

**STANDARD SIX: GOVERNANCE AND
ADMINISTRATION**

TABLE OF CONTENTS

Overview of the Governance System..... 3

 Laws, Policies, and Procedures that Define the Governance System..... 3

 Governance Structure 3

 Inclusive, Responsible Governance..... 4

 Collaborative Governance 5

 Integrative Governance 6

The Montana Board of Regents: The Governing Board 6

 Membership..... 7

 Meetings 7

 Duties, Responsibilities, and Ethical Conduct Requirements 8

 Regular Performance Evaluation of University Administrators..... 8

 Review of MUS Campuses’ Missions, Policies, and Programs 8

 Self Evaluation Process to Ensure Effectiveness 9

 Timely Discussion of Academic and Administrative Proposals 9

 Appropriate Delegation: Management, Budgeting, and Staffing 9

 Knowledge of the Accreditation Process..... 10

Leadership and Management 10

 Defined Duties and Expectations of the Chief Executive Officer and President ... 10

 Qualified Administrators and Effective Leadership and Management 12

 Mission-Based Institutional Advancement Activities 13

 Timely Institutional Decision-Making Processes..... 14

 Cooperative Working Relationships..... 15

STANDARD SIX: GOVERNANCE

Effective and Supportive Institutional Research 16

Accessible Policies, Procedures, and Criteria 16

Competitive Salaries and Benefits Capable of Attracting and Retaining Employees
..... 16

Faculty, Student, and Staff Participation in Governance 20

 Faculty Role in Governance 21

 Student Role in Governance 24

Tangents to the Oval..... 25

 Staff Role in Governance 26

 Labor Partner Collaboration 28

Affirmative Action and Non-Discrimination 30

 Equal Opportunity Policies that Address Non-Discrimination 30

 Accountability for Ensuring Affirmative Action and Equal Opportunity 31

 Affirmative Action Plans and Diversity Action Plans..... 32

 Academic Expectations to Promote Diversity with Students 33

 Programs and Services to Promote Affirmative Action and Diversity..... 33

Retention Strategies 34

 Attractive Culture Based on Strong Ethics 34

 Innovation through Research and Assessment 34

 New Policies and Programs 35

Summary and Analysis 35

Websites Referenced..... 37

STANDARD SIX: GOVERNANCE AND ADMINISTRATION

OVERVIEW OF THE GOVERNANCE SYSTEM

Laws, Policies, and Procedures that Define the Governance System

By constitutional mandate, the Montana Board of Regents of Higher Education (BOR) holds full power, responsibility, and authority to supervise, coordinate, manage, and control the Montana University System. In addition to The University of Montana campuses and the Montana State University campuses, the Board of Regents exercises oversight of Montana's three non-tribal community colleges: Miles Community College in Miles City, Dawson Community College in Glendive, and Flathead Valley Community College in Kalispell. The role of the Board of Regents in the Montana University System governance is spelled out in several places:

- The [Bylaws of the Montana Board of Regents of Higher Education](#)ⁱ includes the mission and purpose of the Montana Board of Regents and outlines the relationship of the BOR to the Montana University System ([Exhibit RE 6-01](#));
- The [Board of Regents Policy and Procedures Manual](#)ⁱⁱ further defines the roles and responsibilities of the BOR and the Commissioner ([Exhibit RE 6-02](#)); and
- [Board of Regents Code of Expectations](#)ⁱⁱⁱ outlines a set of shared expectations. These expectations were developed by the Board of Regents and set the standards of behavior expected of all Regents ([Exhibit RD 6-01](#)).
- [Montana Codes Annotated, Title 20, Chapter 25](#)^{iv} specifically defines the scope, duties and role of the Montana Board of Regents of Higher Education. In addition, these statutes delegate substantial authority to the presidents of both Montana State University (MSU-Bozeman) and The University of Montana (UM-Missoula) ([Exhibit RE 6-07](#)).
- [The University of Montana Policy Manual](#)^v includes policies and procedures that define the governance of UM, including the authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students ([Exhibit RE 6-03](#)).

Governance Structure

The Board of Regents appoints a Commissioner of Higher Education who serves as the chief executive officer of the Montana University System (MUS). The Commissioner executes, administers, and implements BOR policies and is responsible to the Board of Regents. The Commissioner is the supervisory link between the BOR and the governance and administrative units of the individual campuses. The Duties of the Commissioner of Higher Education are defined in [Board of Regents Policy 204.3](#)^{vi}, [Exhibit RE 6-07](#). See this exhibit also for an [organizational chart for the Office of Higher Education](#)^{vii}.

STANDARD SIX: GOVERNANCE

The President of The University of Montana is appointed by the Board of Regents and is directly responsible and accountable to the Commissioner of Higher Education. The duties of the President are specified in [Board of Regents Policy 205.2^{viii}](#) ([Exhibit RE 6-04](#)). The President of UM-Missoula has oversight responsibilities for Montana Tech of UM, UM-Western, and the UM-Helena College of Technology. In addition, this role supervises both chancellors of Montana Tech and UM-Western and the dean of the UM-Helena College of Technology.

At the campus level, the chief executive officer is the President of The University of Montana. As the President, he directly supervises the following:

- Provost and Vice President for Academic Affairs
- Vice President for Administration and Finance
- Vice President for Research and Development
- Vice President for Student Affairs
- University Executive Vice President
- Chief Information Technology Officer

The President oversees the offices of:

- Alumni Relations
- Legal Counsel
- Intercollegiate Athletics
- Internal Audit
- Equal Opportunity/Affirmation Action

The President also has a consultative relationship with:

- The University of Montana Foundation
- Faculty and Staff Senates
- The Associated Students of The University of Montana (ASUM)
- Graduate Student Association

The above reporting relationships are outlined in [The University of Montana Organizational Chart](#) ([Exhibit RD 6-02](#)).

Inclusive, Responsible Governance

The University's leadership encourages board members, administrators, faculty, staff, students and the public to actively participate in the governance of UM. This commitment is reflected in the [President's statement of goals and objectives^{ix}](#) that are sent to the Commissioner of Higher Education each year. As mentioned above, the BOR bylaws and policies and The University of Montana's policy and procedure manual promote understanding of governance systems for both the Montana University System and the University. The following are further examples of efforts taken to inform and engage the campus community in the governance of this campus:

- HRS Policy Spotlights are presented by the Human Resource Services department to ensure understanding of human resource policies and procedures.

- New Employee Orientation and New Faculty Orientation include specific training regarding the governance system at UM.
- Office of Planning, Budgeting and Analysis (OPBA) and the Office of the Provost, working with a team from across the campus, presents a series of budget training sessions for deans, directors, chairs and department fiscal officers who are charged with budget responsibilities. Each session addresses specific topics and is targeted to an appropriate audience.
- Office of Legal Counsel ensures that online and classroom-based training are completed on conflict of interest policies.

Communication plans are completed on new policies to ensure that the campus community is informed of new expectations. For example, when the Montana Legislature passed a law requiring employers to provide appropriate, private places to breastfeed, a diverse committee of managers, staff, faculty, and public health officials met to design a policy, procedure, and resources to be in compliance. ([Exhibit OSM 6-03](#)). The outcome was an innovative approach that was emulated by other regional employers.

The [University Staff Ambassadors \(USA\) Program](#)^x provides classified staff members the opportunity to learn about all of the divisions of The University of Montana and promote a better understanding by staff as to the value of their role within the University and their contribution towards the larger community UM serves. USA also fosters increased communication across departments and divisions by creating a bond among the members of each group as they learn about the departments and functions each perform.

There is a commitment to complete annual evaluations of all executive officers, deans, chairs, directors, and supervisors and classified staff. Through this process, expectations are outlined regarding how employees can successfully support the governance of The University of Montana.

Collaborative Governance

From top leadership to front line employees, there is a core expectation that constituency based committees will be used and/or developed to solve system-wide challenges at The University of Montana. This core value is part of the culture of this campus and designed into the governance systems. University committees serve a wide variety of governance functions at The University of Montana and vary in terms of their mission and membership. The President's website contains a list of [UM Committees](#)^{xi} ([Exhibit RE 6-10](#)). Many committees serve in a long-term advisory capacity while others convene for a short time to focus on clearly identified tasks. Committees typically comprise members from the faculty, staff, and student communities and representatives from both the Faculty and Staff Senates as well as ASUM. Each of these entities nominates individuals to serve and forwards their nominees to the appropriate individual for final selection. For further discussion on the importance of collaboration in the governance of The University, refer to the section titled Faculty, Staff, and Student Role in Governance later in this document.

STANDARD SIX: GOVERNANCE

Faculty, student, and staff constituencies at The University of Montana in Missoula are individually represented in the governance system by separate representative deliberative bodies, including the Faculty Senate, ASUM; Graduate Student Association, Staff Senate, and by several unions and organizations that represent faculty and staff for collective bargaining purposes. These entities are respected and relied upon to assist in the effective governance of The University of Montana. (For further discussion, refer to the section of this chapter titled “Faculty, Student and Staff Participation in Governance”. Discussion of faculty unions is also found in this report under *Standard 4: Faculty*.)



University Hall Clock Tower

Integrative Governance

Policies and directives of the Board of Regents are communicated and implemented by the Office of the Commissioner of Higher Education (OCHE) staff, using the Regents' statutory and constitutional authority in an effective and professional manner. Programs assigned to the OCHE office are administered in a collaborative manner with representatives from MUS campuses.

OCHE coordinates the academic and student affairs functions of the Montana University System. That coordination includes the development, interpretation and enforcement of appropriate policies at the system level, the approval of new academic offerings at each of the campuses, the oversight of student services on the campuses, the implementation of collaborative programs within the Montana University System and with other educational partners in the state, and the development of programs to assist Montana's citizens in pursuing their educational goals.

In addition, the President's 2009-10 statement of goals and objectives explicitly commit to aligning the strategic plan of The University of Montana with the strategic plan of the Montana University System.

THE MONTANA BOARD OF REGENTS: THE GOVERNING BOARD

The governing board is ultimately responsible for the quality and integrity of the institution. It selects the chief executive officer and President, considers and approves the mission of the institution, is concerned with the provision of adequate funds, and exercises broad-based oversight to ensure compliance with institutional policies. The board establishes broad institutional policies, and delegates to the chief executive officer the responsibility to implement and administer these policies.

