We start with the premise that improving internal communication is not the goal, but a strategy. The goal, often stated by President Royce Engstrom, is to increase employee engagement in furthering the mission and strategic goals of the University of Montana.

Gallup research shows that engagement among US workers is holding steady at 30 percent. That means that seven in 10 employees are either checked out or actively hostile toward their employers.

The engagement problem exists at top universities as well. A HEliX study of higher education found that being excellent at research is no guarantee of excellent internal communications:

“We have a picture of leaders creating visions but not explaining them to academics or professional staff, a lack of staff engagement strategy and systems, and a failure to develop staff to be effective ambassadors, despite these universities having world-class profiles.”

“Engagement cannot be mandated, but it can be ignited,” writes Susan David in a 2013 Harvard Business Review article titled Disengaged Employees? Do Something About It. David says the solution is to “empower your people, particularly the most engaged employees, to share stories, exchange ideas and disseminate best practices across the business.”

We conducted focus group sessions from October 2013 to April 2014. We asked more than 100 employees for their ideas. The simple act of listening inspired engagement.

Employees shared two primary concerns about the communication culture at UM. First, they expressed frustration that information doesn’t trickle down to them from the president, vice presidents and directors. Second, they expressed concern that strategic and administrative decisions are often made and announced without discussion about the process and rationale, a practice that “feeds speculation and rumors and which ultimately compromises trust.”

Faculty we talked to suggested that communication from top level administrators is not clear, timely, complete or consistent. They favor more proactive two-way communication between Main Hall and campus. Faculty in particular stressed the importance of listening and acknowledgement by the administration of input and ideas.

This report contains six achievable ideas for UM to empower people and provide a rich communication environment where employee engagement will flourish. We know these ideas are viable because a small number of our colleagues have already put them into practice. We include “bright spot” stories that highlight thriving communication and engagement behaviors. We should leverage these behaviors, and the leaders who inspire them, to help us transform outdated communication habits into a culture that is open, honest, non-hierarchical, collaborative, curious and empowered.
Leadership and culture

1. Promote leadership development
The most engaged employees we talked to were those who are leading others and who feel like their superiors and colleagues value their ideas and initiative.

Page 3

2. Promote communities of practice
Cross-functional communities of practice are formed by employees from different departments who share similar professional duties and interests. Members engage with each other to collectively grow knowledge and competence. In the process, they build relationships that lead to more trust and more open communication and collaboration.

Page 5

3. Improve employee on-boarding
Employees who understand our mission, values and strategic goals from day one will feel more connected to UM. In the long run, they will be more engaged employees and ambassadors for UM.

Page 7

4. Promote the practice of permission-based communication
When recipients have given permission to receive messages they are more likely to pay attention to those messages and engage in the conversation.

Page 9
Promote leadership development

How does leadership development improve communication and engagement?

The most engaged employees we talked to were those who are leading others and who feel like their superiors and colleagues value their ideas and initiative.

By contrast, the most frustrated and cynical employees we encountered shared the belief that administrators and managers should pass down communication to them and that we needed more and better “channels” to do that.

Leaders understand that effective communication isn’t about more channels, but about stronger relationships. Effective leaders are skilled at drawing out ideas and information from colleagues and proactive in sharing and mentoring others. If we are serious about improving internal communication and employee engagement, we should do all we can to foster a culture of leadership and support leadership development for employees at all levels.

How can we foster leadership development at UM?

Managers and direct supervisors have a tremendous impact on the success and the level of engagement of employees who report to them. We applaud managers on campus who value leadership and provide opportunities for their employees to learn and grow through engagement in leadership development activities.

While investment in leadership development programs for all employees is not feasible, UM leaders can actively promote the following low-cost alternatives in their sectors.

Help employees see the big picture. Support employee participation in activities like Staff Ambassadors and University governance committees. Help employees connect their work to the mission and goals of the University. Find ways for employees to be exposed to work conducted beyond their own department or sector.

Develop interpersonal skills, relationships and a professional network. Support employee participation in communities of practice (see recommendation 2). Develop mentoring and coaching programs that leverage talent on campus.

