

**University of Alaska Anchorage**  
**College of Health**  
**Department of Health Sciences**

**Criteria and Guidelines**

**for**

**Faculty Hire, Progress toward Tenure,  
Tenure, and Promotion**

**12/6/2013**

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### **Revision History**

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A version of the Department of Health Sciences (DHS) Criteria and Guidelines for Faculty Hire, Retention, Promotion, and Tenure was first submitted for approval at the end of 2010. The document was approved at all initial levels, but was denied approval at the level of the Faculty Evaluation Committee on February 28, 2011 due to cited issues associated with integrating UAA Policy and the replacement policy proposed at the time.

According to the memo released by then Provost and Executive Vice Chancellor Michael A. Driscoll, "All units must review and resubmit their guidelines during the 2012-2013 academic year to be approved for use in 2013-2014 and beyond. The resubmitted guidelines will need to conform to the June 6, 2012 FEGs [Faculty Evaluation Guidelines]." The June 6, 2012 FEGs were subsequently revised to correct minor typographical errors and improve formatting.

The new effort herein reflects a consideration of the general February 28, 2011 and June 2013 Faculty Evaluation Committee comments, incorporates the June 6, 2012 Faculty Evaluation Guidelines, and responds to November 2013 comments from the Faculty Evaluation Committee.

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### **Acknowledgements**

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The DHS would like to note that wording and organization of the document herein incorporates some aspects of guidance documents from other departments within the College of Health (COH) unit, specifically the Justice Center and the School of Social Work.

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## Introduction

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### **Document Context and Structure**

The March 22, 2013 University of Alaska Anchorage (UAA) Faculty Evaluation Guidelines (FEGs) serve as “*the foundation and broad framework of standards for the faculty evaluation system at UAA.*”<sup>1</sup> It is recommended that Department of Health Sciences (DHS) faculty members read the UAA FEGs prior to reviewing the DHS Criteria for Faculty Hire, Progress toward Tenure, Tenure, and Promotion herein.

The UAA FEGs are available at:

<http://www.uaa.alaska.edu/facultyservices/tenure/index.cfm>.

According to the UAA FEGs, “...each of the units and their constituent departments have the responsibility to establish comprehensive unit-specific evaluation guidelines and procedures that conform to University guidelines and that are reflective of their diverse academic, disciplinary, craft, and professional fields.”<sup>2</sup> Unit- or department-specific guidelines are meant to supplement, clarify, and customize the UAA FEGs, recognizing the inherent diversity of faculty work in various disciplines. The document herein is to be used in conjunction with the UAA FEGs, UAA policies, and union collective bargaining agreements (CBAs). If there is a conflict between the FEGs or UAA policies and the DHS Criteria for Faculty Hire, Progress toward Tenure, Tenure, and Promotion, the former will prevail. If a conflict exists between the FEGs, UAA policies, or DHS Criteria and the union CBAs, the latter will prevail.

As detailed in the UAA FEGs, the DHS is tasked with<sup>3</sup>.

1. Establishing comprehensive evaluation guidelines and procedures
2. Establishing policies and procedures that ensure the inclusion of community campus faculty representation on peer-review committees generally, and for the specific cases where department committees will be reviewing the file of a community campus faculty member (not applicable to the DHS)
3. Establishing policies and procedures for ensuring that all faculty, department chairs, and administrators who serve as reviewers have received the required mandatory reviewer training
4. Establishing policies and procedures for the hiring and appointment of new

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1 University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 6

2 University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 6

3 University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 34

- faculty, including the development of position descriptions and the allocation of effort and responsibilities within the workload agreement (must conform to University guidelines, Board of Regent's policies, and other relevant guidelines)
5. Conforming to UAA FEGs
  6. Developing profiles establishing expectations for faculty performance at each rank

Thus, the document herein establishes the policies and procedures for items 1-6 above in the DHS, which includes the Bachelor of Science Degree in Health Sciences (BSHS) Program and the Master of Public Health (MPH) Program. In instances where the document herein does not extensively detail items 1-6 above, the UAA FEGs provide adequate guidance.

From this point forward, specific guidelines and definitions from the UAA FEGs are presented in "feature boxes", and are subsequently elaborated upon in the context of faculty hire, progress toward tenure, tenure, and promotion in the DHS.

### **The Department of Health Sciences Faculty**

The faculty members of the DHS are Health Sciences and Public Health professionals engaged in public health practice and education, as well as in the delivery of health services. DHS faculty members are recognized to have multiple professional responsibilities regarding students, colleagues, the University, and the larger community.