Membership

The Constitution of Montana (Article X, Sec. 9) establishes the authority of the Montana Board of Regents of Higher Education and the governing board of the Montana University System. The BOR consists of seven members appointed by the Governor, and confirmed by the Senate, to overlapping terms, as provided by law. One of the members is a full time student from one of the Montana units of higher education. Regents serve terms of seven years, except for the student member whose term is not less than one year and not more than four years. *Ex officio* members of the Board include the Governor, the Superintendent of Public Instruction, and the Commissioner of Higher Education.

In order to represent the public interest and diverse elements of the constituencies of the Montana University System, not more than four of the Regents may be from one U.S. Congressional district. Currently this is a moot point since Montana has only one congressional district. Not more than four Board members may be affiliated with the same political party, as specified by Article 3 of the [Bylaws of the Montana Board of Regents \(Exhibit RD 6-01\)](#). None of the Board members are employees of The University of Montana, or any other unit of the Montana University System.

The officers of the Board consist of a chairman, vice chairman and secretary. The chairman and vice chairman are elected from among the board members for two-year terms, or until their appointment to the Board expires, whichever occurs earlier. The Commissioner of Higher Education serves as secretary to the board. The current officers and members of the board are (term expiration in parentheses):

- Stephen Barrett, Chair, Bozeman (1 Feb 2012)
- Clayton Christian, Vice-Chair, Missoula (1 Feb 2015)
- Rob Barnosky, Student Regent (30 Jun 2010)
- Janine Pease, Poplar (1 Feb 2011)
- Lila Taylor, Busby (1 Feb 2010)
- Lynn Morrison-Hamilton, Havre (1 Feb 2013)
- Todd Buchanan, Billings (1 Feb 2014)

Online profiles of the regents are posted on the [Board of Regents website](#)^{xii} ([Exhibit RD 6-01](#)).

The Commissioner of Higher Education is appointed by the Board of Regents and serves as the chief executive officer of the Montana University System. In addition to serving as the Board secretary, the Commissioner's office is charged with implementing BOR policies and decisions. The current Commissioner of Higher Education is [Sheila Stearns](#)^{xiii}, who was appointed to the position June 17, 2003.

Meetings

The Board of Regents is a public entity and conducts its meetings in a manner that protects the constitutional rights of the public to participate and to observe deliberations of public bodies. As provided in the Bylaws, the Board meets not less than quarterly, and may hold other meetings called by the Governor, the Chairman of the Board, the

Secretary, or on the request of four appointed members. In practice, the BOR holds meetings every two months either in Helena or on various campuses of the Montana University System. Advance public notice is given of all meetings and the agendas and minutes of all meetings are posted on the Board of Regents webpage. Faculty, student, and classified employee representatives from throughout the Montana University System attend the regularly scheduled Board meetings and provide a resource to assist the Board in understanding the viewpoints of these constituencies. The BOR publishes a general calendar of events for its biannual cycle of meetings on the Regents' webpage previously cited. Documentation, consisting of [meeting agendas and minutes](#)^{xiv} from the last 10 years are included in [Exhibit RE 6-02](#). A list of 2008-09 committees, to document inclusiveness and breadth, is found in [Exhibit RE 6-10](#).

Duties, Responsibilities, and Ethical Conduct Requirements

The duties, organizational structure, and operating procedures of the Board of Regents are all matters of public record. In particular, the BOR Policy manual furnishes rules of operation that are readily available ([Exhibit RE 6-02](#)). The manual contains detailed information about governance, academic affairs, research and public service, student affairs, personnel, compensation, and other such topics. The BOR has also adopted a "Code of Expectations" which is posted prominently on the Regents' webpage ([Exhibit RD 6-01](#)) and is a statement of the ethical conduct and personal responsibilities expected of Board members.

The presidents of the two universities of the Montana University System serve under the direction of and are responsible to the Commissioner of Higher Education. Presidents are appointed by the Board of Regents upon the advice and recommendation of the Commissioner. Normally the presidents and various other executive officers of the individual units attend the regularly scheduled BOR meetings.

Regular Performance Evaluation of University Administrators

Procedures for review and evaluation of University administrators are clearly spelled out in the [Board of Regents Policies manual, Section 705.2](#)^{xv} ([Exhibit RE 6-02](#)). The Regents and Commissioner conduct an annual evaluation of the President. The President, in turn, shares results of the performance of upper level administrators with the Regents and Commissioner in conjunction with the discussion of any proposed salary adjustments for the coming year.

The President conducts an annual written evaluation of all executive officers. Additionally, each administrator at the rank of dean or higher is given a full evaluation every five years plus an annual evaluation by the Provost. Faculty evaluation of administrators includes the biennial evaluation of the President, all vice presidents, and all academic deans, conducted by the Executive Committee of the Faculty Senate (ECOS). The evaluation results are transmitted to the BOR and the Commissioner of Higher Education in accordance with the [Faculty Senate Bylaws](#)^{xvi} ([Exhibit RE 6-09](#)).

Review of MUS Campuses' Missions, Policies, and Programs

[Section 219 of the BOR Policy and Procedures Manual](#)^{xvii} establishes policy on institutional mission statements. Each campus must provide the Board with revised

copies after every meeting where a mission change occurs. Additionally, the mission statement of each campus of the Montana University System is reviewed by the BOR every three years. Montana University System campuses are required to disclose their plans for new academic programs under Policy 303.10, adopted by the Board of Regents in May 2005. The purpose of the policy is to give the Board prior notice of the academic programs being developed by the campuses; and to encourage collaboration and cooperation in the delivery of academic programs, whenever appropriate.

Academic program plans are reported by each campus for the next three-year period, including a list of programs that may be submitted to the Board of Regents for its review in the upcoming year. Individual plans can be reviewed on the [Board of Regents Academic Program Plans^{xviii}](#) website ([Exhibit OSM 6-04](#)).

Self Evaluation Process to Ensure Effectiveness

The Board of Regents conducts self-evaluation meetings. The most recent was completed in September 2008. In addition, as part of BOR regular comprehensive policy reviews, the board reviews and revises policies directly related to the effective and efficient execution of their responsibilities

Timely Discussion of Academic and Administrative Proposals

The Board of Regents has developed explicit protocols for the submission, review, and approval of academic and administrative proposals. To respond in a timely and thoughtful manner to academic and administrative proposals from the campuses of the Montana University System, the board holds six regularly scheduled meetings each year, four of which are devoted primarily to academic and administrative agenda items. To facilitate the careful review of academic and administrative proposals and to develop expertise among board members in each area, the board has created two committees, the Academic and Student Affairs Committee and the Administration and Finance Committee, to provide the preliminary reviews and recommendations to the full board on all academic and administrative proposals coming before the board.

Appropriate Delegation: Management, Budgeting, and Staffing

The BOR ensures that the institution is organized and staffed to reflect its mission, size, and complexity. It approves an academic and administrative structure or organization to which it delegates the responsibility for effective and efficient management.

The Board of Regents approves the budgets and the long range financial plan of the institutions annually. The budgets are acted upon at the May Board of Regents meeting. The Board also reviews periodic fiscal audit reports.

The BOR Budget and Audit Oversight Committee is asked to:

- Establish budget policy and processes for the Montana University System;
- Establish timelines for annual and biennial budget requests;
- Provide criteria for budget priorities;
- Establish format for annual and biennial budget submission;
- Establish consistent performance metrics to be submitted with the annual budget report;

STANDARD SIX: GOVERNANCE

- Establish priority MUS internal audit projects for campus internal audit staff;
- Establish system task forces to deal with issues as they arise;
- Establish format and content requirements for system management reporting.

Knowledge of the Accreditation Process

The Board of Regents is kept informed of the accreditation process through a formal reporting process that is managed by OCHE. They are also notified of all site visits by accreditation agencies. During the accreditation process, each campus submits its self-study documentation and all evaluation reports to OCHE. The Regents are then provided a report that includes the self-study documentation and any subsequent findings.

LEADERSHIP AND MANAGEMENT

George M. Dennison became the 16th president of The University of Montana on 15 August 1990. As the Chief Executive Officer, President Dennison provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. The administration, faculty and staff are organized to support the teaching and learning environment which results in the achievement of the institution's mission and goals.

Defined Duties and Expectations of the Chief Executive Officer and President

The President derives authority from the Board of Regents and the state of Montana and has a full-time responsibility to The University of Montana. The President is appointed by the Board and invested with the responsibility of administering BOR policies under the supervision and control of the Commissioner of Higher Education. The President is also executive officer and chair of the Executive Committee, which oversees the four campuses of The University of Montana. The Executive Committee includes chancellors of Montana Tech of UM, UM-Western, and the Dean of the UM-Helena College of Technology.

Through his 19 years of service, President Dennison has recruited and maintains a senior executive team of well qualified individuals. The newest senior member of the team, Provost Royce C. Engstrom, joined the University in 2007, bringing a wealth of experience from a similar position at another institution.

[The Montana Code Annotated \(20-0-25-305\)^{xix}](#) President – Power and Duties specifically outlines the statutory duties required of the position ([Exhibit RE 6-07](#)). The ethical conduct requirements of the institution's administrators are clearly defined and published. [University Policy 406.2](#) states that The University of Montana adheres to ethical standards of conduct and conflict of interest provisions of state and federal law and Montana University System policy ([Exhibit RE 6-03](#)). Please refer to *Standard 9: Institutional Integrity* for a more thorough discussion of the ethical conduct expected of administrators, faculty, staff and students.

The President, as Chief Executive Officer, is also expected to take a leadership role in establishing University priorities and articulating those priorities to the BOR and the Legislature, and to translate the priorities of the University into specific budget requests

to the Commissioner of Higher Education and through the Board of Regents to the Legislature.

The President is considered a primary advocate for the University, explaining its teaching, research, and public service roles and its priorities to the public. On the state level, the President is expected to assist the Montana citizenry in understanding the important relationship between the University and the state, emphasizing the University's value as a resource for the entire state.

The President nurtures the teaching, research and service functions of the University, emphasizes UM's commitment to overall student development both inside and outside the classroom, and actively supports student recruitment and retention efforts.

