Unit Standards for: School of Public and Community Health Sciences
Year: 12/10/2013

1) Department Chair: 
   [Signature]
   12-10-13 Date

2) Dean: 
   [Signature]
   12-10-13 Date

3) Chair, UM Unit Standards Committee: 
   [Signature]
   3/13/14 Date

4) Provost and Vice President for Academic Affairs: 
   [Signature]
   12/23/14 Date
UNIT STANDARDS

SCHOOL OF PUBLIC AND COMMUNITY HEALTH SCIENCES

STANDARDS AND PROCEDURES FOR FACULTY TENURE, PROMOTION, & SALARY ADVANCEMENT

Unit Description- The Montana Board of Regents approved The School of Public and Community Health Sciences (SPCHS) at The University of Montana (UM) in the fall of 2006 as the name for the Programs in Public Health within the College of Health Professions and Biomedical Sciences (CHPBS). The School was fully accredited by the Council on Education for Public Health (CEPH) effective July 1, 2012 and is the first and only nationally accredited public health program in the state of Montana. The School is interdisciplinary in nature, and offers a 42 unit Master of Public Health (MPH) Program. Also offered is a 12 unit Graduate Certificate in Public Health (CPH), an entry-level credential for professional public health practice. The programs are designed to prepare public health professionals to address current public health challenges, especially those of rural and global health, while especially using digital learning technologies to allow current working professionals, as well as those embarking on a career in public health, to participate. The emphasis on rural population health problems assists in promoting improvements in the health of the people of Montana and throughout the world. The UM SPCHS prepares professionals to improve the health of the people of Montana and other rural areas by providing interdisciplinary education that fosters critical thinking, research based practice, and community collaboration. We aim to graduate practitioners who are competent to address the unique challenges resulting from the interaction of biological, environmental, historical, political, socio-cultural, economic, and behavioral factors and their relationship to public health policy, management, and intervention.

Mission- The mission of the UM MPH program is to provide distance-based learning opportunities, supported by scholarship and service activities, to prepare public health practitioners who will use global insight to improve the health of the people of Montana and other rural areas.

Goals- In fulfillment of its mission the goals of the SPCHS are:

1. To educate and prepare professionals, including individuals who are time- or place-bound, for public health practice.
2. To serve the needs of the State of Montana for public health and public health policy through university-community collaboration.
3. To conduct scholarship and service in order to:
   a. Meet community, regional, state, national, and international needs for information and expertise.
   b. Provide opportunities for student learning.
   c. Advance knowledge and practice.
   d. Sustain faculty vitality.
Tenurable or Tenured Faculty – SPCHS faculty, tenurable or tenured, are those whose primary appointment is in the SPCHS. This does not include affiliate faculty members, tenurable or tenured, whose primary appointments are in other units within the university.

Accreditation - The MPH program conforms to the national accreditation standards of the Council on Education for Public Health (CEPH), including its requirements for specified course content in a minimum of five areas, curriculum design, and a capstone for every graduate of the program. The program also includes standing committees such as the following in order to provide support for national accreditation, program administration and strategic planning: an instruction committee, a people committee, a knowledge committee, an external advisory committee, an internal advisory committee, and a program committee. In addition, the UM MPH program closely follows the Institute of Medicine’s recommendations on additional courses in the public health curriculum. These accreditation-related requirements place a set of demands on public health faculty which are somewhat different from those that exist within many other graduate programs. For example, public health faculty are expected to provide supervision for practice, attend off-campus agency-based meetings, participate in community activities related to practicum settings, and provide coordination of campus student learning activities. Accreditation processes include annual reports to CEPH, a formal self-study by program faculty, and a formal CEPH site visit and program review by national public health program peers and CEPH personnel.