Among them are the following:

1. Serve as role models for the values and ethics of the healthcare and public health professions.
2. MPH Program: Adhere to the standards established by the Council on Education for Public Health (CEPH) <http://www.ceph.org/>. BSHS Physician Assistant (PA) Program: Adhere to the standards established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) <http://www.arc-pa.org/>.
3. Adhere to all University, state and federal regulations regarding the protection of individuals from discrimination and harassment. All faculty members are expected to comply with established University policies and procedures.
4. Support the DHS mission statement: To advance health sciences through the educational opportunities of academic training, research, and community service

in order to improve the well-being of the diverse peoples of Alaska and the circumpolar north.

In evaluation, it is recognized that the faculty members of the DHS have extensive workload responsibilities, and may have tripartite or bipartite workload agreements. Tripartite faculty workloads are comprised of teaching, research and creative activities, and service responsibilities. Bipartite faculty workloads are comprised of teaching and service responsibilities. Components are assigned based upon faculty appointment at hire and subsequent modifications established between the faculty member and the appropriate University Administrative Officer (e.g., Director, Dean, or Provost) as governed by the relevant CBA. The faculty member evaluation process is a review of performance in each of the components of a workload agreement.

With respect to the DHS workload responsibilities and evaluation, the following items are recognized and considered:

1. The size of the DHS is small. Consequently, the multiple responsibilities for conducting business for two degree programs (which have varying levels of distance delivery components) fall upon a few people.
2. Faculty members are involved in extensive advising and supervisory activities.
3. The MPH Program and the BSHS PA Program are both regulated by an accrediting body. Accreditation requires on-going assessment and program revision. On-going program evaluation and outcome studies (including attendant data collection and analyses) play an integral role in the accreditation process. These are labor intensive and time consuming activities.
4. The MPH Program and the BSHS PA Program both require practicum experiences. Faculty members are regularly involved in the development and maintenance of practicum opportunities.

### **Teaching, Research/Creative Activity, and Service Responsibilities**

“All faculty members have a responsibility to engage in scholarly work in teaching, academic research, craft or professional practice, or creative activity, and professionally related service activities according to their respective appointments, positions, and workload agreements.” (FEG, 2013; page 7)

“The various forms of scholarship – discovery, integration, application, engagement, and transformation/interpretation – result in a variety of scholarly activities and accomplishments demonstrated by evidence, which may arise from or be manifested in one’s teaching, academic research and creative activity, and service.....it is important to keep in mind that such classification is not always distinct, as some scholarly work may be integrative and contribute to multiple components.” (FEG, 2013; page 11)

Scholarly teaching, research/creative activities, and service responsibilities are briefly introduced in the following paragraphs, and subsequently elaborated upon in later sections.

- **Teaching Activities**

Teaching well is UAA’s primary mission, and DHS faculty members are responsible for the quality delivery of healthcare and public health education. Education activities may include: classroom and/or distance delivery instruction in regular academic courses with assigned contact hours; thesis and field practicum education; development of seminars; preparation of a new course or substantial revision of an older course; development of community-engaged learning opportunities, curriculum development and revision; general advising of students; supervision of student mentorships and student research/creative projects; supervision of directed study through individualized courses; non-credit educational programs on campus or elsewhere; and other activities benefiting student and faculty academic development.

- **Research and Creative Activities**

Research and creative activities are critical to developing the knowledge base of DHS faculty, supporting and promoting excellence in teaching and learning, and applying DHS faculty expertise to benefit local communities and broader society. Healthcare and public health research and creative activities can take various forms. These forms can include basic and applied research; evaluation; and health-related audio, visual, and/or oral presentation or performance. Also part of research and creative activities are faculty professional activities, such as submission and publication of a manuscript in a peer-reviewed journal, book, magazine, and/or newspaper; presenting research or

participating in health related conferences or symposiums; grant proposal submission; supervision of internally and/or externally funded health-related research and evaluation projects; and other original contributions to the faculty member's field.

- **Service Activities**

DHS faculty members perform elected, appointed or voluntary service to the institution in a variety of ways at various levels (i.e., UAA; the College of Health (COH); within the DHS; or other programs, departments, campuses, colleges, and schools system-wide) to support scholarly excellence, enable shared governance, meet internal operations needs, and support local and global communities. The broad levels include public, professional, and university service.

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## **The Teaching Component of the Workload**

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### **Definition of Teaching**

Teaching is the art and science of imparting knowledge or skill through instruction, example, or experience.

“Teaching is a challenging and dynamic enterprise that encompasses a range of scholarly activities, from classroom instruction to including students in research, from mentoring to curriculum development, from participating in faculty development to the scholarship of teaching and beyond.....In addition, their [faculty] teaching should reveal and develop diverse perspectives; encourage and facilitate inquiry, creativity, and life-long learning; and work to integrate the principles central to the vision, mission, and core values of UAA.” (FEG, 2013; page 12)

There are multiple ways in which DHS faculty teach, both in and out of the classroom, and on and off campus.