Encourage employees to take initiative and solve problems. Give employees stretch assignments and leadership opportunities that push them to grow. Support risk experimentation where employees are allowed to dedicate 15-20 percent of their work time to innovative projects of their choosing.

Where is leadership development thriving at UM?

Two UM departments started innovative leadership development initiatives this year. Paulo Zagalo-Melo, director of the Office of International Programs, established leadership teams that give his employees an opportunity to generate creative solutions and influence policy decisions (see bright spot story).

In Information Technology, CIO Matt Riley has invested in a 9-month leadership development program for 27 employees in central and distributed IT organizations. Three of those employees are participating in a national program with IT leaders from other universities.

The value of the University Staff Ambassadors program became clear during our conversations as well. Employees who had been through the program felt connected and engaged in the success of the University of Montana.
BRIGHT SPOT

Leadership teams in Office of International Programs promote engagement

Paulo Zagalo-Melo came to UM last April to direct of the Office of International Programs. He inherited a hierarchical culture that didn’t fit his vision for employee engagement.

“It was very hard to hear everyone’s ideas because they were filtered through superiors or because people were uncomfortable sharing them with the director,” Paulo says. “I wanted more ideas and different perspectives.”

So Paulo eliminated group meetings with his direct reports and created leadership teams focused on five themes. All employees, regardless of their position, have the opportunity to participate in—and even lead—efforts to generate and implement new ideas.

The leadership teams have 10 guidelines. Employees aren’t assigned to teams. They volunteer. An employee can be on no more than two teams, and teams are limited to six members. It’s a one-year commitment to be on a team, and leadership changes every six months. Teams must consider planning and implementation processes when addressing issues on their agenda. Paulo plays no role in setting the teams’ agendas.

Linda Ellersick, OIP’s communications and outreach coordinator and assistant to the director, says the leadership teams have been a positive change.

“It makes me feel ownership of what’s going on in the office and ownership of improving it,” she says. “I have an investment in it.”

The leadership team concept also opens up communication with other UM departments.

“If we have a topic that comes up and we need to include people from other offices, we have them come talk to us,” Linda says. “It’s a collaborative effort and it’s hugely important to our enrollment and recruitment efforts. If we’re not pooling our resources and aware of what other offices are doing, it has a negative impact on students.”

“It makes me feel ownership of what’s going on in the office and ownership of improving it.”

- Linda Ellersick, OIP communications & outreach coordinator
Promote communities of practice

What are cross-functional communities of practice?

Cross-functional communities of practice are formed by employees from different departments who share similar professional duties and interests. Members engage with each other to grow knowledge and competence. In the process, they build relationships that lead to more trust and more open communication and collaboration.

What are employees saying about this issue?

Focus group participants talked about weaknesses and gaps within official channels of communication. Some of them, almost apologetically, said that they had overcome those gaps by developing professional networks and using back channels to people who could provide them the information and support they needed to succeed in their jobs.

While there is room for improvement in the official channels of communication, it is perhaps more important that University leaders foster a culture that supports development of professional networks and relationships that help employees connect and engage with each other.

Why are communities of practice important?

In a 2001 Harvard Business Review article, Harvard professor and best-selling author John P. Kotter discusses the importance of creating extensive informal networks in an organization:

*Strong networks of informal relationships—the kind found in companies with healthy cultures—help coordinate leadership activities in much the same way that formal structure coordinates managerial activities.*

Informal relations of some sort exist in all corporations. But too often these networks are either very weak—some people are well connected but most are not—or they are highly fragmented—a strong network exists inside the marketing group and inside R&D but not across the two departments. Such networks do not support multiple leadership initiatives well. In fact, extensive informal networks are so important that if they do not exist, creating them has to be the focus of activity early in a major leadership initiative.

Where is this idea thriving at UM?

The most vibrant and engaged community of practice we found was FAM (Financial Academic Managers), a “tribe” of about 30 employees across the academic sector formed and led by Beckie Christiaens from the Office of the Provost (see bright spot story).

More noteworthy communities of practice include:

**Tech Partners**

Tech Partners is a collaboration between IT professionals in central and distributed IT areas. The group went through a restructuring and revitalization process in 2011. A five-member leadership board was created with the responsibility of organizing agendas and guiding discussion. Tech Partners also has an ex-officio representative on IT Senate.

