prominently on the UM website. Use of the language in unit plans, University materials, etc.
Goal 2: Include the topic of liberal arts education for the 21st century in an ongoing first-year experience course and in courses across the curriculum where possible.	Academic Affairs	Falcon Success Center, colleges, departments	Inclusion of the topic in the curriculum with corresponding student learning outcomes.
Goal 3: Demonstrate leadership in fostering a culture of sustainability in University practices — specifically in use of financial resources, Physical Plant and consumption on campus.	Academic Affairs, Business Affairs, Sustainability Committee	Academic Affairs, all	Annual statement on University sustainability.
Goal 4: Communicate clearly to and engage with the community, current students and prospective students to express and reinforce the distinctiveness, value and purpose of a UM education.	Academic Affairs, Marketing & Communications	Marketing & Communications	Content audit confirming presentation of common language on the web and in print materials.

OUTCOMES

Examples of strategic initiatives that might flow from strategies related to identity:

- Increased focus across the curriculum on the meaning and value of a liberal arts education.
- Annual symposia exploring disciplinary or cross-disciplinary connection to the liberal arts for the digital age.
- Speakers and guest lectures that speak to mission-consistent themes that transcend single disciplines.
- Opportunities for cross-disciplinary teaching.



THEME 2: Focus on Growth

THEME 2: Focus on Growth

Develop and implement initiatives to increase University student recruitment, retention, persistence and graduation rates.

GOALS

5. Increase undergraduate and graduate recruitment of students to meet goals to be set annually per college for undergraduate and per program for graduate degrees.
6. Develop new academic programs and strengthen existing programs, both graduate and undergraduate, including alternative credentials targeted toward adult learners.
7. Develop strategies and initiatives to increase the number of non-traditional age learners including exploration of evening and Saturday offerings.
8. Maintain and support the standing Retention Workgroup composed of representatives from each campus division to maintain and monitor the University retention plan.
9. Critically examine current practices in the awarding of scholarships to identify and eliminate self-inflicted impediments to retention.
10. Support and leverage the Career Development Center as well as college level career development such as the Grainger Center for Professional Practice in SCOB.

THEME 2: Focus on Growth

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
Goal 5: Increase undergraduate and graduate recruitment of students to meet goals to be set annually per college for undergraduate and per program for graduate degrees.	Executive Cabinet, deans, chairs, faculty, Academic and Student Affairs, VMA, M.A.D.E.	Academic Affairs, Student Affairs, colleges, departments	Meeting annual recruitment goals. Invest in graduate student recruitment.
Goal 6: Develop new academic programs and strengthen existing programs, both graduate and undergraduate, including alternative credentials targeted toward adult learners.	Provost, deans, chairs, faculty, area coordinators	Academic Affairs, colleges, departments	Number of new or revised programs under development. Enrollment in new or renewed academic programs.
Goal 7: Develop strategies and initiatives to increase the number of non-traditional age learners including exploration of evening and Saturday offerings.	Executive Cabinet, deans, chairs, Admissions, Student Aid, Scholarship Office, Student Affairs	Academic Affairs, Enrollment and Student Affairs. Scholarship, Athletics, Business Affairs	Increase in number of non-traditional students (aged 24 and older) enrolled during the fall semester as reported within the yearly census data.
Goal 8: Maintain and support the standing Retention Workgroup composed of representatives from each campus division to maintain and monitor the University retention plan.	Executive Cabinet, deans, chairs, faculty, Academic and Student Affairs, Retention Workgroup	Academic units, Academic and Student Support Services, IS&T	Development of retention plan.
Goal 9: Critically examine current practices in the awarding of scholarships to identify and eliminate self-inflicted impediments to retention.	Executive Cabinet, deans, chairs, faculty, Academic and Student Affairs, Falcon Success Center	Academic Affairs and Student Affairs	Measure increase in retention among merit scholarship recipients.
Goal 10: Support and leverage the Career Development Center as well as college level career development such as the Grainger Center for Professional Practice in SCOB.	Executive Cabinet, deans, chairs, Career Development Center, Grainger Center for Professional Practice, colleges, QEP	Academic Affairs, deans, QEP	Robust reporting of percentage of students graduating with degree-related employment and/or graduate school placement consistent with the QEP assessment goals.