The President meets weekly with the executive officers. The purpose of this meeting is to apprise leaders of issues and activities associated with the University that span organizational units and campus committees. Regular presentations from campus are scheduled to discuss new initiatives, policies, and programs to ensure that important perspectives are considered. Chaired by the President, the meeting includes the University Executive Vice President and Chief Information Technology Officer, Provost and Vice President for Academic Affairs, Vice Presidents for Administration and Finance, Student Affairs, and Research and Development, the University's Legal Counsel, President and CEO of The UM Foundation, and four directors that report directly to the President, those from the Alumni Association, Intercollegiate Athletics, Equal Opportunity/ Affirmative Action, and University Relations.

The administrative, student, research, and support divisions are led by the following individuals:

- Robert A. Durringer, Vice President for Administration and Finance, has responsibility for the Office of Planning Budgeting and Analysis, Business Services, Facilities Services, Human Resource Services, Public Safety, Montana Island Lodge, and the Adams Event Center.
- Daniel J. Dwyer, Vice President for Research and Development, oversees Technology Transfer, Intellectual Property, Environmental Health; Cooperative Wildlife Research; the Biotechnology Center; the Center for the Rocky Mountain West; the Biological Station; Laboratory Animal Resources; the Montana World Trade Center; Rural Institute on Disabilities; and Research and Sponsored Programs. This last office assists faculty, staff, and graduate students in their research and creative endeavors and provides such services as information about funding sources, project design, proposal preparation, award negotiation, and post-award grant management.
- Teresa S. Branch, Vice President for Student Affairs, is in charge of Enrollment Services, Campus Recreation, Career Services, Disability Services for Students, Financial Aid, Foreign Student and Scholar Services, Greek Life, Residence Life, Student Health Services, the University Center, and University Dining Services.

STANDARD SIX: GOVERNANCE

- Jim Foley, Executive Vice President, is in charge of University Relations; the Broadcast Media Center; Printing and Graphic Services, the Montana Museum of Art & Culture, as well as other University outreach functions.
- Ray Ford, Chief Information Technology Officer, has responsibility for Information Technology Security, Enterprise Information Systems, Computer Networks and Telecommunication Services, and Technology Support Services.
- Royce C. Engstrom, Provost and Vice President for Academic Affairs, oversees the Division of Academic Affairs, including academic deans and the following individuals:
 - Arlene Walker-Andrews, Associate Provost for Undergraduate Education and Policy
 - Perry J. Brown, Interim Associate Provost for Graduate Education
 - Mehrdad Kia, Associate Provost for International Programs
 - Rob Gannon, Director for Academic Budgets and Personnel

Academic officers meet weekly. The meeting, chaired by the Provost, includes the associate provosts, academic deans with program and faculty accountability (the deans of the College of Arts and Sciences, School of Business Administration, College of Education and Human Sciences, College of Forestry and Conservation, College of Health Professions and Biomedical Sciences, Davidson Honors College, School of Journalism, School of Law, Maureen and Mike Mansfield Library, College of Technology in Missoula, and College of Visual and Performing Arts), along with the Dean of Continuing Education and the Registrar.

Qualified Administrators and Effective Leadership and Management

The President actively supports efforts to attract, develop and retain high quality faculty and administrators. The University's administrators are recruited and hired through national search processes. Each search committee is designed to reflect the constituencies of the campus. The criteria for selection for all administrators include a list of competencies that relate to effective experience and credentials in leadership and management.

The director of Human Resource Services monitors the recruitment and hiring of faculty, staff and professional administrative employees. In order to ensure recruitment and hiring of the highest quality professionals and to ensure as diverse a pool of applicants as possible, national recruitments are conducted, with limited exceptions. [University Policy 401.5.1](#) describes the recruitment process. Additionally, in an effort to foster upward mobility of professional administrators, and to enhance the retention of high quality administrators, the University implements a non-faculty contract professional promotion plan as described in [University Policy 401.4 \(Exhibit RE 6-03\)](#).

As stated above, each administrator at the rank of dean or higher is given a full evaluation every five years plus an annual evaluation by the Provost. Faculty evaluation of administrators includes the biennial evaluation of the President, all vice presidents, and all academic deans, conducted by the Executive Committee of the Faculty Senate (ECOS). The evaluation results are transmitted to the Board of Regents and the

Commissioner of Higher Education in accordance with the [Faculty Senate Bylaws \(Exhibit RE 6-09\)](#).



President Dennison Delivering the State of the University Address

Mission-Based Institutional Advancement Activities

The Campus Development Committee is chaired by the Provost and Vice President for Academic Affairs. Membership includes the University's other vice presidents, deans, the President and CEO of the UM Foundation, the Vice President of Development of the UM Foundation, the associate provosts, the Chief IT Officer, the Executive Director of the Alumni Foundation, the Director of Intercollegiate Athletics, the Registrar, the Director of the Montana Museum of Art and Culture, and directors of four other UM centers.

The function of the Council is to prioritize the long range development and fundraising needs to address facilities needs, as well as endowment and scholarship needs.

Established in 1951, The University of Montana Foundation (UMF), led by President and CEO Laura Brehm since 2003, is a private, non-profit organization formed under Internal Revenue Service 501(c)(3) designation and is the official development office for UM. UMF, under the direction of its Board of Trustees, receives, manages and disburses all private gifts to The University. The UM Foundation conducts an annual Excellence Fund drive to address some of the current needs that do not receive state funding. Additionally, UMF operates Major Gifts and Planned Giving programs to raise private funds. The most recent five-year Capital Campaign, *Invest in Discovery*, raised \$131 million. This is the most ever raised by any campus in the State of Montana.

Approximately 17% of all UM funding currently derives from general fund state appropriations (not including tuition), compared to approximately 40% in 1989. Consequently, the significance of external fundraising has grown immensely in the last few years. External fundraising has become a major task for UM administrators, especially the President and deans, as well as some faculty members. Additional information on the role of The University of Montana Foundation can be found in *Standard 7: Finance*.

The economic conditions made 2009 a challenging year for development activities at the University. However, it was also very productive in that almost 16,000 donors helped to generate new gifts and pledges that totaled over \$22.6 million. This made 2009 the second-best fundraising year ever for The University of Montana Foundation. These efforts ensured that every student that was promised a privately funded scholarship received one. A highlight scheduled for early in 2010 will be the opening of the Payne Center, which will house UM's Native American Studies Department and American Indian Student Services offices as well as related campus programming. The unique gathering space will allow tribal leaders from across the state, the region, and the nation to come together to address common challenges, while also providing a bridge for American Indian and other cultures to explore the best that each has to offer.

Timely Institutional Decision-Making Processes

The University of Montana offers a wide range of educational programs and student services while remaining a comparatively low cost doctoral university. This organizational competency is grounded in a core value of shared governance and collaboration. This commitment to shared governance ensures that decisions are well thought out. Please review the section titled *Faculty, Student and Staff Participation in Governance* for specific examples of how collaborative decision making is used to develop and revise policies, programs and services. In addition, please refer to *Standard Two: Educational Program and its Effectiveness* for a full description of how academic programs and services are developed, assessed and revised.

The University has developed decision support resources for leaders including University of Montana Data Warehouse (UMDW). Prior to the UMDW implementation, department personnel relied on reports produced each month from the payroll and finance systems. These reports were not always timely, so many departments were using shadow systems or enormous spreadsheet applications to make sound operating decisions. This was a labor intensive process that was often prone to error. UMDW provides next-day data reports that can be either detailed or highly summarized. The ability to drill down into the numbers for detail has proven to be not only useful but allows for timely decision making.

The timeliness of decision making processes is difficult to measure and/or quantify. For the most part, decision making processes are strongly connected to the planning and budgeting process that is more fully discussed in *Standard 7: Finance*. Decisions related to working conditions, salary and other collective bargaining issues are tied to the bargaining cycle. Decisions related to academic program changes are closely tied to the requirement that new proposals be submitted on campus to the department faculty (where applicable), the relevant deans, faculty governing bodies, the Provost, the President, and

the Board of Regents. This is also discussed in *Standard Two: Educational Program and its Effectiveness*.

It appears that while decision making is timely, there are concerns related to how well decisions are communicated to the campus. This opinion was reflected in the results of a survey completed in 2008 by administrators, professionals and faculty as shown in Table 6-01. The section titled *Retention Strategy* contains more information on the results of this survey.

Table 6-01 - Modern Think Survey Results: Effectiveness of Leadership Communications

<u>Question:</u>	<u>Overall UM</u>		<u>Benchmarks</u> (compared only to positive scores)	
	<u>Positive Response</u>	<u>Negative Response</u>	<u>Best in Size: 500-2499</u>	<u>Carnegie: RU/H</u>
Senior leadership communicates openly about important matters.	35%	23%	60%	48%
There is regular and open communication among faculty, administration and staff.	43%	16%	62%	47%
Source: ModernThink Higher Education Insight Survey©, 2008				

Based on the above survey results, senior leadership implemented a number of mechanisms to ensure the campus community is aware of issues and challenges facing the campus. These include the development of formal communication plans, campus forums, and revised and updated websites.

Cooperative Working Relationships

The University strives to conduct effective planning on a continuing basis. The Executive Planning Council (the President, the executive officers, and the President of the Faculty Senate) and the Strategic and Budget Planning Committee (the Provost, the vice presidents, four deans, six faculty members, two students, five members of the professional staff, and two members of the classified staff) are both standing committees that advise the President. In addition, each division of the administration has an advisory committee that evaluates its goals and objectives annually in an effort to support the [University's Strategic Directions](#) and the Regents' Strategic Plan ([Exhibit RE 1-01](#)).

The University's goals, conditions, priorities and targets are formally set out in the President's State of the University address. Campus planning committees can propose initiatives and submit them for consideration to the University Administration and ultimately to the Board of Regents. Campus and system priorities, when approved by the Regents, shape the agenda for discussions with the state government. The Governor proposes the state budget and the Montana Legislature appropriates the funding for the next two years. There are excellent working relationships between the Missoula campuses and the other UM campuses. These are reflected in the efficiencies achieved through standardization of business processes and the central administration of payroll. In

addition, each member of the senior administrative team, including the President, promulgates goals and objectives annually, linked to the University's Strategic Directions and the Regents' Strategic Plan

There are excellent working relationships between UM-Missoula and the other UM campuses. This is reflected in the efficiencies through standardization of business processes and the central administration of payroll.