**Student Affairs Marketing Collaborative**

Morgan Slenderberger in the Curry Health Center formed the Student Affairs Marketing Collaborative last year to coordinate marketing and communication strategies for Student Affairs departments. The group meets monthly with a robust agenda, and continues conversations and collaboration in the interim using Microsoft SharePoint.
Beckie Christiaens is the consummate community organizer. In 2012, as Director of Academic Budgets and Personnel in the Office of the Provost, Beckie identified employees responsible for finances across the academic affairs sector and encouraged them to form a community. Through her leadership—an artful mix of listening, collaborating and prodding people out of their comfort zones—FAM has become a critical group within Academic Affairs.

“They get this feeling of being connected and this feeling of value—that they’re being heard,” Beckie says. “I think they have the power to influence culture change.”

At the group’s first meeting, Beckie sought ideas for a name for the group. FAM—short for Financial Academic Mangers—was the easy winner.

“It popped into my head that it was related to family,” she says. A perfect name for her ultimate goal with the group—to create a sense of family.

FAM is a highly engaged communications network. Members benefit from mentoring relationships, being in the know about important University issues and connecting their work to a higher purpose.

One of the first things Beckie did was to create three-member teams that matched senior employees and newer employees. She calls the teams “trey-ships.” Through the trey-ships, members learn best practices from their colleagues and build trusting relationships that can lead to new opportunities and professional mobility.

FAM invites speakers from areas outside academics to build the group’s knowledge. At one recent meeting, Dawn Ressel from the Office of Planning, Budget and Analysis shared important budget information with the FAM group the day before she delivered the same report to academic officers.

“People love that,” Beckie says. “They love being in the know, because when their dean comes back from that meeting they are ready for that dialogue and collaboration that needs to happen.”

A self-described “natural cheerleader,” Beckie wanted to find a fun way to get others to connect their jobs to the bigger picture. With input from colleagues, she developed a Family Feud game where everyone in the group had an opportunity to test their knowledge of UM’s strategic goals with some laughter thrown in.

“They get this feeling of being connected and this feeling of value—that they’re being heard. I think they have the power to influence culture change.”

- Beckie Christiaens
3 Improve employee on-boarding

Why is employee on-boarding important?
On-boarding is a valuable opportunity to communicate our mission and values and lay the groundwork for employee engagement. On-boarding is successful when it leads employees to adopt attitudes and behaviors that result in greater job satisfaction, organizational commitment and higher performance levels.

What are employees saying?
Focus group participants cited numerous concerns with new employee orientation, including the fact that it often doesn't happen for a month or more after an employee starts and some categories of employees, such as temporary hires and adjunct instructors, are not included in the process.

Employees reported that they were overwhelmed with information at orientation. Much of the information was either not relevant to them, or not relevant at the time they received it.

What should change with employee on-boarding?
- Rather than a single orientation event, on-boarding should be a process with milestones to check in on employee progress for up to one year.
- It should be participatory, going beyond the dissemination of information to include the sharing of values, expectations and culture.
- It should be a partnership between Human Resource Services and departments across campus.
- It should provide support for managers, who are the vital link between employees and their success.

Who does on-boarding well?
Stanford University conducts its on-boarding over a period of one year and provides a comprehensive website for new employees and managers at newhire.stanford.edu.

How is on-boarding being improved at UM?
Human Resource Services has developed Welcome U, a process to generate 790 numbers, NetIDs and email accounts for new hires prior to their first day on the job. The new system implements the basics prior to an employee’s arrival on campus, using technology to facilitate the process. One new employee praised this advancement, saying, “the online steps to fill out my personal information were easy and convenient.”

New faculty orientation, delivered by the Office of the Provost and the Faculty Development Office, makes on-boarding participatory. It makes the first day on the job special and includes key stakeholder meetings as part of the program (see bright spot story).