Digital Learning - In order to meet the program goal of educating and preparing Montana professionals in public health practice who are time- or place-bound, the University of Montana public health faculty makes intensive and extensive use of digital learning technologies, especially for digital learning seminars. These technologies place yet another set of demands on public health faculty that are somewhat different from those that exist within many other graduate programs. Specifically, public health faculty members are expected to prepare and execute high quality digital learning classes. Digital learning classes require considerable up-front preparation of original materials such as tutorials, activities, and resources that often take the place of lectures in a face-to-face class. Preparation for digital learning courses is different from traditional courses because digital learning courses generally require more organization and structure than intensive face-to-face classes. In addition, public health faculty members need to be technologically proficient in the e-education platform that is supported by the university (currently Moodle2), as well as in other technologies that support digital learning such as Vidyo. Public health faculty are also expected to follow best practices in digital education, which suggest that courses be developed in their entirety before being brought on-line, and which suggest that courses be executed with considerable interaction. Also, digital learning technologies are constantly evolving, which places additional demands on public health faculty for continuing professional development. The program is governed by the Core Principles of Quality for Online Courses in the Montana University adopted March 2008 and given at [http://www.mus.edu/online/CorePrinciples0308.asp](http://www.mus.edu/online/CorePrinciples0308.asp) (accessed on 12/4/2013).

I. GENERAL REQUIREMENTS AND EVIDENCE FOR EVALUATION
[CBA 9.230; 10.120.2]
Individuals in the SPCHS holding academic appointments are members of the faculty of the University of Montana. In this capacity, faculty members are expected to carry out assignments and responsibilities of their position and to share with colleagues in the overall mission and programs of the SPCHS. The SPCHS seeks to achieve excellence in three areas: (1) teaching - especially digital learning; (2) scholarship; and (3) service to University, the community and the profession. The SPCHS expects its faculty to demonstrate a commitment, evaluated by the Faculty Evaluation Committee and departmental chair, to these three broad areas of activity, and all tenurable and tenured faculty members are expected to perform activities in each of the areas of teaching - especially digital learning -, scholarly activities, and service.

**Teaching Expectations** – Teaching activity may involve independent or collaborative efforts with other instructors. Effectiveness in teaching must be consistent with standard academic practices in higher education, especially digital education.

In tenure, promotion, merit and reappointment considerations, effectiveness and creativity shall be documented by the following:

1. Formal student evaluations, using an evaluation form approved by the department and on file in the School of Extended and Lifelong Learning. The faculty member being reviewed will provide a summary of his/her student evaluations for consideration by the SEC review committees, which are appointed by the chair in consultation with the candidate. The SEC will have access to all student evaluations in the unit for the evaluation period. Formal student evaluations may be supplemented by peer evaluations.
2. Documentation in the form of syllabi, course materials, etc. of development of new and existing courses, especially digital learning courses, in order to improve student learning or in response to student and curricular needs.
3. Participation on master’s practicum and portfolio committees, and on professional papers, documented by examples of final products.

In promotion and tenure considerations, the faculty member is expected to provide a written statement of his or her approach to teaching and professional development in teaching.

**Scholarly Activity** – Scholarly activity may involve independent or collaborative efforts with other scholars, and may include one or more of the following areas per Boyer (Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professorate*. Jossey-Bass. 1997):

1. Scholarship of discovery that involves research investigations contributing to the creation of new knowledge.
2. Scholarship of integration that involves systematic contextualization or interpretation of original research, or synthesis of original research across disciplines, across themes within a discipline, or across time.
3. Scholarship of application that involves investigations into the application of knowledge to consequential societal problems, i.e., investigations that contribute to human knowledge while connecting theory and practice.
4. Scholarship of teaching that involves investigations into the efficacy of teaching and learning processes.