Effective and Supportive Institutional Research

The Office of Planning, Budgeting and Analysis (OPBA) provides the expertise and staff support for the planning processes described above. Planning and decisions that contribute to the improvement of the teaching-learning process are informed and supported by information gathered and provided by OPBA. This unit monitors student enrollment, student diversity, faculty salaries, graduation and retention rates, and various measures of University performance such as full-time equivalent (FTE) and student credit hour (SCH) production. This information is sent to the President, other administrators, and relevant campus committees and groups. Such statistical information is also made available in easy-to-use formats to the entire campus community and interested public on the [UM Institutional Data website](#)^{xx}.

Accessible Policies, Procedures, and Criteria

Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are outlined in the [BOR Policies and Procedures Manual, Section 700](#)^{xxi} ([Exhibit RE 6-02](#)), as well as [UM Personnel Policies, section 400](#)^{xxii} ([Exhibit RE 6-03](#)). UM Policies are posted to the website and are easily accessible. In addition to policies, the [Human Resource Services website](#)^{xxiii} includes instructions and procedures for recruitment and performance review. Human Resource Services also offers training on various personnel and policy issues regularly.

Competitive Salaries and Benefits Capable of Attracting and Retaining Employees

The adequacy of salaries to attract and retain competent personnel is a widely discussed issue at The University of Montana. There will be no general increases for the 2010/11 Biennium. Only a small pool is provided for contractually required faculty merit and promotion increases, and base salary increases have been negotiated only for those union affiliated classified staff members whose salary is below \$10.00 per hour. Data collected by the OPBA have consistently shown that scheduled wage increases received by UM administrators, faculty, and staff have not kept pace with the rising salary market at the regional, state and/or national level. In the decade culminating in the 2010/11 Biennium, four of the ten years have seen no salary increases, and two of the years saw only 2% increases. At the same time, workloads have remained high. In order to ensure continued academic quality, the University has invested scarce resources in needed faculty positions – maintaining, and even improving, student-faculty ratios (see *Standard 7: Finance* for more information).

A specific concern related to UM is the fact that most other employers of substantial size in Montana's public or private sectors are not required to recruit nationally for more than

half of their job vacancies. A sample of salary levels of administrators and faculty positions is listed in Table 6-2. Median salaries and wages vary extensively. Yet, for executives, administrators, and managers in 2008-09, the median salary is consistently below that of national averages. The impact of this gap in wages means UM often needs to pay a new employee a salary closer to the national average to attract them to this campus. This has created instances where current employees, especially long-serving ones, receive salaries similar to and/or below that of new hires. In its [2007 Advisory Report to the Board of Regents^{xxiv}](#), the Montana University System Recruitment and Retention Task Force identified that the conditions of inversion and compression “have a long-term effect of inhibiting an employer’s ability to retain employees because these conditions are perceived as widely unfair” (p.8).

Table 6-02 - Examples Comparing UM Salaries with U.S. Public Research Universities

	<u>US</u> <u>Average*</u> <u>(dollars)</u>	<u>UM</u> <u>Average</u> <u>(dollars)</u>	<u>UM's relation</u> <u>to U.S. average</u>
Example faculty salaries:			
Professor of Economics	113,157	75,040	66%
Professor of Management & Information Systems	133,038	96,616	74%
Professor of Education Administration	93,666	68,895	75%
Professor of Social Work	94,615	70,302	75%
Associate Professor of Social Work	73,191	55,698	76%
Professor of Fine & Studio Art	81,702	62,543	77%
Professor of Geography	89,447	69,048	79%
Professor of Psychology	97,843	76,097	80%
Professor of Ethnic & Gender Studies	99,519	80,692	87%
Professor of Law	135,129	112,785	86%
Example administrative salaries:			
President	332,192	205,050	61%
Dean of Business Administration	236,568	149,423	66%
Vice President of Academic Affairs (Provost)	243,024	171,600	72%
Vice President of Administration and Finance	216,436	153,600	73%
Director of Human Resource Services	130,126	93,240	75%
Dean of Journalism	175,271	130,625	73%
Dean of Education and Human Sciences	172,927	130,625	75%
Dean of Health Professions and Biomedical Sciences	195,292	148,077	74%
Director of Facilities & Physical Plant	135,983	105,589	77%
*Source: College and University Professional Association for Human Resources (CUPA-HR) database for 2008-09 salaries			

STANDARD SIX: GOVERNANCE

The Living Wage has gained acceptance as a framework to evaluate measurement of wages needed to support a single person within the Missoula community. An examination of annual levels of income with respect to official poverty and living wage levels makes this question pertinent. Living wage levels are based on a [recent 2007 study](#)^{xxv} by The Northwest Federation of Community Organizations (NWFCO). A living wage for various types of households was estimated on the basis of the costs of food, housing, and utilities, transportation, health care, household/clothing/personal items, savings, and state/local/federal taxes.

Classified employees are more likely to have incomes below the living wage for Missoula County. There are currently 206 classified staff members whose wages fall below the 2007 Living Wage in Missoula County for single individuals. This includes approximately 16% of the classified staff members in 2009. Table 6-03 provides a sampling of those jobs whose average wages are typically below what would be considered a living wage in this community.

Table 6-03 - A Sample of UM Classified Staff Hourly Wages Compared with the Living Wage for Missoula County

<u>The 2007 Living Wage for a Single Individual in Missoula County is \$10.96</u>	<u>2009 UM Average Wage</u>	<u>Percent of Staff in the Title Group Whose Base Rates are Below the 2007 Living Wage</u>
Administrative Assistant I	\$10.53	68%
Administrative Assistant II	\$11.57	49%
Cashiers I	\$10.03	100%
Cooks	\$10.17	67%
Facilities Associates (Custodians)	\$10.32	100%

The [Montana University System Pay Plan](#)^{xxvi} (Exhibit 6-15) for classified staff members has been redesigned during the past eight years in an effort to provide more flexibility to effectively respond to recruitment and retention issues related to classified staff pay. The pay plan is designed to meet the following goals:

- Develop a program structure to assist in retaining and attracting a high quality, diverse workforce.
- Establish a consistent, flexible framework to adjust pay when needed to recruit and /or retain needed talent.
- Build flexibility in reward programs to recognize both teamwork and individual performance.
- Recognize and reward growth in knowledge, skills and contributions within a job title.
- Create incentives to plan career development tracks for employees.

The components of this plan include the following:

- Career Ladders: a pre-established plan that allows an employee to grow in their career. The employee meets goals over a set period of time (usually 6 months to 1 year), leading to increased responsibility and pay.

- In-Range Progression Pay: up to 4% of an employee’s base rate can be awarded when there is an increase in an employee’s knowledge, skills, duties, and responsibilities within his or her job title and management has identified a need for the higher level responsibilities.
- Lump Sum Bonus: may be awarded to an individual or a team when there is evidence of exemplary service or contribution to the University. The award of a Lump Sum Bonus is at the employer's discretion. There is no entitlement to a Lump Sum Bonus and it is up to the employer to advance such a request. Lump Sum Bonuses may be given in the following increments: \$100, \$200, \$350, \$500, \$750, or a maximum \$1,000. This one time only amount is not added to employee's base salary.
- Retention Strategic Pay: retains an employee with unique knowledge, skills and abilities that are critical to a department’s mission and/or to resolve inequities created when it was necessary to pay a newly hired employee a higher salary than current employees with equal or greater qualifications and performance.
- Group Strategic Pay: addresses significant base salary problems that have resulted in recruitment and retention issues within a job title.
- Recruitment Strategic Pay: mitigates problems with a recruitment outcome when it can be documented that such problems are related solely to noncompetitive salary levels.

Table 6-04 summarizes the number MUS pay plan components that have been implemented over the past four fiscal years. Lump Sum Rewards are utilized most frequently at UM.

Table 6-04 – Number of MUS Pay Plan Events Awarded from FY 2006 to FY 2009

MUS Pay Plan Component:	Total	FY 2009	FY 2008	FY 2007	FY 2006
Career Ladders	185	57	22	47	59
In-Range Progressions	71	17	22	16	16
Lump Sum Rewards	402	80	115	108	99
Retention Strategic Pay Adjustment	158	28	50	43	37
Group Strategic Pay (police officers and dispatch)	19	19			
Group Strategic Pay (custodians)	92	92			
Recruitment Strategic Pay Adj.	38	12	19	4	3
TOTAL	965				

Although many staff members at The University of Montana may be paid wages too low to meet the basic requirements for their households, there is little evidence that salary and wage levels preclude the University from attracting and retaining sufficiently qualified workers. Most job openings attract a sufficient number of qualified applicants to provide

STANDARD SIX: GOVERNANCE

an opportunity to hire competent employees. For example, in 2009 the average applicant pool for Assistant Professors was 53.2 applications. The actual number ranged from 4 for an Assistant Professor of Pharmacy Practice to 248 for an Assistant Professor of Economics.

However, for some positions such as those requiring up-to-date technology training, accounting technology procedures, food service managers, and custodians, the wage scale is not very competitive, but the employment benefit packages seem to make up the difference in hiring and retention. When newly hired staff members are asked what attracts them to The University of Montana, the top five attractors relate to the employee benefit package, the job opportunity and the higher education work environment, as shown by Table 6-05.

Table 6-05 – Reasons Why Applicants are Attracted to The University of Montana

<u>What initially attracted you to UM as a place of employment?</u> <u>Please select all that apply and use the comment box below to provide additional information.</u>	
<u>Answer Options</u>	<u>Response Percent</u>
Overall Benefits	74%
Medical Insurance	65%
Job Opportunity	58%
Higher Education Work Environment	55%
Tuition Waiver	52%
Paid Sick/Annual Leave	48%
Location/Lifestyle	45%
Retirement Contribution	42%
Paid Holidays	42%
Skill Match	32%
Family/Personal Circumstances	23%
Potential Growth Opportunity	23%
Relocation	13%
Return to School	10%
Pay	7%
Post-Retirement Opportunity	7%

FACULTY, STUDENT, AND STAFF PARTICIPATION IN GOVERNANCE

In accordance with the stated mission and policies of The University of Montana, participation in UM governance by Faculty Senate, ASUM, Graduate Student Association and the Staff Senate is encouraged and expected. Faculty, students and staff are sought for all UM committees. Therefore, participation on committees and various task forces is extensive, and UM has a long tradition of such campus participation in advisory and policy-setting activities.