OUTCOMES

Examples of strategic initiatives that might flow from strategies related to recruitment and retention:

- Target goals for recruiting new freshman, transfer and graduate students.
- College, department and academic program recruitment goals.
- Retention and “finish-in-four” initiatives related to offering distance education courses, open educational resources, flexible scheduling, etc.
- After hours and online access to student support services.
- Addition of more distance education and non-traditional class times.
- Consider a variety of future undergraduate and graduate academic programs in areas where student interest is consistent with the UM mission — examples of areas for consideration stemming from discussions with the UM community include, but are by no means limited to, allied health, criminal justice, engineering, aviation and social work.

THEME 2: Focus on Growth (continued)

Develop a strategic budget model that will safeguard and enhance the financial health of the University.

GOALS

- 11.** Develop a comprehensive and radically transparent model for financial viability and sustainability that addresses projected trends for declining national and regional enrollment, acknowledges the unknown lasting effect of the COVID-19 pandemic and maximizes alternative revenue sources.
- 12.** Provide feedback on all funding requests included in unit plans.

THEME 2: Focus on Growth (continued)

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
Goal 11: Develop a comprehensive and radically transparent model for financial viability and sustainability that addresses projected trends for declining national and regional enrollment, acknowledges the unknown lasting effect of the COVID-19 pandemic and maximizes alternative revenue sources.	Business Affairs, Executive Cabinet, Board of Trustees	All divisions	Development and implementation of a new budget model.
Goal 12: Provide feedback on all funding requests included in unit plans.	Business Affairs, Academic Affairs, Executive Cabinet	All divisions	Percentage of unit plan requests for additional funding that are: a) addressed and b) funded.

OUTCOMES

Examples of strategic initiatives that might flow from strategies related to financial health:

- Identification of resource acquisition and allocation that reinforce the strategic initiatives for the University.
- Annual presentation of the budget to the University community.
- Provide stable funding for the recruitment of graduate students.



THEME 3: Innovations for Teaching and Learning

THEME 3: Innovations for Teaching and Learning

Offering new and enhanced high quality academic programs at times, locations and modalities that best serve the learner.

GOALS

- 13.** Have the entire full-time and part-time faculty trained, equipped with the tools and technology and fully prepared to move courses to distance format when circumstances demand.
- 14.** Create a consistent path for students to complete the entire undergraduate general education curriculum via distance education.
- 15.** Expand library services and resources into support for distance education.
- 16.** Increase international and study away education opportunities.
- 17.** Increase support for undergraduate and graduate research, experiential learning and service learning.

THEME 3: Innovations for Teaching and Learning

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
Goal 13: Have the entire full-time and part-time faculty trained, equipped with the tools and technology and fully prepared to move courses to distance format when circumstances demand.	Provost, deans, chairs, faculty, Malone Center, DEAC, IS&T	Academic units and Malone Center, IS&T	Number of faculty trained and/or certified to teach DE courses. Number of credit hours earned in distance education courses. Percentage of faculty with access to DE tools such as Zoom and ProctorU.
Goal 14: Create a consistent path for students to complete the entire undergraduate general education curriculum via distance education.	Provost, deans, chairs, faculty, Malone Center, IS&T	Academic units, Malone Center, IS&T	Percentage of general education courses available via distance education for each undergraduate program.
Goal 15: Expand library services and resources into support for distance education.	Academic Affairs, Carmichael Library	Carmichael Library	Number of online interactions that facilitate distance education.
Goal 16: Increase international and study away education opportunities.	Provost, deans, chairs, faculty, and Coordinator NSE, Int'l Affairs & Educ	Academic units	Number of international students. Number of students completing an international education opportunity.
Goal 17: Increase support for undergraduate and graduate research, experiential learning and service learning.	Provost, deans, Coordinator of the Undergraduate Research Program, Undergraduate Research Committee	Academic units	Number of undergraduate and graduate research projects funded. Number of undergraduate and graduate research projects presented.