### **Teaching Activities and Evidence for Evaluation**

The faculty member will provide evidence and commentary demonstrating teaching activities and effectiveness. Faculty members are encouraged to provide more than required course lists, syllabi, and UAA administered student evaluations. The faculty member is encouraged to organize appropriate materials for review by attaching a short narrative which catalogs the materials and comments on their noteworthy features. This optional narrative is distinct from the Self-Evaluation (see page 19). The materials



assembled by the faculty member should reflect instructional activities during the appropriate evaluation period. Following are examples of teaching activities and materials appropriate for the faculty member to submit for evaluation. The examples are categorized according to the aspects of teaching described in the UAA FEGs.<sup>4</sup>

Aspect of Teaching	Example teaching activities	Example evaluation materials
<b>Instruction and learning experiences</b>	Formal classroom teaching, including campus, distance, and off-campus courses for which University credit is given and the number of student contact hours is defined	<p>A list of classes taught during the review period.</p> <p>Comments on class features are encouraged (e.g., semester taught, course level, number of students, credit hours produced)</p> <p>Syllabi/course content guides</p> <p>Student evaluations</p>
	Developing and revising campus, distance, and off-campus courses	<p>A description of new course preparations</p> <p>A description of major course revisions</p> <p>A description of new media technologies and applications</p>
	Individualized instruction,	Syllabi/course content guides

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<sup>4</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 13

	including independent and directed study	
	Facilitating service learning or community-engaged learning opportunities	Description of activities and outputs
	Providing trainings, workshops, or other seminars	Advertisement materials, agendas, and/or presentations
	Other teaching experiences such as short courses or guest lectures	Letters of invitation or thanks  Presentations
<b>Building and developing curriculum and learning resources</b>	Developing curriculum and program planning	Description of curriculum development and program planning activities

<b>Mentoring students</b>	Student advising	Summary or list of advisees
	Supervising student research projects	List of students and summaries of projects
	Supervising student field practicum placements	List of students and summaries of field practicum placements
	Serving as a liaison/field instructor for field practicum placements	Description of placement processes and activities
<b>Advancing student excellence</b>	Activities to support student success	Letters of recommendation for students  List of student presentations and/or grants  List of advisees receiving scholarships or other

		recognitions
<b>Advancing teaching excellence</b>	Supervising or mentoring adjunct faculty, research, and teaching assistants	List of supervisees and/or mentees, and description of responsibilities
	Developing instructional materials, manuals, and media development and presentations	A list of manuals or other instructional materials authored or prepared by the faculty member, and/or the materials themselves
	Preparing accreditation materials (may also fall under service activities)	Description of preparation activities  Example accreditation materials that the faculty member has helped prepare

	Selecting and acquiring resources to support teaching	Description of resources and process of selection and acquisition
	Creating teaching tools, or developing and applying specialized information systems	Description of tools or systems, and process of development and application
<b>Other</b>	Activities or achievements that don't fit within the other aspects of teaching	Awards or other teaching recognition  A description of an innovative technique or teaching method of special merit  Teaching portfolios  Evaluation of teaching by colleagues

		Other evidence the faculty member believes is relevant to the evaluation of teaching along with a concise statement describing what the material shows about teaching effectiveness
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## **The Research and/or Creative Activity Component of the Workload**

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### **Definition of Research and Creative Activities**

Research and creative activities pertain to the investigation, production, dissemination, and/or performance of new knowledge or skills, and effective health intervention and programs.

“Academic research and creative activity may be generated through all forms of scholarship – discovery, integration, transformation/interpretation, engagement, and application – and contributes to the generation and dissemination of knowledge within the discipline, craft, or professional field as defined by the respective scholarly community.” (FEG, 2013; page 14)

### **Research and Creative Activities and Evidence for Evaluation**

Each tripartite faculty member is expected to be a scholar and to engage in research and/or creative activities. Such activities may support teaching or service, but may not include those activities that are normally considered part of the teaching or service workload. *Faculty members need to establish a clear and consistent pattern of scholarly production in one or more areas of expertise.* Faculty members will be expected to demonstrate a balanced record of research and/or creative activity, which must include published work that is nationally available and has been reviewed by one’s professional peers.

The faculty member is encouraged to organize appropriate materials for review by attaching a short narrative, which catalogs the materials and comments on their noteworthy features. This optional narrative is distinct from the Self-Evaluation (see page 19). The faculty member should list the research and/or creative activities

engaged in during the review period in the review file. If the activity resulted in a product, that should be indicated and included. Faculty members should include documentation of their research and/or creative activities, and have supporting materials available. When the faculty member is engaged in activities with one or more other persons, the faculty member's contribution should be delineated.