Faculty Role in Governance

The UM faculty possess clear prerogatives concerning UM curricula, degree granting, and participation in the governance process. The organization representing them is the Faculty Senate, which is recognized officially in the Montana University System's Collective Bargaining Agreements with both the University Faculty Association and the UM College of Technology Faculty Association. These bodies represent the faculty as they seek to participate in timely, before-the-fact consultation with UM administration in the development of policies, and selection of academic administrators.

Senators, elected to represent the academic areas, act on academic issues and recommend policy and procedural changes to the administration. The effectiveness of this process is enhanced when there is close communication with the administration. This must be asserted by both groups and the individuals within them.

There are approximately 70 members of the Faculty Senate, one senator for every 10 FTE faculty members within a voting group. The twelve voting groups are:

- College of Education and Human Sciences
- School of Business
- College of Visual and Performing Arts
- School of Journalism
- School of Law
- College of Health Professions and Biomedical Sciences
- College of Forestry and Conservation
- College of Technology
- The Mansfield Library
- Humanities
- Sciences
- Social and Behavioral Sciences

Standing committees of the Senate review academic matters in detail and make recommendations to the Senate. Current standing committees include the Executive Committee of the Faculty Senate (ECOS), Academic Standards and Curriculum Review Committee (ASCRC), Graduate Council, and the Faculty Library Committee. These committees report regularly to the Faculty Senate. The General Education Committee and Writing Committee are subcommittees of ASCRC. Three years of minutes are available and accessible on the [Faculty Senate website](#)^{xxvii} ([Exhibit RE 6-09](#)).

Other subcommittees may be established by standing committees to work on specific issues. In addition, ECOS nominates faculty members for most standing University committees and search committees, and appoints members to three committees specified in the UFA Collective Bargaining Agreement. These include the Committee on Service, Unit Standards Committee, and University Appeal Committee. For a full listing of [University committees](#), refer to [Exhibit RE 6-10](#).

All faculty members are given an opportunity to volunteer for specific committees through an electronic preference sheet, and committee nominations are made, whenever possible, from the response to the electronic committee preference request. ECOS also

STANDARD SIX: GOVERNANCE

requests assistance in finding faculty members willing to serve on committees from senators and department chairs.

To facilitate communication between the faculty and the administration, the Senate chair and chair-elect are *ex officio* members of the Strategic and Budget Planning Committee (SBPC), and the Senate Chair is an *ex officio* member of the Executive Planning Council. The Senate Chair and Chair-elect regularly attend Board of Regents meetings to ensure the faculty perspective is expressed on academic issues. In addition, the Senate Chair and Chair-elect participate in bi-monthly teleconferences with members of the Board of Regents, staff of the Montana Office of Commissioner of Higher Education, and representatives of faculty governance from other institutions of the Montana University System.

Faculty evaluation of the administration occurs biennially and is specified in the Faculty Senate Bylaws. The evaluation gives faculty the opportunity to review job performance as it bears on matters of academic and administrative leadership. It is not intended to be a comprehensive review of all official responsibilities. The evaluation is an electronic survey conducted on a secure website.

Faculty members are asked to use a five-point scale to evaluate a number of dimensions on the performance of the President, the Provost, the Vice President of Administration and Finance, the Vice President of Research and Development, the Vice President of Student Affairs, the Associate Provosts (Graduate Education, Undergraduate Education, and International Programs) the deans of the Honors College, Continuing Education, Libraries, and Dean of Students, as well as the faculty members' own dean, the University's Executive Vice President, and the Chief Information Technology Officer. In addition to completing the rating scales, faculty members are invited to provide written comments. Individual results are provided to each administrator and their direct supervisor. ECOS reviews the evaluation material and writes a summary. The data and summary are made available for senators to review on Blackboard. Copies of the verbatim comments are available in the Faculty Senate Office for review by the faculty. The summary and evaluation data of the President are provided to the Commissioner of Higher Education and the Chair of the Board of Regents.

Over the years, the Faculty Senate has been involved in the creation and revision of several University Policies. Most recently, the Faculty Senate voted to revise Academic Policy 103, Establishment and Periodic Review of Academic Institutes, Bureaus, Centers, Stations, Labs, and Other Similar Entities. The proposed work-life policy was also recently approved by the Faculty Senate. In 2001, Academic Policy 101.2 Non-tenurable Academic Appointments was revised. These [policies](#) can be accessed via [Exhibit RE 6-03](#).

Starting in 2005 the President requested that ECOS consider a campus Code of Ethics. After several draft documents were circulated, a joint Ethics Committee was established to review the issue (See *Standard 9: Institutional Integrity* for a full discussion.). It had members from ASUM, the Faculty Senate and Staff Senate. This code of ethics has been renamed The Montana Creed: Statement of Ethical Principles.

The Chair and Vice Chair of the Faculty Senate participate in the Montana Universities Faculty Representatives (MUSFAR) group. This includes representatives from all units of the Montana University System. This group gathers on occasions of regular meetings

of the Board of Regents, and typically meets the day before the Regent's meeting to discuss matters of common concern of their faculties. These concerns are presented to the Regents in an informal gathering followed by discussion.

ECOS participates in the recruitment of administrators and nominates faculty members to serve on search committees. In the 2007 search for a new Provost, two members of ECOS served. A member from ECOS also served on the search for a new dean for the College of Arts and Sciences, and members of Graduate Council served on the search committee for the Associate Provost for Graduate Education. In addition to involvement on the search committees, candidates are scheduled to meet with ECOS.

Faculty Senate business includes regular communications from the President, Provost, University Faculty Association, and ASUM; review and approval of curriculum changes; review and approval of curriculum policies, review and approval of administrative changes to programs, review of centers; review of the non-tenurable academic appointment report; consideration of honorary degree candidates, service award candidates, and posthumous degrees; approval of candidates for degree, and biennial evaluation of the administration.

In recent years the Faculty Senate committees have been engaged in important academic issues. In 2008, ECOS suggested that new programs be required to submit a three-year interim assessment, even though The Board of Regents requires programs to be reviewed every seven years. ECOS also worked with the administration to resolve issues associated with the implementation of the course repeat fee, and revised the Advanced Placement (AP) and International Baccalaureate Policies. [Annual reports^{xxviii}](#) of business conducted by the Faculty Senate and its various committees are available at [Exhibit RE 6-09](#).

In 2007, the President instated a requirement that graduate students continuously enroll for at least 3 credits. This produced concern about long-term implications. The Graduate Council requested that the implementation be delayed to allow for a thorough analysis. The Office of Planning, Budgeting, and Analysis assisted the Council in the analysis of graduate students' progress toward degrees and surveyed graduate program directors and graduate students in order to understand potential impacts of the policy change. The results were provided to the Provost with several recommendations. A modified continuous registration policy was adopted following these efforts. The revised policy addressed concerns raised over the original proposal and the new content was influenced by the assessment and analysis that was undertaken by the Graduate Council.

Graduate Council is also involved in reviewing Graduate Programs, oversight of the Individualized Interdisciplinary Doctoral Program, and awarding Thesis and Dissertation Awards and Bertha Morton Scholarships. Guidelines have been developed for these functions. After the Board of Regents changed its graduate student admissions policy, the Council developed Admissions Criteria Guidelines. Departments have the option of not requiring the GRE, but must demonstrate student performance potential by other means.

Over the past several years ASCRC has been engaged in a revision of the General Education program. It also has implemented several curriculum policies such as principles for quality online courses, certificate guidelines, service learning course designation, declaration of a major, plus/minus grading, graduation appeals, minors, general education review, grading option language, and admissions criteria.

Student Role in Governance

Student representation in governance is led by the Associated Students of The University of Montana. As an official organization, ASUM represents student interests in UM policy and activities. ASUM presidents are invited to attend Faculty Senate meetings to report and discuss ASUM concerns and activities. As a result, joint resolutions are sometimes passed and the Faculty Senate gains by having greater understanding of student issues, concerns, and perceptions. A full listing of [resolutions, archived ASUM senate minutes and agendas](#)^{xxix} is available in [Exhibit SM 6-02](#)

In addition to the right to have representation on all UM committees, ASUM actively enhances student involvement in local political issues and registration of voters. That organization has had significant success in increasing voter participation in the student sector. Through ASUM efforts, students have the opportunity to experience legislative and service opportunities as well as diversity of opinion. Per the UFA Collective Bargaining Agreement, students are included on faculty evaluation committees and other UM committees. Additionally, students have the chance to influence faculty members by their input on faculty evaluations. Course evaluations are to be completed for every course. Student comments are often helpful in guiding course structure, methods, and content. Thoughtfully completed student evaluations also give faculty insight into students' perceptions of student/teacher interactions.

ASUM does make known student wishes and needs. While other groups may not share student opinions, there is a collegial working relationship valued by all. The organization accomplishes a great deal and provides valuable insights to students' perception of their roles as students and participants in activities for the good of UM as an institution. Further information about ASUM and student roles in governance is found in *Standard 3: Students*.

Some of the ASUM accomplishments in the past several years include:

- Breaking voter registration and turnout records in general elections on a consistent basis
- Expanding the Office of Transportation services, including purchasing and running multiple buses, to facilitate improvement of UM traffic and parking
- Funding over 150 student groups and eight agencies to enable students to receive various forms of assistance and support while attending UM
- Participating actively in the Missoula community
- Seeking to promote change on a state-wide level as it works with the Montana Legislature, the Montana Board of Regents as well as the Montana Associated Students.
- Creating an Office of Sustainability which works on projects relating to making UM a greener and more environmentally friendly campus. This office also helped conduct the first ever greenhouse gas inventory on campus.