In tenure, promotion, merit and reappointment considerations, evidence of scholarly activity could include, but not be limited to, documentation of the following:

1. Publication of scholarship in the form of articles or reviews in peer-reviewed scientific or professional journals.
2. Publication of books or monographs; or edited books or monographs.
3. Publication of chapters in books or monographs.
4. Publication of book reviews.
5. Presentation of scholarly papers or posters following a peer-reviewed abstract selection process.
6. Receipt of awards, honors, or fellowships for scholarly activity.
7. Active participation and/or presentation as a speaker or chair in symposia, colloquia, and conferences.
8. Article refereeing.
9. Professional scholarship demonstrated by consulting on research grants or for agencies and organizations.
10. Grant or contract proposals for original research, for improvement of teaching, or for developing innovative programs.
11. Approved grant or contract proposals.
12. Participation on grant or contract activity.
13. Direction of graduate student research that results in a research paper approved by a designated faculty committee.
14. Grant reviewing.
15. Publication of op-ed articles especially in public health, medicine or statistics, are often given equal weight to full-sized articles, especially when invited by the editor of the journal involved.

Tenure-track, tenured, and research faculty are expected to write at least one article or chapter every year on topics relevant to their interests and expertise and to maintain proficiency in the contemporary literature as demonstrated by peer-reviewed publications, speaking, writing invitations or awards. The research program is to be conducted under the highest ethical standards. Those scholarly products that are international and/or national in scope of audience carry more weight in the tenure and promotion process than those that are regional or local.

**Service** – University (SPCHS, CHPBS, UM) service is an obligation and privilege of a faculty member, and every faculty member is expected to do their fair share of service within the university as outlined in the section below. International, national, regional, or local service to the community or profession is encouraged and emphasized.

Evidence of University service **could** include, but not be limited to, documentation of the following:
1. Administration of programs for the SPCHS, CHPBS, or UM.
2. Special projects for SPCHS, including web site development, development of unit standards, etc., that may not fall within category 3 below.
3. Active service on SPCHS standing committees, in production of self-study reports, in site-visit hosting, and on other CEPH accreditation-related activities.
4. Active service on university (CHPBS, UM) committees.
5. Participation in student recruitment or retention activities.
6. Service to student groups or organizations.
7. Service on outside student academic committees.

Evidence of service to the community or profession **could** include, but is not limited to, documentation of the following:
1. Election or appointment to governing boards, task forces, or similar organizations, which utilize the faculty member's scientific or professional expertise.
2. Scientific or professional consultation initiated by a professional peer, a funding agency, a professional organization, or a nationally recognized media source.
3. Active service on international, national, regional, or local committees related to the profession.
4. Development and maintenance of relationships with agencies, organizations, or persons whose cooperation is important to the SPCHS, such as state or local health departments.
5. Participation in community outreach or fund raising ventures.
6. Administration of programs for public health agencies.
7. Membership and active participation in civic, scientific, or professional organizations.

Distinction shall not be made between compensated and uncompensated service, except that compensated service must be performed in compliance with established University policies.

II. PROMOTION REQUIREMENTS [CBA 9.220; 9.240; 10.110.1]

To qualify for promotion, the candidate must possess a Ph.D. degree in public health or related discipline approved at hiring, meet the general requirements listed in Section I above, and meet the following SPCHS requirements:

To Assistant Professor:

1. Indication of potential demonstrated by traditional activities during graduate training and/or life experiences recognized in the profession of public health for significant and continued growth in public health teaching—especially digital learning—, scholarly activity, and service.

To Associate Professor:

1. Four (4) or more years in rank as Assistant Professor.
2. Clear demonstration of professional growth in public health teaching—especially digital learning—, scholarly activity, and service; and an increasingly valuable contribution to the SPCHS with particular emphasis on teaching effectiveness.
   a. Advancement in teaching. Documentation of excellence or improvement in teaching over the period as Assistant Professor by means of evidence outlined in Section I of this document, and demonstration of teaching effectiveness such that the majority of formal student evaluators evaluate the faculty member as above average to excellent. Proportionate share of service on master’s practicum and portfolio committees.
   b. Advancement in scholarly activity that is consistent with the extent of the primary responsibilities of the faculty member as assigned by the dean. Establishment of a focused, independent research program. Establishment of a record of regular publication in peer-reviewed journals.
   c. Proportionate share of service. Service both within and external to the University.