How can on-boarding support the University’s mission and strategic goals?
Employees who understand our mission, values and goals from day one will feel more connected to UM. Employees who understand how they contribute to shared mission and values and common goals will find more meaning in their work and greater job satisfaction. Shared mission and values will lead to engaged employees and ambassadors for UM.
Faculty orientation focuses on interaction more than information

Stephen Kalm recalls the day he survived new faculty orientation at UM.

“It was just this flood of information heaped on you,” he said. “When I got home, my wife asked me how it was. I said I felt like I’d been mugged with information. I didn’t retain anything. At the end of the day it was worthless.”

Now Dean of the College of Visual and Performing Arts, Kalm participates with other deans in a revamped faculty orientation day that focuses on the people coming in, not the people dispensing information.

Amy Kinch, Director of the Faculty Development Office, and Claudine Cellier from the Office of the Provost redesigned the program two years ago. The orientation takes place on the Friday before fall classes start.

While there is still some dispensing of information, the program is highly interactive. It includes lunch with the president, provost and deans where new faculty introduce themselves, and small group sessions focused on topics critical to faculty success.

Kinch says having administrators participate sends a message that we want the people we hire to succeed and we’re going to help them do that.

“You wouldn’t have met them in the old model,” Kinch says of the deans. “It sets a tone that's appropriate for the institution. We’re a small place where administrators are accessible.”

Adrea Lawrence joined the faculty in the Phyllis J. Washington College of Education and Human Sciences last fall. Her experience with the new orientation process points to a lingering issue with the on-boarding of new employees.

“It was kind of a blur to be honest,” Lawrence says. “I think that has to do with the fact that it was just one day and everything was compressed. And it has to do with the fact that I met so many people.”

At American University, where Lawrence worked before coming to UM, all new hires met for lunch once a week for the first semester. The lunches included speakers from campus units.

“It was more spread out so you got to know people better,” Lawrence says.

Kalm agrees that that spreading the process out would help new employees better assimilate information.

While progress has been made in on-boarding new faculty at UM, more is on the horizon as planning for New Faculty Orientation 2014 begins.
Promote the practice of permission-based communication

**What is permission-based communication?**

Permission-based communication means delivering anticipated, personal and relevant messages to people who want to get them. At the core of permission-based communication is the efficiency of earning, maintaining and leveraging attention.

The recipient, not the sender, is at the center of permission-based communication. Recipients choose to opt in or opt out. They maintain control over what they get and how they get it.

**Why is permission-based communication important?**

When recipients have given permission to receive messages they are more likely to pay attention to those messages and participate in the conversation.

Two critical values underpin permission-based communication:

1. Attention is precious. As Seth Godin says, “We call it ‘paying attention’ for a reason. It’s worth quite a bit, and ought to be cherished.”

2. To foster engagement, the perspective of the recipient takes precedence over that of the sender.

One administrator said her department routinely sends email messages to everyone on campus. She explained that it is up to the recipients to decide if the message is relevant to them, and if not, they should simply ignore it.

The danger of this approach is that it reinforces the habit of not paying attention. What starts as a minor irritation ends up eroding trust and undermines the efforts of others on campus to communicate effectively.

**How is permission-based communication executed?**

The key to permission-based communication is giving control to the recipient. Recipients can opt in or opt out. They can subscribe or unsubscribe. They can choose how and when to receive messages.

Executing permission-based communication is relatively simple. It can be done through subscription to email lists, subscription to RSS (Really Simple Syndication) feeds, or through social media channels.

The bigger challenge lies in building permission assets and keeping audiences engaged. Communicators will need to be more diligent in building relationships and trust and more strategic and thoughtful in designing their communications.

**Where is permission-based communication thriving at UM?**

Disability Services for Students uses opt-in messaging to provide alerts about accessibility issues. Director Amy Capolupo uses ReGroup to manage the subscription list and send messages. In addition to getting emails, recipients can choose to get text or voice messages sent to their mobile phones (see bright spot story).
The advantages of permission-based communication

We tend to push information to recipients, or rely on them to pull information from the web. Both have disadvantages.

When we push, our messages are often impersonal, poorly timed and may not be relevant to all recipients. Pull communication only works when employees take it upon themselves to seek out information. Even in the best cases, pull communication results in an uneven distribution and understanding of our message.