Following are examples of research and creative activities and materials appropriate for the faculty member to submit for evaluation. The examples are categorized according to the categories of research and creative activities described in the UAA FEGs.<sup>5</sup>

<b>Category of research and creative activities</b>	<b>Example research and creative activities</b>	<b>Example evaluation materials</b>
<b>Conducting and disseminating academic research</b>	Conducting basic or applied research	Description of research projects or agendas
	Authoring or editing a published book	Title and table of contents of book
	Contributing to an article or chapter in edited book	Copy of article or chapter
	Publishing a manuscript in a peer-reviewed journal or monograph	Copy of manuscript
	Publishing or submitting a report of basic or applied research and evaluation	Copy of report
	Presenting research at a professional conference or meeting	Conference proceedings and/or presentation

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<sup>5</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 15

	Reviewing a book, manuscript, or other materials	Copy of review
	Writing a position paper	Copy of paper
	Contributing to conference proceedings	Copy of proceedings and description of role
	Giving a speech or oral report	Copy of speech notes and/or description of delivery
	Presenting a poster or audio/visual presentation	Copy of poster or presentation
<b>Producing and performing creative works</b>	Developing electronic and/or print information resources	Description of resource and development and application processes
<b>Developing and disseminating curriculum and pedagogical innovations</b>	Developing and disseminating creative approaches to teaching methods and techniques	Description of approaches and the development process
	Development of software or other technologies for student learning	Description of technology and the development process
<b>Developing and disseminating innovations in clinical and craft practices</b>	Development of a new patient care delivery model	Description of the model and the development process
<b>Editing and managing creative works</b>	Development of public health communication materials	Copy of the materials and description of development process
<b>Leading and managing funded research programs, contracts, and creative projects</b>	Obtaining, or attempting to obtain, a funded grant proposal	Copy of proposal(s)
	Obtaining a funded project	Copy of proposal(s)

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## **The Service Component of the Workload**

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### **Definition of Service**

Service is the provision of assistance, guidance, or work for another.

“Public, professional, and University service are essential to creating an environment that supports scholarly excellence, enables shared governance, meets the internal operational needs of the University, and enhances the region, state, and world.” (FEG, 2013; page 16)

### **Service Activities and Evidence for Evaluation**

Faculty members are expected to provide service as a part of their workload. Service can be performed within the DHS, College, University, profession, and community-- at local, regional, national, and international levels. Faculty members are normally expected to provide a balance of service in the three general areas of public, professional, and University service.

Service activities should be described concisely in the evaluation file. The faculty member will list activities under the applicable categories. The list must contain documentation for service, a brief description of the activity, and level of effort provided. Letters, commendations, committee correspondence, proposals, and other products may also be included as appropriate. The faculty member is encouraged to organize appropriate materials for review by attaching a short narrative, which catalogs the materials and comments on their noteworthy features. This optional narrative is distinct from the Self-Evaluation (see page 19).

Following are descriptions of service activity categories, divided according to the categories described in the UAA FEGs.<sup>6</sup> The subsequent table provides examples of service activities and materials appropriate for the faculty member to submit for evaluation.

#### **Public Service**

Public service is the rendering of professional expertise to individuals and organizations outside the University, but not including professional associations. Public service is not

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<sup>6</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 16

limited to Anchorage, but includes individuals and organizations within the state, national, or international communities. State and nonprofit organizations will frequently receive service from the DHS faculty. Public service leadership provides an opportunity for faculty to apply professional knowledge and skills to the solution of public health problems, and should enhance the image of the faculty member, the DHS, the College of Health, and the University. In order for public service activities to receive evaluation credit, they must be related to the faculty member's academic field or must be of such a nature as to utilize the professional knowledge or skills of the faculty member.

Public service can be further divided into two sub-categories: service to society and community-engaged service.<sup>7</sup>

“As a form of public service to society, community-engaged service is distinguished by its focus on collaborative, jointly developed projects designed to apply concepts, processes, or techniques to community identified issues, concerns, or problems, which result in community change and development.....depending on the breadth, form, and focus of the work, a community-engaged service activity may combine with or result in scholarly outcomes or products that could additionally or alternatively be represented as an aspect of teaching, or within a category of academic research and creative activity.” (FEG, 2013; page 16)

## **Professional Service**

Professional service relates to leadership or contributions in activities of the faculty member's discipline. Academic training, professional expertise, and experience are applied to serve the discipline or society, while also contributing to the mission of the DHS and University.

## **University Service**

University service will vary among faculty members, but each member is expected to perform some service to the DHS and at the College and University-wide levels. Faculty members can engage in University service through participation in governance, academic and faculty development, and student success support. Common service categories at the department level include marketing, admissions, seminar series, assessment, and workforce development.