To Professor:

1. Five (5) or more years in rank as Associate Professor prior to the date of promotion.
2. Clear demonstration of excellence in teaching – especially digital learning –, scholarly activity, and service; and demonstrated national or international reputation with particular emphasis on publications in peer-reviewed journals.

   a. Teaching excellence and effectiveness. Consistent demonstration of teaching excellence and effectiveness. Track record of continuous growth and creativity in terms of digital learning course development. Demonstration of ability to effectively lead master’s practicum and portfolio committees.

   b. Excellence in scholarly activity. Direction of a focused, independent research program with high level of productivity and conducted under the highest ethical standard. Consistent record of regular publications in peer-reviewed journals, with an average of one per year. Leadership in development of funded research. Regular, sustained excellence in scholarly activity that is recognized nationally or internationally.

   c. Excellence in and proportionate share of service. Active engagement in department, university, community, regional, national, or international activities/organizations indicative of recognition by peers outside the home institution.


**Eligibility for Tenure Application** – A probationary tenurable faculty member shall be eligible to make an application for tenure after the appointee has accumulated five years of approved credit toward tenure. Up to three years may be credited for at least three years of service at a professional rank at another university as documented at the time of hiring. At least two of these years should have been accumulated at UM. In addition, the applicant must have a Ph.D. degree in public health or related discipline approved at hiring and must have attained the minimum academic rank of associate professor, except in unusual circumstances (Sec. CBA 10.110.1b).

**Tenure Requirements** - In addition to the eligibility for tenure application, the general requirements listed in Section I above, and the specific requirements for promotion to Associate Professor in Section II above, the candidate for tenure must meet the following SPCHS requirements in addition to demonstrating overall strength in professional growth, activity, and prospects:

1. **Teaching** - This is one of the primary responsibilities of each tenurable faculty member, and each faculty must demonstrate teaching effectiveness and creativity.

2. **Scholarly Activity** - This is also a primary responsibility of each tenurable faculty member and each faculty must demonstrate annual productivity within a focused, independent research program conducted under the highest ethical standard that includes maintaining a record of regular publication in peer-reviewed journals and that includes active participation in development of funded research.

3. **Service** - The service component must include participation in SPCHS activities or special projects; as well as participation in university, community, regional, national, or international activities/organizations, including those related to program accreditation.

**Tenure Application** - The tenure application shall include at least the following:
1. A statement of teaching, scholarly activities, and service performed by the applicant during the probationary period. This statement shall consist of a narrative plus CV and supporting documents.

2. A list of the applicant's publications during the probationary period relevant to the expertise for which the faculty member was hired. Copies of publications should be provided.

3. Evidence that the applicant is achieving expertise and recognition beyond UM in an appropriate field of competence. Three external letters shall be provided that are solicited by the chair from external faculty colleagues who have the appropriate disciplinary expertise to evaluate the scholarship. One of the evaluators shall be selected by the candidate, one by the chair, and one by the dean. These evaluators shall evaluate five of the candidate's publications in peer-reviewed journals. The publications shall be selected by the candidate and must have occurred since date of appointment in the unit.

   Evaluators will be directed to comment on the originality, quality, and significance of the five publications, as well as the appropriateness of the journals. They will be instructed not to comment on the question of tenure, but on whether the candidate has established himself or herself as an independent scholar, has made significant contributions to the field, and is appropriately active in the field.

4. Additional information that the applicant deems relevant to professional development, competence, or performance. Documentation of activities for the entire probationary period, including approved prior service, should be provided.

Procedures for Tenure Application – Tenure shall not be awarded in absence of application by the eligible faculty and approval of tenure by the employer. Evaluation of tenure applications shall be conducted according to the Unit Standards and Faculty Evaluation Procedures (see Sec.VI). Each year probationary faculty shall submit documentation covering the entire probationary period. Progression of probationary faculty toward the award of continuous tenure shall be evaluated yearly. It is the responsibility of the eligible faculty member to initiate the application for tenure within the appropriate time period.