Permission-based communication offers a middle ground. It allows senders to push messages, while allowing recipients to decide what kind of messages they want to receive and when they want to receive them.

The subscription process is simple. For emails, a recipient might check a box on a web page. On social media sites, recipients click “Like” or “Follow.”

Once subscribed, the recipient no longer has to go hunting for information. The sender has an engaged audience with an associated obligation to be interesting and relevant. Failure is easy to assess when every email includes an “unsubscribe” link and every social media site has an “unfriend” or “unfollow” option.

Permission-based communication is about building and maintaining relationships. It flips our thinking about how and why we communicate.

Proposed communication model

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BRIGHT SPOT

Permission-based communication serves Disability Services for Students well

“"I’m such a fan of earning permission. As a consumer of those kinds of services, I’d much prefer to opt in.”

- Amy Capolupo

Amy Capolupo, director of UM’s Disability Services for Students is an avid practitioner of permission-based communication. She uses an opt-in messaging system to communicate elevator outages and access barriers to students, employees and visitors.

“I’m such a fan of earning permission,” Amy says. “As a consumer of those kinds of services, I’d much prefer to opt in. It’s just a nice feature.”

DSS uses a tool called ReGroup—the same technology used for UM’s emergency notifications—to allow people to subscribe to access updates. The subscriber has control over how the messages are delivered—by email, text message or both; and when the messages get delivered—as they are sent or in a daily digest. And at any time, a subscriber can remove his or her name from the notification group.

“When we meet with a new student who may have a need to know this information, we show them our webpage and recommend they sign up,” Amy says. It’s great for people who have mobility impairment—especially temporary impairment where they weren’t expecting it and aren’t prepared. That’s where it really shines.”

Permission-based communication does require that DSS work hard to build and maintain its audience. They promote the opt-in notification service on their web page (umt.edu/dss), on Facebook (facebook.com/UMDSS), and through orientations and frequent one-on-one contact. They keep their community engaged by providing a relevant and valuable service, and by respecting people’s time and personal preferences.
Tools and resources

5
Build a central communication resources website

A central communication resource website would help align communication strategy, coordinate delivery and improve effectiveness.

Page 13

6
Optimize communication tools

UM employees leverage many technology tools for internal communication. We need to improve the campus calendar and enhance our tools for mass, targeted and permission-based communication.

Page 15
Build a central communication resources website

What is the value of a central communication resource website?

Communication works best when all employees are empowered to contribute. But without standards and support, we end up with communication that is inconsistent in style, quality and delivery.

A central communication resource website would help align communication strategy, coordinate delivery, reduce effort and improve effectiveness of our communication.

What would a central communication resource website include?

A central communication resources website might provide the following:

- Policies and/or guidelines for internal communication.
- A catalog of communication tools and strategies for using them effectively.
- Professional development opportunities, including courses, tutorials and consulting about best practices for effective communication.
- Links to communication-related resources like UM’s Brand Guidelines, Style Guide and Social Media Directory.

We envision the site being built and maintained through collaboration among communication professionals across campus.

What are employees saying?

Many focus group participants said it was hard to find UM policies and guidelines related to communication. Staff also found it challenging to design and execute effective communication strategies because of a lack of resources combined with myriad tools, channels and expectations.

Example from another UM

The University of Minnesota offers one of the best examples of a comprehensive communications toolkit. The introduction to the resource says “This Web site has been created to provide University faculty and staff with online tools, strategies, and resources to coordinate, align, focus, and improve the effectiveness of internal communications at every level of the organization.”

Visit the site: umn.edu/twincities/faculty-staff/toolkit/

Where is this idea thriving at UM?

Central resource websites related to UM branding (umt.edu/brand), UM web templates (umt.edu/web) and accessibility (umt.edu/accessibility) have been developed in the last year (see bright spot story).
BRIGHT SPOT

Resource sites promote central direction while preserving departmental autonomy

Mario Schulzke, assistant vice president for marketing, knows that a unified brand and web presence are critical to UM’s success. The obstacles are daunting: a culture of academic freedom, a stockpile of “unique” departmental website designs, and no central staff to do the work.