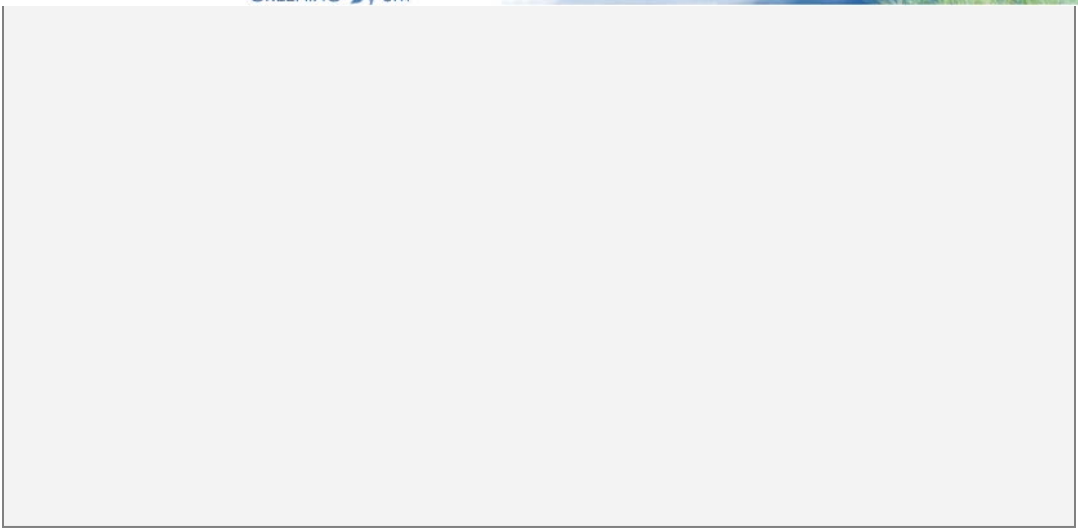
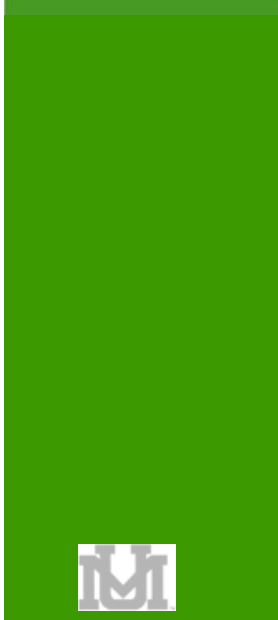
TANGENTS TO THE OVAL...

SUSTAINABILITY



An Office of Sustainability was formalized in 2009 with a full-time Sustainability Coordinator. The Office of Sustainability coordinates an active recycling program, student sustainability awareness initiatives, and efforts to reduce campus greenhouse gas emissions. Prior efforts of the Sustainable Campus Committee, Facility Services Sustainability Initiatives Team, ASUM Sustainability, and the Recycling Oversight Committee paved the way to institutionalize sustainability in campus operations. Other activities on campus include alternative transportation, farm-to-college food services, LEED (Leadership in Energy and Environmental Design) Certified new construction, and education on climate change.

The University of Montana is a charter signatory of the American University and College Presidents Climate Commitment. As such, UM pledged to become climate neutral and completed a Greenhouse Gas Inventory in 2008 and a Climate Action Plan in 2010.



Staff Role in Governance

The University of Montana's Strategic Plan outlines several general goals:

- Engage groups and constituencies on and off campus;
- Cultivate and project a service attitude and orientation, emphasizing student success;
- Revise existing policies and develop new policies for a family-friendly and diverse campus;
- Involve all sectors of the University in the planning processes; and
- Implement fully the Quality of Work-Life Program.

Classified staff are essential contributors to the implementation the above goals. All campus committees include staff members when appropriate ([Exhibit RE 6-10](#)).

The following are examples of the role of classified staff in the governance of The University of Montana.

- **Staff Senate Members:** Staff Senate members are active on a number of committees including the MPEA Joint Labor Management Committee, Accreditation Task Force, Strategic Budget and Planning Committee and Quality of Work-Life Committee.
- **Quality of Work-Life Council:** This committee monitors the campus environments to identify areas needing further improvement to facilitate the learning, creativity, and development of students, staff, and faculty. As necessary, it also reviews and revises University and campus policies, procedures, and facilities for the maintenance of safe, supportive, and family-friendly environments on the several campuses.
- **Staff Professional Development Leave Committee:** This committee reviews applications and provides recommendations to the President regarding paid leaves for staff members for professional development purposes.
- **Recruitment and Selection Committees:** All across the campus, staff is involved in the screening of applicants for positions. This involvement is typical practice and contributes to more effective hiring decisions.
- **Student Retention and Success Task Force:** The teams of this task force inform the current Retention Plan for Student Success at The University of Montana. This plan for Student Success is a collaborative effort among faculty, staff, and administrators from across two campuses.
- **Americans with Disabilities Act Committee:** This committee monitors University facilities, programs, policies, plans, and activities to ensure the identification, prevention, and elimination of physical and/or programmatic barriers that interfere with faculty, staff, and student access to and benefit from University programs, facilities, and resources.

- Diversity Advisory Council: This committee advocates, and facilitates communication, education, and relations among persons of various races, physical conditions, religions, national origins, citizenship, genders, ages, socio-economic backgrounds, and sexual orientation at The University of Montana.

The Staff Senate of UM ratified its constitution and [bylaws](#)^{xxx} in 1974. In addition to these documents, meeting minutes for the past three years can be found in [Exhibit RE 6-09](#). The University of Montana Staff Senate facilitates communication and cooperation between the administration and the non-academic staff of The University of Montana. The Staff Senate promotes and works for improved working conditions and the professional welfare of UM's non-academic staff. The bylaws of the Staff Senate outline the following as its primary goals:

- Work to enhance the visibility of Staff on campus and within the community;
- Provide a forum whereby opinions of Staff can be collected and expressed on issues facing the University and higher education in the State of Montana;
- Act as liaison to express the views and concerns of Staff to the administration, including the Commissioner of Higher Education and the Board of Regents;
- Provide a mechanism for supplying voting representatives to all University and applicable state committees;
- Cooperate with University administration, faculty and students in the development and/or revision of University policies and other matters; and
- Participate in other goals and activities as the Senate determines to be consistent with the overall purpose of Staff Senate.

Staff Senate comprises 30 members. Each elected senator represents about 40 staff members in the following employment categories: Professional, Technical, Clerical, Crafts, and Service. The duties and responsibilities of the senators include but are not limited by the following:

- The Staff Senate, as the representative body of the staff, shall have the power to act and speak for the Staff on all matters concerning Staff;
- The Staff Senate may examine all matters related to the professional welfare of the University and is charged with protecting the professional welfare of the Staff;
- The Staff Senate shall be available to meet with the administration, faculty, students, Commissioner of Higher Education and/or Board of Regents for advice and consultation, and shall disseminate information to the Staff;
- The Staff Senate shall have the power to adopt such standing rules as are deemed necessary;
- Senators shall represent constituents' points of view on issues that present themselves through the duration of the Senator's service;
- Senators shall communicate the issues discussed in the meetings and any correspondence they receive with constituents; and
- Senators shall provide feedback from constituents to the Senate to ensure fair representation of all Staff.

All senators and staff are encouraged to participate on The University of Montana committees. Staff Senate makes recommendations to the UM President for staff appointments to UM committees.

The accomplishments of the Staff Senate in the last few years include:

- Continued development of a comprehensive and interactive website
- Developed contacts and relationships with staff leaders on all MUS campuses
- Testified for staff at appropriation hearings of the Montana Legislature and Board of Regents meetings
- Participated in hearings, discussions and forums regarding retirement, pay and appropriations
- Strengthened relations with ASUM and Faculty Senates
- Strengthened and fostered strong working relationships with Administration and Management
- Participated actively in continued role of governance on the Strategic Budget and Planning Committee

The University of Montana has led the effort to create, maintain and foster ongoing relationships with sister organizations across the State of Montana. Classified staff organizations or representatives from across the Montana University System come together to work collaboratively as listed on the [MUS Staff Associations \(MUSSA\) website](#)^{xxxii}. MUSSA exists to broaden communications and enrich the classified experience across the Montana University System. MUSSA chooses a common theme and presents the issue to the Board of Regents from the perspective of each campus. MUSSA enjoys an effective and positive relationship with the Regents, OCHE, and campus administrators.

The Staff Senate's collaborative efforts with the MUSSA have been well received by staff, MSU's Shared Governance partners, OCHE, and the Board of Regents. Staff Senate's original findings were influential in the Board's decision to request the formation of the OCHE Recruitment and Retention Task Force, whose [recommendations](#) were presented to the Board of Regents in September, 2007.

Labor Partner Collaboration

Eleven [collective bargaining agreements](#)^{xxxii} are in force during the 2009-10 academic year, as shown by Table 6-06. All collective bargaining agreements are maintained by OCHE and are included under [Exhibit RE 6-08](#).

Table 6-06 - Collective Bargaining Agreements in Force

<u>Parties to Agreements</u>	<u>Beginning Date</u>	<u>End Date</u>	<u>Status</u>
University Faculty Association	June 30, 2009	June 30, 2013	ratified
Montana Public Employees Association	June 30, 2009	June 30, 2011	ratified
Print, Publishing and Media Sector of the Communication Workers of America, Local 14740. Graphic Communication International Union, Local 242-C	June 30, 2009	June 30, 2011	pending ratification
The United Association of Plumbers and Pipefitters	June 30, 2009	June 30, 2011	ratified
The International Union of Operating Engineers, Local #400	June 30, 2009	June 30, 2011	pending ratification
Maintenance Painters Union	June 30, 2009	June 30, 2011	ratified
UM-Missoula College of Technology Faculty Association	June 30, 2009	June 30, 2013	pending ratification
Laborer's International Union of North America, Local # 1686	June 30, 2009	June 30, 2011	ratified
The International Brotherhood of Electrical Workers	June 30, 2009	June 30, 2011	pending ratification
Pacific Northwest District Council of Carpenters	June 30, 2009	June 30, 2011	pending ratification
Teamsters/University of Montana Mechanics	June 30, 2009	June 30, 2011	pending ratification

The beginning and ending dates of almost all agreements coincide with Montana's biennial fiscal years. These agreements cover eligible employees at the various campuses. Union affiliation is determined in accordance with unit determination. All collective bargaining agreements must be negotiated and executed by the Commissioner of Higher Education on behalf of the Board of Regents. The University Faculty Association is the exclusive bargaining representative for all persons on academic appointment at UM to the ranks of instructor through professor and other academic personnel on .5 or more FTE appointment, with the exception of faculty in ROTC, the School of Law, and the College of Technology, as well as deans, certain directors, and other members of the central administration. Under terms of the CBA, academic department chairs and program directors are represented by the UFA and are regarded primarily as faculty members rather than administrators. All of the bargaining units require membership for employment, although exceptions may be granted to those with beliefs that are contrary to union membership. Of the existing bargaining units, over 85% of the classified employees on all campuses are represented by the Montana Public Employee Association (MPEA). The other collective bargaining units cover traditional areas of trades, crafts, and other facilities personnel. In addition, there is a small group of classified employees not included in any bargaining unit. These employees are typically employed in positions performing confidential and labor relation activities or serve as management or supervisory officials as outlined by Montana statute.