Failure to Attain Tenure - Faculty in tenure track positions will have a maximum of 7 years of credited service before they must attain tenure with the result that tenure application must be made by October 15\textsuperscript{th} of the 7\textsuperscript{th} credited year of service or the beginning of their 7\textsuperscript{th} year. A faculty member may not serve in a probationary position beyond the 8\textsuperscript{th} year of credited service.

IV. NON-TENURABLE FACULTY [CBA 9.100; 9.110]

Appointment and Termination - Non-tenurable faculty include Specialized and/or Special Purpose Appointments for Instruction (Lecturers and Adjunct Faculty), Visiting Faculty, Research Faculty, Faculty Affiliates, International Visiting Scholars, and Clinical Faculty. Non-tenurable faculty shall participate in all of the unit governances exclusive of the FEC.

Lecturers and Adjunct Faculty - Will have little or no research responsibility and will be evaluated primarily on the quality of their teaching under the terms of their contract. Lecturers will be evaluated on teaching as defined in Section I; Lecturers may receive merit increases and recognition as Distinguished Lecturer, but they may not be promoted. Adjuncts will be evaluated on teaching as defined in Sections I and II; Adjuncts are eligible for salary increases and promotion, but
Research Faculty - will have little teaching responsibility and will be evaluated primarily on
the quality and quantity of research achievement and productivity as defined in Sections I and II.
Research faculty members are eligible for salary increases and promotion, but not for tenure, and their
continued appointment is contingent upon sufficient grant, contract, and other extramural funding.
Upon approval
by the Chair, research faculty may direct or advise graduate student research.

Other Non-tenurable Faculty (clinical faculty at any rank or visiting
faculty at any rank) -
will be evaluated on the basis of their assigned duties.

V. SALARY DETERMINATIONS [CBA 9.200; 9.230; 10.110.3]
Basic evidence for salary determinations shall include a detailed IPR; evidence for merit shall
also include supporting evidence as outlined in Section I. The following SPCHS
requirements must be met to qualify for the respective types of salary determination.

Merit - Merit considerations will be based upon above normal performance in at least two
of the three areas of teaching, scholarly activity, and service; or normal performance in at
least two areas and outstanding performance in at least one of these areas.

Normal Increment - The performance of most faculty members will be evaluated as
normal. They will be expected to perform their duties in a consistently effective manner.

Less than Normal - Within the constraints imposed by the CBA, the absence of any
performance or poor performance of assigned responsibilities within the scope of
employment may form the basis for a recommendation of a less-than-normal increment.
Such a recommendation must be accompanied by written justification.

CBA 10.110.3 Either the absence of any performance or poor performance of
assigned responsibilities within the scope of employment may constitute grounds for
a less-than- normal increment. It is understood that the absence of performance in
any one or two of the areas of teaching, research/creative activity, and public service
does not justify a less- than-normal increment if the quantity of performance in the
remaining area or areas is proportional to the FTE of the appointment, if the quality
of performance in the
remaining area or areas is at least normal, and if the individual has assigned duties
solely in the remaining area or areas.

Non-Renewal of Contract - Employment may be discontinued in the event the
employer elects not to renew a probationary appointment for an additional term consistent
with the provisions of this agreement.

Probationary Appointments - A probationary appointee has the right to serve
the specified term of the appointment and can be discharged only in accordance with defined CBA procedures.

CBA 9.230 A probationary appointee has no right to reappointment, and a probationary appointment shall automatically expire at the end of the specified term in the absence of a written reappointment signed by the President. The President may request and review, but shall not be obligated to adhere to, recommendations from the unit, dean, and the Provost regarding questions of renewal of probationary appointments.

In cases of non-reappointment for financial or programmatic considerations the probationary appointee will be so notified in writing. Written notice of non-renewal of a probationary appointment shall be mailed or given by the President or his/her designee at least four (4) months prior to the expiration of the first appointment, seven (7) months prior to the expiration of the second appointment, and twelve (12) months prior to the expiration of the third or later appointment.