OUTCOMES

Examples of strategic initiatives that might flow from strategies related to enhancing high quality academic programs:

- Increase number of distance education faculty who have completed Quality Matters training.
- Increase number of classrooms equipped for distance education.
- Provide stable funding for the recruitment of graduate students.

THEME 3: Innovations for Teaching and Learning (continued)

Supporting and developing faculty in facilitating learning.

GOALS

- 18.** Maintain a highly qualified, appropriately sized faculty with a commitment to tenure as vital to UM's mission while appreciating the opportunities afforded by part-time faculty.
- 19.** Ensure that faculty are appropriately compensated to be competitive with institutional peers.
- 20.** Ensure that academic buildings are equipped to facilitate distance education and other 21st century pedagogy.
- 21.** Support faculty in examining and adopting open educational resources (OER) and other means of providing course materials that are sustainable and affordable.
- 22.** Increase opportunities for faculty professional development.

THEME 3: Innovations for Teaching and Learning (continued)

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
Goal 18: Maintain a highly qualified, appropriately sized faculty with a commitment to tenure as vital to UM's mission while appreciating the opportunities afforded by part-time faculty.	Provost, deans, chairs and faculty	Academic units	Ratio of tenure track and tenured faculty members to non-tenure track faculty: overall; at the program level; and, in credit hour production by program.
Goal 19: Ensure that faculty are appropriately compensated to be competitive with institutional peers.	HR director, CFO, VPAA, Faculty Salary Committee	HR, AA, CFO, budget	Comparison of UM salaries to appropriate benchmark data.
Goal 20: Ensure that academic buildings are equipped to facilitate distance education and other 21st century pedagogy.	President, Provost, deans, chairs, faculty, Physical Plant, Advancement	Academic units, IS&T, Physical Plant	Proportion of building and classroom spaces that are fully equipped to facilitate learning.
Goal 21: Support faculty in examining and adopting open educational resources (OER) and other means of providing course materials that are sustainable and affordable.	Deans, department chairs, Carmichael Library, UM Bookstore	Colleges, departments	Percentage of courses employing OER or other affordable and sustainable course material.
Goal 22: Increase opportunities for faculty professional development.	President, Provost, Malone Center, deans, chairs, Business Affairs, FDAC	Academic units	Per capita dollars for faculty travel; teaching and scholarship grants; summer stipends; external grants; conferences; sabbaticals funded.

OUTCOMES

Examples of strategic initiatives that might flow from strategies related to supporting and developing faculty:

- Funding for faculty development such as Quality Matters training for distance education teaching.
- Evaluate the standard technology setup in classrooms and consider making cameras and microphones part of the standard.



THEME 4: Support for Learning

THEME 4: Support for Learning

Conduct an athletics program that develops student-athletes, through success in both academics and competition, to achieve excellence in life.

GOALS

- 23.** Consider strategic expansion of athletic programs.
- 24.** Expand availability of athletic and recreation facilities to serve athletes and the campus community.

THEME 4: Support for Learning

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
Goal 23: Consider strategic expansion of athletic programs.	President, AD, Provost	Academics, Athletics, Student Life	Increase in number of student athletic programs and athletes.
Goal 24: Expand availability of athletic and recreation facilities to serve athletes and the campus community.	Executive Cabinet, AD	Academics, Athletics, Student Life	Hours of use by student-athletes and the broader campus community.

OUTCOMES

Examples of strategic initiatives that might flow from strategies related to campus support for learning in athletics:

- Renovation of athletic facilities.
- Have student-athletes engage with the broader campus community.

THEME 4: Support for Learning (continued)

Master plan and maintain campus infrastructure and facilities appropriate for a selective, nationally competitive college.

GOALS

- 25.** Incorporate sustainable practices into purchasing, building design and campus planning.
- 26.** Develop and fund a campus master plan for facilities and landscaping.
- 27.** Maintain and extend the useful life of existing buildings and landscaping.
- 28.** Renovating, updating and expanding residence halls to improve student life and enhance recruiting.