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<sup>7</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 16



Category of service	Example service activities	Example evaluation materials
<b>Public service: service to society</b>	Providing expertise to governments, health departments, or health programs or organizations	Description of activities and impacts of providing expertise
	Providing public policy analysis	Description of analysis and impacts
	Program evaluation	Description of evaluated program and impacts
	Serving on public boards, task forces, or committees	Description of activities
	Offering training or professional development workshops	Description of training and a copy of educational materials
	Delivering health education to the public	Description of activity and a copy of educational materials
	Creation and delivery of health service announcements	Description and/or copy of announcement
	Authoring a news article or other forms of public media	Copy of the article or media

<b>Public service: community-engaged service</b>	Collaborating with governments, health departments, or health programs or organizations	Description of activities and impacts of collaboration
	Mentoring a youth group	Description mentoring activities  Photos of activities
	Overseeing class projects involving student collaboration with	Description of projects  Photos of projects

	community partners	
<b>Professional service</b>	Providing peer-reviews of manuscripts	Description and/or copy of review
	Performing editorial services for discipline, craft, or professional publications	Description of services provided
	Serving in leadership roles for professional organizations or associations	Description of leadership activities and any other supporting material (e.g., website, agendas, announcements)
<b>University, College, and Department service</b>	Fulfilling administrative or other directed responsibilities	Description of activities and impacts
	Collaborating within and across campus communities on University, College, or Department activities	Description of activities and impacts
	Sponsoring student organizations	Description of activities and impacts
	Engaging resident life	Description of activities and impacts
	Participation on faculty search committee	Description of associated activities and responsibilities

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### Timing and Types of Evaluation

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The multiple types of evaluations for existing faculty members (i.e., annual progression towards tenure review, comprehensive fourth-year review, tenure review, promotion review, post-tenure review, distinguished professor review, and professor emeritus review) occur at differing times in a faculty member's professional career. Please refer to the UAA FEGs for a description of when each evaluation process is required and/or appropriate.<sup>8</sup> The specific timing of evaluations and associated deadlines and procedures can be found through the [www.uaa.alaska.edu](http://www.uaa.alaska.edu) website and are discussed

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<sup>8</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, pages 24-28

further in the UAA FEGs and the relevant CBA.

Logically, the timing and process of evaluation for new faculty member applicants in the DHS differs from those of existing DHS faculty members. The process of new faculty hire includes the following steps:

- Approval to recruit from the Dean and the Provost<sup>9</sup>
- Creation of a position description and job posting according to the Human Resources (HR) Checklists<sup>10</sup>, and gaining HR approvals
- Review of application materials according to the DHS “Second Stage Screening” document
- Prioritization of applicants according to scores on the “Second Stage Screening” document
- Performance of reference checks and on-campus interviews for top candidates (includes applicant interviews according to the DHS “Third Stage Screening” document)
- Prioritization of applicants according to screening scores
- The Dean and the Director make the final decision regarding the candidate<sup>11</sup>
- HR approval of the candidate and permission to begin hiring proposal<sup>12</sup>

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## **Preparation of Files for the Review Process**

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### **Overview**

It is the responsibility of the faculty member to submit a complete and well-organized review file. Depending upon the type of review (i.e., annual progression towards tenure review, comprehensive fourth year review, tenure review, promotion review, post-tenure review, distinguished professor review, and professor emeritus review), the required contents of the review will differ, but in all cases, the purpose of the file is to provide documentation of the faculty member's activities during the review period.

The two types of review files are the Full File and the Abbreviated File. The required contents of each type of file, and when each file is required, are described in detail within the UAA FEGs and the relevant CBA. The specific review file content requirements at the DHS level are the same as those at the University level, so as to promote transferability between all levels of review.

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<sup>9</sup> University of Alaska Anchorage Process for Faculty Hires through Recruitment

<sup>10</sup> Human Resources Checklists

<sup>11</sup> University of Alaska Anchorage Process for Faculty Hires through Recruitment

<sup>12</sup> University of Alaska Anchorage Process for Faculty Hires through Recruitment

It is strongly encouraged that the files be submitted in digital or electronic format.

Careful preparation of the review file is critical to a successful review outcome. Reviewers are dependent upon materials submitted for reaching conclusions about progression towards tenure, tenure, promotion, or periodic review. It is the responsibility of the faculty member to provide sufficient evidence upon which the reviewers can base their conclusion. Reviewers do not solicit additional information.

The preparation of the file is time-consuming. Faculty members need to use judgment in deciding which materials to include in the file. Faculty members are advised to review files successfully submitted by other faculty members. Faculty members are encouraged to resist the temptation to add bulk to the file. Select the best evidence available for documenting an activity.

### **Optional Scholarly Agenda**

The faculty member may also choose to include an optional scholarly agenda. The personally authored agenda describes the faculty member's vision and aspirations for scholarly work in the upcoming years. Areas addressed might include:

- Intellectual, creative, craft, or professional practice questions, issues, or problems in which the faculty member is currently engaged, or wishes to become engaged
- Long-term goals for making contributions to the above questions, issues, or problems through teaching, academic research or creative activity, or community engagement and university service
- How the faculty member's current and envisioned activities relate to and enhance the departmental missions and programmatic goals, and the larger University mission. (Faculty members may instead choose to include this component in the Self-Evaluation required in the Full and Abbreviated Files. Faculty of the DHS MPH Program may wish to use the department's Goals and Objectives spreadsheet to inform this component.)