The employer shall make a good faith effort to provide a probationary appointee with the notice period required by this agreement, but failure to do so shall not result in automatic reappointment. The employer shall have the options of (1) providing additional employment of one semester for first-year appointees, two semesters for second-year appointees, and two semesters for appointees of three years or more, or (2) providing severance pay in lieu of any portion of the notice to which the employee is entitled. Severance pay shall be paid at twice the individual's monthly rate, or portion thereof, for the period by which the notice is deficient. The notice provisions of this section shall not be applicable to non-tenurable unit employees paid from grants, contracts, or other sponsors or outside funding sources. The employer will honor the term of such an employee's individual contract for its complete term. However, when funding for such an employee is eliminated or reduced, the employer may reassign the employee appropriate to the employee's professional qualifications as the Administration sees fit for the remainder of the employee's contract term. Notwithstanding the foregoing, summer employees paid from grants, contracts, or other sponsors or outside funding sources are hired subject to the continued availability of funds, and in the event of reduction or elimination of such funds, the employer may terminate such employees prior to the designated terminal date of the individual's summer contract.


Evaluations of faculty members for purposes of promotion, tenure, salary determination, or recommendation for retention shall involve consideration of appropriate University requirements as well as Unit Standards of the SPCHS. These Unit Standards are intended to be complementary to and consistent with the current CBA. In the event of omissions or inconsistencies, the terms of the CBA shall be applicable and take precedence. Faculty members should consult the CBA for procedures relative to the evaluation process beyond the FEC and to determine procedural requirements for appeals. The following items or situations shall remain consistent with the current CBA-
1. Restraints on Evaluation and Repeal
2. Conflicts of Interest
3. Absence of Student Participation
4. Appropriate Remedial Action

**Distribution of Requirements** - Distribution of approved University requirements and Unit Standards to each faculty member will be accomplished by the SPCHS chairperson or an authorized designee prior to initiating the evaluation process.

CBA 10.100. Any evaluation of faculty members for purposes of promotion, tenure, salary determination, or recommendation for retention shall involve consideration of appropriate UNIVERSITY STANDARDS as well as UNIT STANDARDS of the respective academic units. Distribution of approved University Standards and Unit Standards to appropriate faculty prior to initiating the evaluation process will be done by the appropriate dean or the dean’s designee.

**IPR Reporting** - It is the responsibility of all faculty members to maintain a record of individual accomplishments in the areas of teaching, scholarly activity, and service. Each faculty member shall submit an annual written documentation of performance (IPR), to the Faculty Evaluation Committee (FEC) by October 15th or as stated in the current CBA. IPR data are reported from the first day of the academic year.

**Faculty Evaluation Committee** - The FEC shall consist of three or more members, elected by members of the unit before September 1 in consultation with the SPCHS chairperson, who satisfy all of the following: (i) who are tenured at the University of Montana; (ii) whose participation on the FEC does not create the appearance of impropriety or constitute a conflict of interest; or (iii) who have not had a business relationship with a person being evaluated which would reasonably be presumed to preclude objective application of professional judgment. Tenured faculty from Colleges other than the College of Health Professions and Biomedical Sciences at the University of Montana may be selected by SPCHS chairperson to serve on the FEC if they also serve as faculty affiliates for the MPH program. Such individuals will have been a University of Montana faculty member for no less than three years.

**Student Evaluation Committee** – The SEC shall consist of three or more MPH students or MPH alumni members, selected by the faculty member in consultation with the SPCHS chairperson. The SEC will review teaching evaluations for the unit as a whole and for the faculty member being reviewed, and focus their review on general trends rather than singular comments. They will report their findings to the SPCHS chairperson and the FEC Chair.

**FEC Chairperson** - It is the responsibility of the SPCHS chairperson to insure that a chairperson of the FEC is elected. The elected FEC chair shall appoint one student observer and shall initiate the call for IPRs from the unit faculty, but will not be responsible for collecting IPRs after the due date.