THEME 4: Support for Learning (continued)

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
Goal 25: Incorporate sustainable practices into purchasing, building design and campus planning.	CFO, Physical Plant, Sustainability Committee	Physical Plant	Annual statement on University sustainability.
Goal 26: Develop and fund a campus master plan for facilities and landscaping.	CFO, Physical Plant	Physical Plant	Development of plan and proportion of investment directed to projects consistent with the master plan.
Goal 27: Maintain and extend the useful life of existing buildings and landscaping.	CFO, Physical Plant	Students, faculty, staff, community	Number of deferred maintenance projects completed.
Goal 28: Renovating, updating and expanding residence halls to improve student life and enhance recruiting.	Physical Plant, Housing, Business Affairs	Physical Plant, Housing, students	Number of related Physical Plant projects completed.

OUTCOMES

Examples of strategic initiatives that might flow from strategies related to campus infrastructure and facilities:

- New and renovated housing.
- Renovate academic building.
- Strategic new building projects.

THEME 4: Support for Learning (continued)

Opportunities for staff development.

GOALS

- 29.** Maintain a staff that is supported, diverse and engaged in robust professional development.
- 30.** Assure that staff are appropriately compensated to be competitive with state peers and reflective of degree/credential attainment.

THEME 4: Support for Learning (continued)

Goals	Key Actors	Unit Plans Likely Affected	Assessment Plan
Goal 29: Maintain a staff that is supported, diverse and engaged in robust professional development.	HR Director, Assistant Director, CFO, Staff Senate	HR, CFO, budget	Survey of staff satisfaction. Number of opportunities for professional development and participation in those activities.
Goal 30: Assure that staff are appropriately compensated to be competitive with state peers and reflective of degree/credential attainment.	HR Director, Assistant Director, CFO	HR, CFO, budget	Comparison of UM salaries to appropriate benchmark data.

OUTCOMES

Examples of strategic initiatives that might flow from staff development:

- Training for new supervisors.
- Staff diversity initiatives.
- Cross-training opportunities.
- Funding for staff development.
- Staff compensation study.



PLANNING PROCESS AND TIMELINE

November 2018 to February 2019 — President Stewart hosted a series of town hall meetings with constituents including the Board of Trustees, Foundation Board, Executive Cabinet, Montevallo community members, students, alumni, faculty, staff, deans and department chairs. These meetings, led by Dean Stephen Craft, followed the Strength, Weaknesses, Opportunities and Threats (SWOT) model.

January 2019 — Revised Strategic Plan Policy adopted by Board of Trustees.

February 2019 — President Stewart appointed 24 faculty and staff to the Strategic Planning Committee (SPC).

March 2019 — The SPC convened and formed four workgroups informed by four major themes that emerged from town hall meetings: Identity and Mission; Focus on Growth; Innovations for Teaching and Learning; and Support for Learning. The work groups considered incomplete and partially complete items from the previous strategic plan, data from UM's unit plans and assessment reports and other institutional data, as well as input from town hall meetings.

October 2019 — The SPC completed a working draft of the strategic plan and continued to edit the draft (for a total of eight drafts) utilizing feedback received from various constituents as drafts of the plan were shared.

April 2020 — The emergency relocation of instruction to remote learning due the COVID-19 pandemic, as well as a clear and urgent need to address historic and systemic racism, made it necessary to continue to work on the strategic plan in order to add two areas of focus COVID-19 and Diversity and Social Justice to the four themes.

August 2020 to October 2020 — Draft of the strategic plan was shared. Town hall meetings hosted by Dr. Stewart provided campus constituents with an opportunity for final input.

November 2020 — The draft strategic plan was presented to the Board of Trustees in their meeting for review.

January 2021 — Town hall meetings with the Board of Trustees were hosted by Dr. Stewart to gather final input.

February 2021 — The strategic plan was approved by the Board of Trustees.