The leadership challenge Mario faces is clear. He must impose tight central direction around brand and web presence while preserving departmental autonomy.

His strategy has been to build resources that provide the campus community with the information, support and motivation they need to change.

“I’d rather give people a carrot than use a stick,” Schulzke says. “Rather than rules, we should think about what kind of resources we can provide.”

Here are examples of central resources that have been created in the past year to foster change.

The website umt.edu/brand provides guidance and resources to help UM employees use the UM logo, colors, typefaces and photographs in a consistently professional way.

The website umt.edu/web guides campus departments through the process of migrating their websites from custom designs to a unified but flexible standard template that meshes with UM’s new homepage. The site—built and maintained by web professionals in central IT—includes a step-by-step migration plan, an area to try out template design options, documentation about available plugins and resources to help employees understand web accessibility, search engine optimization and more. Once a month, the team holds a training event where distributed web managers can exchange ideas on the migration process.
Optimize communication tools

UM supports a wide range of tools for creating and disseminating electronic communication (see appendix). Many of these tools have been purchased, built or licensed by individual departments or sectors with little strategic thought to broad adoption, resulting in both duplication and gaps in functionality and effectiveness.

Events calendar

The campus events calendar (events.umt.edu) needs immediate attention. The calendar application used by UM is no longer supported and needs to be replaced as soon as possible. Central IT has begun the process of evaluating calendar tools, but user requirements need to be gathered to implement an effective solution.

The calendar is critical for both internal coordination and for our connection to the Missoula community. Many employees commented that UM’s events calendar was difficult to use and was often missing important events. In addition to implementing a new calendar technology, UM needs to develop new calendar management processes to ensure that it meets internal and external users’ needs.

Mass messaging tools

UM departments primarily use three tools to create and send unsolicited mass messages: InfoGriz Notification Dashboard (a homegrown system managed by Central IT and limited to a small number of senders), ReGroup (used primarily for emergency communication, but available for expanded use), and Exchange email.

We recommend limiting mass messaging to emergencies and required presidential communication and expanding targeted and permission-based communication. That will require developing strategy, policy and capabilities to target appropriate audiences.

Permission-based tools

There are multiple tools already in use for permission-based campus communication, including Listservs, ReGroup, MailChimp, Constant Contact, blogs and social media platforms like FaceBook, Twitter, YouTube, Instagram and Pinterest. Each department works independently to build their audience within their chosen platform.

We recommend developing a subscription management tool that would allow people to subscribe to topics of their choice. Here are two examples from other institutions:

University of Houston
ssl.uh.edu/subscribe/index.php

Yale University
messages.yale.edu/Subscribe/MySubscriptions

UM has already developed a sophisticated social media directory (umt.edu/socialmedia). The tool allows users to easily find and connect with about 140 University communities associated with official UM departments and organizations. We recommend more strategic promotion of the social media directory.

Collaboration tools

Collaboration tools provide members of a group online workspace to share documents, conduct conversations and collaborate on projects. With no standard centrally-supported collaboration platform in place, employees have improvised by using Moodle, UM’s learning management system, and other third-party tools. Three separate UM entities pay for licenses and host instances of Microsoft SharePoint. Central IT is introducing Box for campus use. We recommend the development of a campus-wide strategy around collaboration tools.
Next steps

We envision ongoing conversations with campus leaders, spurred by the observations and recommendations in this report. We also envision immediate action, particularly related to recommendations four, five and six. Here’s what can be done starting now:

Short term (3 months)

Implement a new events calendar

- Form a team to gather user requirements and evaluate technology solutions
- Develop and implement an event calendar management strategy that provides a robust, single calendar that meets internal and external communication needs

Develop communication guidelines

- Based on the model presented on page 10, develop guidelines that will allow UM to communicate appropriately and effectively using mass, targeted and permission-based communication strategies and practices

Develop a communications resources hub on the web

- Form a team to identify and create content and build the website
- Identify an owner of the site and a strategy for ongoing growth and maintenance of the resource

Longer term (6 months - 1 year)

Implement a permission-based communication system

- Identify the best technology solution to manage subscriptions and execute message creation and delivery
- Develop and execute a pilot project to demonstrate the feasibility of the system
- Develop a communication plan to implement permission-based communication broadly across campus
## Communication tools used at UM

The table below describes most of the technologies used at UM for pushing out mass and targeted messages, delivering pull communication, creating and managing permission-based communication and supporting group collaboration. Our recommendations are in the right-hand column.