STANDARD SIX: GOVERNANCE

The University has a strong history of working collaboratively with labor partners to implement improved practices for the benefit of the campus. Some recent examples are listed below.

- **MUS Recruitment and Retention Task Force (November, 2006):** The Board of Regents directed OCHE to create a task force to address recruitment and retention issues. This task force was composed of both administrators and union representatives who worked cooperatively to recommend specific actions. Based on the recommendations from this report, the Board of Regents supported pre-budget salary planning and a variety of policy recommendations to enhance quality of work-life.
- **UM's Labor Management Committee (October, 2006):** This committee is composed of UM managers and supervisors and MPEA classified staff. This committee is currently analyzing options for improving management education on the campus. Their recommendation to include a team of staff members on the Student Retention Task force was implemented by the Provost.
- **Custodian Study Task Force (May, 2008 – May, 2009):** This joint labor committee studied the work load and pay levels of custodians across the campus. The recommendations from this committee resulted in new titles and pay structures for custodians.
- **University Faculty Association (July, 2008):** UFA worked collaboratively with Human Resource Services, Office of the Provost, and UM's Partnership for Comprehensive Equity (PACE) to pilot an innovative family accommodation program for faculty.
- **Inversion Committee (November, 2007):** In the fall of 2007 a committee was formed at The University of Montana to examine salaries of faculty as they relate to inversion, compression, and salary floors. Bringing the UFA and UM administration together to consider ways to address the problem exemplifies both parties' willingness to seek a practical solution that advances the interests of all parties.

AFFIRMATIVE ACTION AND NON-DISCRIMINATION

Administration, faculty, staff, and students are committed to work together to create an environment at The University of Montana which respects, welcomes, encourages, and celebrates diversity. This commitment extends to diversity in all its forms, including race, sex, disability, religion, ethnicity, age, sexual orientation, gender identity, political beliefs and ideas, culture, national origin, veteran status, marital status or familial status, and social origin or condition.

Equal Opportunity Policies that Address Non-Discrimination

[Human Resource Services Policy 406.4^{xxxiii}](#) Equal Opportunity Policy/Non-Discrimination, provides all people the equal opportunity for education, employment, and participation in University activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law),

veteran status, sex, age, political ideas, marital or family status, physical or mental disability, or sexual orientation (Exhibit RE 6-03.) The University recognizes and implements the state preference for qualified veterans and qualified disabled applicants for employment.

Accountability for Ensuring Affirmative Action and Equal Opportunity

The University of Montana supports and maintains an Equal Opportunity and Affirmative Action Office under the leadership of its director, Lucy France. However, all University administrators, faculty, and staff are charged with the responsibility of assuring that the principles of affirmative action and equal opportunity are implemented.

In order to ensure that the University's selection and promotion standards and procedures are consistent with principles of equal opportunity, the director of Equal Opportunity and Affirmative Action works closely with Human Resource Services to regularly review policies and procedures and make modifications as necessary.

The University of Montana consolidated the recruitment office in the Fall of 2007 to create a more consistent approach to recruiting across the campus. Searches for all faculty (tenure track and full time adjuncts), all staff and all contract professionals are administratively overseen by Human Resource Services. The University of Montana's Office of Equal Opportunity and Affirmative Action has partnered with the Human Resource Services Recruitment Office to provide information, best practices and other data relevant to the hiring of American Indians, other minorities and women as well as those who have disabled or veterans status. At the initial meeting of each faculty search committee, the EEO officer/designee reviews important information regarding search criteria, process, protected classes and other significant issues related to the recruitment and selection of American Indian and minority candidates.

Pre-Interview and Pre-Offer approvals are reviewed by the dean of the unit conducting the search as well as the recruitment specialists to ensure that qualified minority candidates receive due consideration.

During campus visits, "neutral" parties are often available to meet with candidates on site to answer questions directly related to the search process, collective bargaining agreements, the department's resources, the geographic area and what it offers, or any other issue. Providing a neutral University representative to respond to these questions creates a more welcoming environment by removing potential barriers/awkward situations that may arise due to the potentiality of sharing protected class information. The UM Provost and President have also granted recruitment exceptions when qualified minority candidates have been identified and they can demonstrate to hiring authorities and academic departments that they possess the knowledge, skills and abilities required to obtain a tenure-track appointment. Finally, all new employees are provided with an Equal Opportunity training session which includes a discussion of the University's nondiscrimination policy and explains the discrimination grievance procedure. Training and information about nondiscrimination are provided to the rest of the campus community on a regular basis through various media.

Affirmative Action Plans and Diversity Action Plans

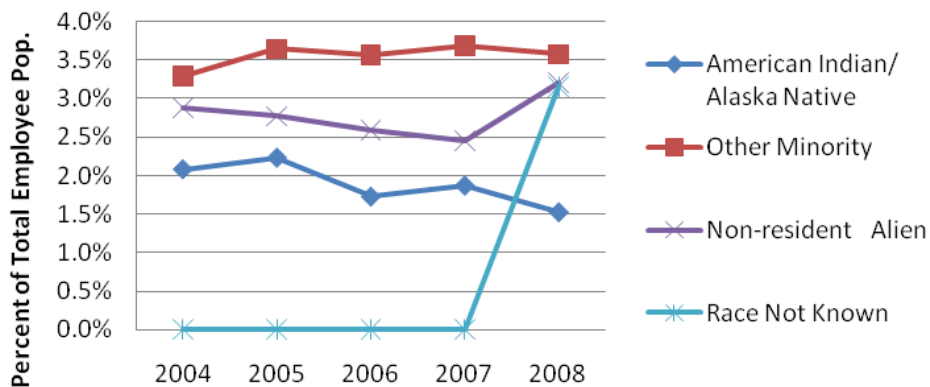
The University demonstrates commitment to diversity, affirmative action and nondiscrimination/equal opportunity. The University’s [Diversity Action Plan](#)^{xxxiv} for 2007-2009 describes the multitude of programs and services which are targeted to increase the diversity of the faculty, staff and students at the University. The Diversity Action Plan also outlines goals and initiatives to increase diversity for each year. Some historical efforts to increase diversity have been successful. For example, UM:

- Doubled the enrollment of Native American students between 1992 and 2007;
- Doubled the number of Native American social and professional clubs and societies;
- Increased the enrollment of students with disabilities to 903; and
- Graduated 146 students with disabilities in FY 2007, a 73% increase over 1992.

The University normally prepares annual Affirmative Action Plans. The last plan was prepared in 2007, and new plans are in the process of being prepared. They are expected to be completed by spring 2010 and then back on schedule to be developed annually thereafter. The Affirmative Action Plan contains analyses of the workforce at the University. It identifies areas in which the University is deficient in recruiting and retaining minorities and females in the workforce. Finally, it summarizes the University’s efforts to correct deficiencies and continue to promote principles of equal opportunity. The current Affirmative Action Plan is available on the [Equal Opportunity and Affirmative Action Office website](#)^{xxxv}.

The total number of employees, both faculty and staff, at The University of Montana (including the Missoula College of Technology) increased approximately 6% from autumn 2004 to autumn 2008. However, the number and proportion of employees who are Native American or other minority, including non-resident aliens, appear to have remained relatively stable over the last few years averaging roughly 8% of total employment. Even so, these statistics may not accurately reflect actual populations because the number of employees who choose not to declare ethnicity increased by over 60 new employees in 2008 (see Figure 6-01).

Figure 6-01 – Diversity Trends in Employee Population, FY 2004-2008



A task force composed of Diversity Advisory Council members and other faculty, staff and students from across campus is currently working on recommendations to increase diversity at the University and preparing to draft proposed revisions to the institutional Diversity Plan.

Academic Expectations to Promote Diversity with Students

All undergraduates must take a “nonwestern” general education course. Courses in Native American Studies, African American Studies, and in other areas focusing on history, culture, religions of minorities, and non-Western cultures fulfill this requirement. A number of programs include multicultural awareness in the curricula, but the School of Journalism deserves special note. In 2000 the School instituted an American Indian Journalism Program. A yearly Native American Honors class is offered in which photo and print journalism students produce an in-depth high quality publication of an issue of importance to the Native American community.

Programs and Services to Promote Affirmative Action and Diversity

The Vice President for Student Affairs oversees the University Center, which is home to student-centered diversity organizations, as well as the National Coalition Building Alliance and the Multicultural Alliance. The Multicultural Alliance (MCA) aims to unite The University of Montana students, staff, and faculty in building a more diverse and welcoming campus. Working in collaboration with academic programs and student organizations, MCA sponsors educational and entertaining cultural events, meetings, classes which will encourage personal growth and will create an environment of diversity and equality on campus. The American Indian Student Services Program was established in 2003 to provide services focused on the improvement of academic performance and retention of American Indian students.

The University of Montana Rural Institute: Center for Excellence in Disability Education, Research, and Service is funded by a discretionary grant program for public or private nonprofit agencies affiliated with a university. Annual grants provide for interdisciplinary training, exemplary services, research, technical assistance and information dissemination. The Rural Institute advocates and supports full participation in community life by rural Americans of all ages. The broad-based mission is accomplished by more than 80 individuals in more than 40 grant funded projects in 4 general categories: Interdisciplinary Training, Community Services, Applied Services, and Dissemination of Information. Examples include the Community Service Training Initiative (started in 1997) that provides training that enhances direct supports and services for individuals with developmental disabilities; technical assistant activities and community training for individuals with disabilities and their families, professionals, para-professionals, policy makers, students and volunteers; and research endeavors in vocational rehabilitation, independent living, health promotion, aging services, early intervention, school and community inclusion, self-employment, community resources and American Indian disability issues.

Partnership for Comprehensive Equity (PACE) Project: Funded by a cooperative agreement with the National Science Foundation ADVANCE program, the PACE Project focuses on promoting quality through diversity in thirteen science departments, and developing policy on recruitment and retention of women faculty across campus.

In 2006, the University began hosting an annual [Day of Dialogue](#)^{xxxvi}. This is a symposium designed to engage the entire campus community and the public in a daylong discussion concerning diversity issues. This event continues to grow every year. The campus-wide participation in this interdisciplinary discussion fosters an atmosphere of inclusiveness which effectively increases all aspects of diversity.