While the agenda establishes a guiding framework for future endeavors, and can serve to help shape workload agreements in line with the faculty member's professional vision and priorities, the agenda also remains flexible and open to change, and is not used as an evaluative tool. See the Appendix of the UAA FEGs for additional information.<sup>13</sup>

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<sup>13</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 42

## **Peer Review and Letters of Support**

The faculty member may also *choose* to invite departmental peers to review his or her teaching, research, and/or service activities in an effort to solicit letters of support for inclusion in the evaluation file. Peer letters of support might be informed, for example, by observing current teaching activities or presentations of research, and/or past collaborations in teaching, research, or service. In addition to praise for specific activities, peer letters of support might also include constructive criticisms that the faculty member could address for future professional improvement in the scholarly agenda (described above).

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### **Guidelines for Arriving at the Overall Evaluation of a Faculty Member or Faculty Applicant**

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The overall evaluation of a faculty member requires careful consideration by reviewers of the member's total effort over the evaluation period. Reviewers should be sensitive to the faculty member's contribution to the mission of UAA, the COH, the DHS, and BSHS/MEDEX and MPH Program goals and objectives. The overall evaluation may sometimes reflect the principle that the whole is greater than the sum of the parts.

“A consistent pattern of high-quality scholarship manifested across all dimensions of faculty work is more important than the quantity of work done, as it reflects the promise of continued professional development and scholarly achievement.” (FEG, 2013; page 19)

At all levels of the evaluation and review process (e.g., the DHS, College, and University, when applicable), the evaluation will examine the quality, significance, and relevance of the faculty member's work.

Quality of work is of greater significance than quantity of work, and will be evaluated according to the general criteria:

- Reflects high level of discipline-related expertise
- Establishes clear and relevant goals
- Uses appropriate methods and resources

- Effectively documented and communicated
- Results in significant impact or outcomes
- Demonstrates ethical behavior

Additional details pertaining to the above criteria, as well as the complete definitions of faculty rank, can be found in the UAA FEGs.<sup>14</sup>

Reviewers provide written comments on each of the elements of the workload (i.e., teaching, research/creative activity and service) (as appropriate). This narrative should comment on how the candidate has performed relative to the appropriate criteria as established for each academic rank.

Each faculty member under review will be evaluated according to the UAA FEGs, as well as the Department's, criteria, as described in the following sections. Please see the forthcoming COH FEGs for descriptions of required terminal degrees.

## **Criteria for Faculty Ranks**

### **Criteria for Instructor**

See UAA FEGs.<sup>15</sup>

### **Criteria for Assistant Professor**

#### **A. FEG Criteria for Assistant Professor**

See UAA FEGs.<sup>16</sup>

#### **B. Department of Health Sciences Criteria for Assistant Professor**

##### **1. Teaching criteria**

Participates in, or demonstrates potential for, the development, delivery, and evaluation of teaching, evidenced by documentation of (for example):

##### **a. Effective teaching methods**

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<sup>14</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, pages 20-22

<sup>15</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 22

<sup>16</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 22

- b. Contributions to course and curriculum development
- c. Positive student evaluations
- d. Course evaluation and/or revision
- e. Distance delivered course teaching
- f. Service as a member of a thesis committee
- g. Activities that are consistent with the mission, goals, and objectives of the DHS

## 2. Service criteria

Participates in, or demonstrates potential for, public, professional, and/or University activities, evidenced by documentation of (for example):

- a. Service on DHS committees
- b. Advisement of student organizations
- c. Service as department representative to a College/University committee
- d. Presentations to community groups
- e. Instructional programs for community groups
- f. Service as a consultant to colleagues at a local level in areas of expertise
- g. Commendation for service contributions from a recognized source external to the University
- h. Participation on committees/board of directors within professional or community organizations in a leadership role
- i. Maintenance of credentials in areas of expertise
- j. Recognition locally as an expert in a field of study
- k. Connections to the professional community that foster stronger working relationships between health sciences faculty and practicum/service learning sites
- l. Performance of activities that are consistent with the mission, goals, and objectives of the DHS

### 3. Research/creative activity criteria

Has an identified area of research interest and demonstrates, or has potential for, productivity in research and/or creative activities, individually and/or in collaboration with colleagues, evidenced by documentation of (for example):

- a. Defined area of research (pilot project or more advanced study) in which an individual has command of literature and research methods
- b. Reporting of ongoing or completed studies through presentations or poster session
- c. Competently critiqued research projects by peers and others
- d. Implemented pilot projects or more advanced studies independently or in collaboration with colleagues
- e. Participating in activities to develop research competencies (e.g., course work or as an assistant in an ongoing project conducted by others)
- f. Presentation of research/creative activity in a local forum
- g. Performance of activities that are consistent with the mission, goals, and objectives of the DHS

#### C. Application of the Criteria for Assistant Professor

The key concept in the evaluation is “achievement or definite promise.” The candidate must demonstrate achievement or definite promise with each component of the workload agreement. If so, the recommendation will be to hire or promote to Assistant Professor. If the recommendation is against hiring or promotion, the reviewers will state objectively how the candidate fails to meet the criteria.