<table>
<thead>
<tr>
<th>Tools</th>
<th>Description</th>
<th>Type of communication</th>
<th>Who uses it</th>
<th>Recommendations and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>InfoGriz Notification Dashboard</strong></td>
<td>Reporting and messaging tool developed and managed by IT.</td>
<td>Mass announcements. Targeting capabilities for employees are limited.</td>
<td>Sector VPs and major outreach offices.</td>
<td>A new version of InfoGriz will have improved interface and editing capabilities. Tool could be made available to more departments and enhanced with more sophisticated targeting capabilities.</td>
</tr>
<tr>
<td><strong>ReGroup</strong></td>
<td>Vendor tool hosted externally managed by IT.</td>
<td>Primarily emergency alerts sent as email, text and web announcements. Can be used for opt-in messaging.</td>
<td>Public Safety and other departments involved in emergency communication. Disability Services uses it for opt-in accessibility alerts.</td>
<td>Current license allows expanded use of ReGroup for permission-based messaging. Would require some additional investment in application support.</td>
</tr>
<tr>
<td><strong>Employee email</strong></td>
<td>Microsoft Exchange hosted and managed by IT.</td>
<td>Email and calendaring for individuals. File sharing through public folders.</td>
<td>All UM employees.</td>
<td>UM will be exploring migration to Microsoft Office 365, which could provide tools for group collaboration, station-to-station videoconferencing and instant messaging.</td>
</tr>
<tr>
<td><strong>ListServ</strong></td>
<td>A vendor tool hosted externally for mailing list and group discussion. User and technical support provided by IT.</td>
<td>Primarily opt-in email messages. Groups can be open or closed.</td>
<td>Available to any University department or ASUM organization. Academic departments and research are heaviest users.</td>
<td>Continue to provide this tool as is.</td>
</tr>
<tr>
<td><strong>Moodle</strong></td>
<td>Learning management system hosted externally, supported by SELL.</td>
<td>Secure web access with ability to send email alerts.</td>
<td>Primarily used for online courses and as a resource to support face-to-face classes. Used as a collaboration tool by some groups.</td>
<td>Moodle is used for non-academic group collaboration because of a lack of other viable options.</td>
</tr>
<tr>
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<tr>
<td>iTunes U</td>
<td>Tool for managing and distributing academic digital audio and video content. Hosted externally by Apple, supported by IT.</td>
<td>Secure access to media through iTunes music store application.</td>
<td>Primarily used by instructors to distributed lectures and class materials. Currently 65 courses use iTunes U.</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td>Camtasia Relay</td>
<td>Lecture capture tool hosted and supported by IT.</td>
<td>Digital media distributed via the web or iTunes.</td>
<td>Primarily instructors, but also used for administrative purposes such as capturing meetings and candidate interviews.</td>
<td>Use could be expanded.</td>
</tr>
<tr>
<td>Social media</td>
<td>Externally hosted tools such as Facebook, Twitter, YouTube, Flickr, Instagram, Pinterest and more. No local support.</td>
<td>Promotes permission-based communication. Easily accessed through web and mobile devices.</td>
<td>About 140 UM departments and organizations have official social media channels listed in the UM social media directory.</td>
<td>UM’s social media directory (umt.edu/socialmedia) should be better publicized. Policies and guidelines for use of social media should be reviewed and updated.</td>
</tr>
<tr>
<td>Event calendar</td>
<td>UM currently manages its web events calendar using UNL Event Publisher from the University of Nebraska. The tool is no longer supported.</td>
<td>Web calendar that also produces an RSS feed.</td>
<td>University Relations and multiple administrative offices use UNL Event Publisher.</td>
<td>UM must invest in a new web calendar tool soon since the current tool is not supported. There also needs to be a greater investment in managing the event calendar and aggregating all public events in one place.</td>
</tr>
<tr>
<td>Search</td>
<td>UM’s web presence uses Google search, but the tool is enhanced to return employee and student directory information, featured links, acronyms and location (map) information.</td>