RETENTION STRATEGIES

The University of Montana is privileged to have accomplished, competent and engaged administrators, faculty, and staff. Many UM employees are routinely recognized by national and international awards such as Guggenheim Awards, Pulitzer Prizes, National Science Foundation career grants, and Carnegie Foundation Awards for the Advancement of Teaching. The University of Montana's continued success is dependent on recruiting and retaining this type of talent.

Higher education campuses in Montana are feeling the pressure of the current economic recession. While UM leadership believes the recession is temporary, efforts have been made throughout the budget and planning process to keep job retention as a number one goal. In addition, during the past few years, several initiatives have been implemented to ensure that the University is both attractive and supportive of employees regardless of position and/or tenure.

Attractive Culture Based on Strong Ethics

Montana Creed – Statement of Ethical Principles: This is a set of inspirational expectations for all campus members which was developed and finalized in 2007. The Creed provides a framework for individual members of the campus community to reflect and commit to creating a culture of respect and integrity in word and deed. It appears prominently at the beginning of the [Strategic Directions](#)^{xxxvii} for the University.

Innovation through Research and Assessment

Partnership for Comprehensive Equity (PACE): PACE is an initiative to recruit and retain women in the science faculty at UM that has been funded through a National Science Foundation ADVANCE agreement. Through work with ADVANCE universities across the nation, PACE has collected research on issues related to retaining female faculty members and faculty of color. From this work a number of new work-life balance policies were implemented (see below). In addition, a Retention Guidebook for deans and chairs was developed using the research. It highlights the broad range of ideas to develop and sustain a supportive work environment at UM [PACE annual reports](#)^{xxxviii} may be found online.

ModernThink Survey by The Chronicle of Higher Education: In Spring 2008, UM participated in this national benchmark survey. Faculty, administrators and professional staff were invited to respond to this web-based survey that asked questions related to the following categories: job satisfaction, career development, compensation and benefits, facilities, participation in college governance, institutional loyalty and culture, relationships with supervisor, confidence in senior leadership, employee relations, communication, collaboration, fairness, and respect. Results were shared with Quality of

Work-Life Committee, the executive officers, the academic officers, the Academic Strategic Planning Committee, and other interested groups on campus.

The areas of strength included:

- Employees feel their talents are being used
- There is high flexibility in their day to day work-life
- Good relationships with first line supervisors, coworkers and students
- Sense of pride for UM
- Fair policies and practices

The top areas of improvement included:

- Adequate time and resources to pursue academic interests
- Effective communications from senior leadership
- Pay concerns
- New faculty orientation and faculty development
- Clarity on how to allocate limited resources.

As a result of the above feedback, administrators and leaders have improved communication efforts, redesigned new employee and faculty orientation, and plan to implement a new faculty development unit at UM. In addition, a campus-wide conversation was initiated on how to effectively manage the budget gap in 2011.

New Policies and Programs

A primary focus during the past few years has been to implement policies and programs that support work-life balance. In January 2008, the University adopted [Faculty Work-Life Policy 101.6^{xxxix}](#). This policy includes a tenure clock extension request, FTE reductions, and a spousal accommodation policy. Another new policy is the [Breastfeeding Accommodations and Support Policy 406.7^{xi}](#) which provides campus based advocacy resources for employees who chose to breastfeed. The [Dependent Care-Workplace Alternatives Policy 402.1^{xi}](#) provides options for classified staff to have flexible work options, work site child care and telecommuting. All of the above policies can be found in [Exhibit RE 6-03](#). In addition, a new [Quality of Work-Life website^{xlii}](#) has been designed to inform UM employees about campus and community resources.

SUMMARY AND ANALYSIS

The University of Montana provides a wide range of quality educational programs while remaining one of the nation's lowest-cost doctoral universities. This organizational achievement is realized due to a core value in shared governance and collaboration. From top leadership to front line employees, there is an expectation that constituency based committees will be used and/or developed to solve system-wide challenges at The University of Montana.

A strength in UM's governance is the balance between the stable leadership in President Dennison and the infusion of new leadership such as Provost Engstrom and other leaders hired in the past few years. This leadership stability results in fewer missteps when solving the complex challenges facing the University. Senior leadership is responsive to evaluation processes and employee feedback. For example, improvements have been

STANDARD SIX: GOVERNANCE

observed in the quality, frequency and methods in communications from senior leadership to the campus community.

The University improved access to information needed for effective and timely decisions, and there is a strong focus on continuous improvement in operational efficiencies. The processes used to plan, budget and evaluate programs effectively link state wide governance to systems on the UM campus. With that said, the systems are still complex and may require more education for employees on how they work and the impact they have on operations.

For the most part, faculty, staff, and administration accept that considerable energy must be expended toward maintaining a strong University despite diminishing resources. This is an organizational strength of UM, but the willingness for employees to be engaged is influenced by what they see and feel from leadership to support their efforts. While leadership must look for ways to improve salaries for administrators, faculty, and staff, considerable strides have been made to implement programs that support work-life balance and faculty/staff development.

WEBSITES REFERENCED

- ⁱ Board of Regents (BOR) Bylaws: <http://mus.edu/borpol/bor200/201-7.pdf>
- ⁱⁱ BOR Policy and Procedures Manual: <http://mus.edu/borpol/default.asp>
- ⁱⁱⁱ BOR Code of Expectations: http://mus.edu/board/Code_of_Expectations.asp
- ^{iv} Montana Code Annotated Title 20, Chapter 25, University System:
http://data.opi.state.mt.us/bills/mca_toc/20_25.htm
- ^v UM Policy Manual: <http://www.umt.edu/Policies/>
- ^{vi} BOR Policy 204.3, Governance and Organization : <http://mus.edu/borpol/bor200/204-3.pdf>
- ^{vii} OCHE Organizational Chart: <http://mus.edu/che/OCHEorg.pdf>
- ^{viii} BOR Policy 205.2, President's Duties and Responsibilities: <http://mus.edu/borpol/bor200/205-2.pdf>
- ^{ix} President's Goals and Objectives: <http://www.umt.edu/president/goals/default.aspx>
- ^x University Staff Ambassadors Program: <http://www.umt.edu/usa/>
- ^{xi} UM Committees: <http://www.umt.edu/committees/>
- ^{xii} BOR Member Profiles: <http://mus.edu/board/BORMembers.asp>
- ^{xiii} Commissioner of Higher Education Sheila Stearns: <http://mus.edu/che/che.asp>
- ^{xiv} BOR Meeting Agendas: <http://mus.edu/board/meetings/meetings.asp>
- ^{xv} BOR Policy 705.2, Performance Evaluation, Presidents: <http://mus.edu/borpol/bor700/7052.htm>
- ^{xvi} Faculty Senate Bylaws: <http://www.umt.edu/facultysenate/articles/default.aspx#Bylaws>
- ^{xvii} BOR Policy 219, Mission Statements: <http://mus.edu/borpol/bor200/219.pdf>
- ^{xviii} BOR Academic Program Plans: <http://mus.edu/asa/academicplans/academicprogramplans.asp>
- ^{xix} Montana Code Annotated 20-25-305, University President powers and duties:
<http://data.opi.state.mt.us/bills/mca/20/25/20-25-305.htm>
- ^{xx} Institutional Data: <http://www.umt.edu/plan/Institutional%20Data/default.aspx>
- ^{xxi} BOR Policy 700, Personnel: <http://mus.edu/borpol/bor700/bor700.asp>
- ^{xxii} UM Policy 400, Human Resources: <http://www.umt.edu/policies/400-HumanResources/default.aspx>
- ^{xxiii} Human Resource Services: <http://www.umt.edu/hrs/recruitment.html>

STANDARD SIX: GOVERNANCE

- ^{xxiv} 2007 MUS Recruitment and Retention Task Force Advisory Report:
http://www.mus.edu/board/meetings/2007/Sept07/Staff_Comp/TaskForceRecruit+RetainReportSept07.pdf
- ^{xxv} NWFCO Job Gap Study: http://www.nwfc.org/job_gap.htm
- ^{xxvi} MUS Pay Plan: <http://www.umt.edu/hrs/compguide.htm>
- ^{xxvii} Faculty Senate meeting minutes: <http://www.umt.edu/facultysenate/minutes/default.aspx>
- ^{xxviii} Faculty Senate Annual Report:
<http://www.umt.edu/facultysenate/archives/annualreports/default.aspx>
- ^{xxix} ASUM resolutions, agendas, minutes:
http://life.umt.edu/asum/about_asum/asum_senate/default.php
- ^{xxx} Staff Senate bylaws: <http://www.umt.edu/StaffSenate/bylaws.htm>
- ^{xxxi} MUS Staff Associations: <http://www.montana.edu/mussa/>
- ^{xxxii} MUS Collective Bargaining Agreements: <http://mus.edu/hr/cba/collbarg.asp>
- ^{xxxiii} UM Policy 406.4, Equal Opportunity: <http://www.umt.edu/policies/400-HumanResources/nondiscrimination.aspx>
- ^{xxxiv} Diversity Action Plan:
http://www.umt.edu/president/EEO/documents/2007_affirmative_action_plan_adjusted.pdf
- ^{xxxv} Equal Opportunity and Affirmative Action Office:
<http://www.umt.edu/president/EEO/default.htm>.
- ^{xxxvi} Day of Dialogue: <http://www.umt.edu/dayofdialogue/>
- ^{xxxvii} The Strategic Directions for The University of Montana:
<http://www.umt.edu/president/strategic.aspx>
- ^{xxxviii} PACE Annual Report: <http://pace.dbs.umt.edu/PacePages/Reports.html>
- ^{xxxix} UM Policy 101.6, Faculty Work-Life: <http://www.umt.edu/Policies/100-AcademicAffairs/FacultyWork-Life.aspx>
- ^{xl} UM Policy 406.7, Breastfeeding: <http://www.umt.edu/Policies/400-HumanResources/breastfeeding.aspx>
-

^{xli} UM Policy 402.1, Dependent Care Workplace Alternatives: <http://www.umt.edu/Policies/400-HumanResources/dependant.aspx>

^{xlii} Quality of Work-Life: <http://www.umt.edu/hrs/qualityworklife>.