**FEC Charge** - The FEC shall:
1. Provide each individual being evaluated with a written copy of the FEC evaluation form before it is forwarded to the SPCHS chairperson. The faculty member may request to meet with the committee for further discussion of the recommendations.
2. Take into consideration the evaluation of the Student Evaluation Committee (SEC).
3. Provide substantive written justification for any recommendation for less-than normal recommendations.
4. Forward its written recommendations to the chairperson of the SPCHS by November 15th of Autumn semester.

**Evaluation of the Administrative Performance of the Departmental Chairperson**–The administrative performance of the departmental chairperson is subject to review at any time by the dean. The results of any such evaluation of the administrative role of the chairperson will be included in the next normal faculty evaluation according to the procedures of the unit standards and faculty evaluation. The evaluation will focus on the chairperson’s leadership in meeting the goals of the unit and fulfilling the duties of chairperson as outlined in CBA.

**Recommendations for Promotion or Merit** – Recommendations for promotion or merit consideration go through the following process:

1. The candidate applies.
2. The FEC makes recommendations for promotion or merit.
3. The decision goes to the SPCHS chairperson, then to the Dean, and finally to the Provost.

**Voting** - FEC voting will be non-secretive as by voice vote or show of hands. Numerical results of committee voting on a recommendation shall be recorded and revealed on request to the faculty member being evaluated. No record or other information relative to an individual committee member's vote shall be maintained or provided.

**Documentation** - All documentation related to each faculty member's evaluation shall be in compliance with the current unit standards and shall be available for the faculty member's review. The faculty member shall have the right to appeal any of the documentary evidence.

> CBA 10.230.6 Within ten (10) days of receipt of the recommendation from the Faculty Evaluation Committee, the faculty member may submit a written appeal to the Faculty Evaluation Committee regarding any aspect of the Faculty Evaluation Committee's recommendation or process. The appeal must state any matters which the Faculty Evaluation Committee is requested to consider as well as the remedial action desired. The appeal may present for consideration appropriate documentation that the faculty member omitted from his/her Individual Performance Record. Within ten (10) days of receipt of the appeal, the Faculty Evaluation Committee shall either grant or deny the requested remedial action and shall so notify the faculty member and make the decision a part of the record.

Each faculty member shall sign the recommendations of the FEC to indicate that they have been read. The signature in no way is to be construed as an endorsement of the recommendations by the faculty member.

**Discussion with Chairperson** - The chairperson of the SPCHS shall discuss the FEC report and the chairperson's recommendations with the faculty member prior to forwarding it.
to the dean of the CHPBS.

VII. PREPARATION, APPROVAL, AND REVISION OF UNIT STANDARDS [CBA 10.120.3; 10.250]

Preparation, approval, and revision of unit standards shall be consistent with the current CBA. Preparation of the unit standards shall be a project of the SPCHS faculty. Unit standards within the SPCHS and proposed revisions shall be subject to approval by the SPCHS faculty, the SPCHS chairperson, the dean of CHPBS, the University Standards Committee, and the Academic Vice President. Failure to agree on unit standards issues will result in arbitration by an ad hoc committee as defined in the current CBA.

The Faculty Senate shall appoint a University Standards Committee consisting of bargaining unit members that are proportionately representative of the professional schools in the unit and the college. The chairperson of the committee shall be elected from among the membership. The Standards Committee shall have the responsibility of reviewing the unit standards on a five-year cycle, taking a fifth of the unit standards each year. Recommendations for change of the unit standards may be submitted to the Standards Committee by the unit faculty, the chairperson, the appropriate dean, or the Provost. The unit faculty, department chairperson, the University Standards Committee, the appropriate dean, and Provost must approve any proposed change. Any changes in unit standards resulting from this process shall not take effect until twelve (12) months after the decision, unless agreed otherwise by the unit faculty, the dean, and the Provost.