### **Criteria for Associate Professor**

#### A. UAA FEG Criteria for Associate Professor

See UAA FEGs.<sup>17</sup>

#### B. Department of Health Sciences Criteria for Associate Professor

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<sup>17</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 22



### 1. Teaching criteria

Provides leadership and guidance regarding curriculum issues and in the development, delivery, and evaluation of academic courses, evidenced by documentation of (for example):

- a. Positive student evaluations
- b. Membership of thesis committees
- c. Service as a teaching resource to other faculty
- d. Demonstration of leadership in course and curriculum development activities
- e. Development and implementation of innovative teaching in the area of expertise
- f. Performance of activities that are consistent with the mission, goals, and objectives of the DHS

### 2. Service criteria

Leadership in public, professional, and/or University activities, evidenced by documentation of (for example):

- a. Chairing or providing leadership on DHS Committees
- b. Policy development for the Department (DHS)
- c. Service as DHS representative to a state/regional organization
- d. Leadership on a College/University committee
- e. Service as a consultant to colleagues in area of expertise at state level
- f. Development of connections to the professional community that foster stronger working relationships between DHS faculty and practicum/service learning sites
- Leadership in professional organizations
- g. Activities that are consistent with the mission, goals, and objectives of the DHS

### 3. Research/creative activity criteria

Initiates, designs, executes, and reports original research independently or in collaboration with others. Provides consultative assistance related to research to faculty and/or other professionals. Expertise is recognized within the state and region. Achievement of the criteria may be evidenced by documentation of (for example):

- a. Publishing research in refereed journals
- b. Reporting research activities at regional and national meetings through papers and poster presentations
- c. Design and implementation of research projects or program evaluation projects
- d. Consultation on research that is sought by faculty members
- e. Book chapter authorship
- f. External support for research proposals
- g. Publication of non-research manuscripts as monographs, book sections, or as articles
- h. Serving as guest editor of a journal issue
- i. Activities that are consistent with the mission, goals, and objectives of the DHS

#### C. Application of the Criteria for Associate Professor

The key term in the evaluation is “significant accomplishment.” The candidate must demonstrate that each component of the workload meets this requirement. If so, the recommendation will be to hire, tenure, or promote. If the recommendation is against hiring, tenure, or promotion, the reviewers will state objectively how the candidate fails to meet this requirement.

### **Criteria for Professor**

#### A. UAA FEG Criteria for Professor

See UAA FEGs.<sup>18</sup>

#### B. Department of Health Sciences Criteria for Professor

##### 1. Teaching criteria

Provides leadership and consultation in matters related to healthcare and/or public health practice, education, and curriculum within the University and outside the institution, evidenced by documentation of (for example):

- a. Earning consistently positive student evaluations
- b. Serving as a visiting lecturer or as a consultant in

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<sup>18</sup> University of Alaska Anchorage Faculty Evaluation Guidelines, March 22, 2013, page 21

- curriculum/program development for agencies or individuals outside the DHS
- c. Functioning as an evaluator of other health services or public health programs
- d. Serving as a consultant in areas such as content, curriculum development, practice, program planning, and evaluation
- e. Earning recognition and honors for teaching excellence
- f. Establishing a record of development and dissemination of innovative teaching methods
- g. Contributing nationally to the body of knowledge related to health sciences education and practice
- h. Performing activities that are consistent with the mission, goals, and objectives of the DHS

## 2. Service criteria

Leadership and influence in developing major directions and policies related to professional and academic organizations at the state, regional, and national levels, evidenced by documentation of (for example):

- a. Representing the DHS at local meetings and events
- b. Representing the DHS at regional and national meetings
- c. Providing leadership in the academic undertakings of the University
- d. Chairing a College/University committee(s)
- e. Chairing and/or serving on special review groups, task forces, and policy making bodies
- f. Providing leadership in regional and national organization(s)
- g. Serving as a consultant to colleagues in area of expertise at regional and/or national level
- h. Contributing significantly to a major policy-making body of a service oriented community organization
- i. Playing an exemplary role in providing connections to the professional community that foster stronger working relationships between health sciences faculty and practicum/service learning sites
- j. Performing activities that are consistent with

the mission, goals, and objectives of the DHS

### 3. Research/creative activity criteria

Independently (or as lead investigator) initiates, designs, executes, and reports original research and/or creative activities. Expertise in focus areas is recognized nationally. Research consultation is solicited by individuals beyond the local area (i.e., throughout the state or region). Achievement of the criterion may be evidenced by documentation of (for example):