<td>Pull. Web.</td>
<td>Search data is pulled from websites, Banner and other databases. Users can request additions to the featured link and acronym databases. Available to all web visitors.</td>
<td>No changes recommended, but data and systems that serve search results must be kept up to date.</td>
</tr>
<tr>
<td>Campus map</td>
<td>Developed and managed by IT. The map includes interactive layers that depict information such as wireless access points, places to eat and accessibility routes and entrances.</td>
<td>Pull. Web. Also produces printable maps.</td>
<td>Map data is pulled from multiple databases. Available to all web visitors.</td>
<td>A new version of the map is scheduled for release this summer. It’s important that data be reviewed and updated regularly.</td>
</tr>
<tr>
<td>Tools</td>
<td>Description</td>
<td>Type of communication</td>
<td>Who uses it</td>
<td>Recommendations and comments</td>
</tr>
<tr>
<td>---------</td>
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<tr>
<td>Blogs</td>
<td>Tumblr and WordPress are the most common blogging tools used by campus departments. Both are free. IT supports the use of blogs and the embedding of RSS feeds from blogs into web pages.</td>
<td>Blog content is most commonly consumed through permission-based subscriptions through RSS readers and mobile applications.</td>
<td>The Undergraduate Advising Office, the Mansfield Library and Broadcast Media Center are among the departments that use blogs.</td>
<td>IT recommends Tumblr as the preferred blogging tool.</td>
</tr>
<tr>
<td>Wikis</td>
<td>IT hosts and supports Wikimedia, the same platform that Wikipedia is built on.</td>
<td>Wikis allow users to consume, create and edit web content.</td>
<td>There are 60 wikis on UM’s system.</td>
<td>No recommendations for change.</td>
</tr>
<tr>
<td>MailChimp</td>
<td>MailChimp is an externally hosted email marketing tool with contact/list management capabilities. No local support.</td>
<td>Permission-based email.</td>
<td>University Relations uses MailChimp to produce and distribute the weekly ForUM email newsletter.</td>
<td>Third-party email tools present potential for email to be perceived as spam. All recipients should have opted in and should have the option to opt out at any time.</td>
</tr>
<tr>
<td>Constant Contact</td>
<td>Constant Contact is an externally hosted email marketing tool with contact/list management capabilities. No local support.</td>
<td>Permission-based email.</td>
<td>University Relations formerly used Constant Contact. SELL currently uses it.</td>
<td>Third-party email tools present potential for email to be perceived as spam. All email recipients should have opted in and have the option to opt out at any time.</td>
</tr>
<tr>
<td>SharePoint</td>
<td>SharePoint from Microsoft is a web-based collaboration tool (intranet) that provides document management, file sharing and communication capabilities</td>
<td>Collaboration and internal communication.</td>
<td>The School of Business Administration, the UM Foundation and Student Affairs all host instances of SharePoint. The Foundation also has a hosted instance used by its board of trustees.</td>
<td>There is no coordinated strategy for campus-wide adoption.</td>
</tr>
<tr>
<td>Box</td>
<td>NEW. Box is an externally hosted tool for file sharing and transfer and group collaboration. Supported by IT.</td>
<td>Authenticated users access through web and mobile devices.</td>
<td>Currently in pilot.</td>
<td>Need strategies for adoption. Allows for retirement of UM’s Distributed File Share (DFS) system and may replace other file sharing and transfer applications.</td>
</tr>
<tr>
<td>Qualtrics</td>
<td>NEW. Externally hosted survey software supported by IT.</td>
<td>Allows for data gathering and analysis through web surveys and forms.</td>
<td>Available to all UM employees and students. Used primarily by researchers.</td>
<td>License has been paid for by IT through March 2016. May be made available to affiliate campuses.</td>
</tr>
</tbody>
</table>
We would like to thank Peggy Kuhr, Perry Brown and Matt Riley for their support and encouragement.

Special thanks to our focus group participants, who spared their precious time to share their valuable perspectives.