- a. Demonstrating continued productivity through publication in refereed professional journals and presentations at national and international conferences
- b. Earning appointment to regional and national research review boards and committees
- c. Obtaining significant external funding to support research interests
- d. Establishing a reputation for outstanding scholarship in areas of expertise at local, regional, and national levels
- e. Serving as editor or on editorial board for professional journal
- f. Mentoring junior faculty in research
- g. Authoring a book
- h. Performing activities that are consistent with the mission, goals, and objectives of the DHS

#### C. Application of the Criteria for Professor

The key term in the evaluation is “extensive accomplishment.” The candidate must demonstrate extensive accomplishment for each component of the workload. If so, the recommendation will be to hire, tenure, or promote. If the recommendation is against hiring, tenure, or promotion, the reviewers will state objectively how the candidate fails to meet this requirement.

#### **Types of Evaluation and Key Considerations**

Please refer to the UAA FEGs for a detailed description of the different types of evaluation (i.e., annual progression towards tenure review, comprehensive fourth-year

review, tenure review, promotion review, post-tenure review, distinguished professor review, and professor emeritus review) and associated requirements/considerations.

As an example of the nature of information on the various types of evaluation described in the UAA FEGs, excerpts regarding tenure are provided below:

“.....tenure shall be granted to those faculty members who have provided evidence that demonstrates a sustained record of high-quality and significant scholarly performance and the promise of long-range contributions to the educational mission, reputation, and quality of the University.” (FEG, 2013; page 23)

“Faculty initially appointed to the ranks of Professor without tenure shall be reviewed for tenure no later than the second (2<sup>nd</sup>) consecutive year of service.....Faculty initially appointed to the rank of Associate Professor without tenure must be reviewed for tenure no later than the fourth (4<sup>th</sup>) consecutive year of service.....All non-tenured faculty members appointed to a tenure-track position at the rank of Instructor or Assistant Professor must be reviewed for tenure no later than the seventh (7<sup>th</sup>) consecutive year of service.” (FEG, 2013; page 23)

“A faculty member may submit a file and request a review for tenure in any year of service. However, he or she must be reviewed no later than the mandatory year of review. A faculty member evaluated for tenure prior to the mandatory year for review shall be evaluated on the basis of performance expectations that would exist at the time of mandatory tenure review.” (FEG, 2013; page 23)

## **Reviewers and Their Tasks**

Please refer to the UAA FEGs and the relevant CBA for a detailed description of roles,

responsibilities, and training of reviewers for the processes of annual progression towards tenure review, comprehensive fourth-year review, tenure review, promotion review, post-tenure review, distinguished professor review, and professor emeritus review.<sup>19</sup> Key points worth noting include:

“All department, unit and University faculty evaluation committees, and the Faculty Evaluation Appeals Committee shall be composed of tenured faculty members. Those not eligible to serve include:

- A faculty member who is on an approved leave absence or sabbatical;
- A faculty member who has been elected to serve, or is currently serving, on a peer review committee at a preceding or subsequent level of review;
- Tenured faculty who are under consideration for promotion;
- A faculty member who has an administrative workload of more than 50%.

On all department, unit, and University faculty committees, only those faculty members who are or above the rank to which the candidate seeks promotion may vote on the candidate’s file.” (FEG, 2013; page 38)

The committee composition when hiring new faculty in the DHS differs from committee composition when reviewing current faculty members. New hire Search Committees in the DHS may be comprised of the Department Chair, and representatives from the DHS faculty, affiliate faculty, and administrative support. Faculty member participation in a new hire Search Committee is considered a component of DHS-level service.

### **Reviewers’ Tasks – Teaching**

Evaluation of teaching activities will take into account the level of contribution to the College’s and Department’s instructional mission. In arriving at judgments about the quality of teaching, evaluators are encouraged to review evidence from varied sources, as submitted by the person being reviewed. The most reliable and valid indicators of

“All persons serving as reviewers, including faculty members, department chairs, and administrators, are expected to conduct themselves according to the ethical standards and guidelines of the University, as outlined in this and other pertinent policy documents.” (FEG, 2013; page 40)

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teaching effectiveness may vary with the nature of the instruction being evaluated. It is the task of the evaluators to draw conclusions about the overall quantity and quality of teaching activities based on the evidence presented and the criteria established for the review process.

During the evaluation process, the methodologies used for teaching should be considered. Since the Master of Public Health Program is a distance education program, the instructor is working with not only teaching methodologies, but technology and instructional design, as well. The time and effort for the development of courses increases tremendously. For example, developing one hour of instruction in a residential (face-to-face) lecture/demonstration format will take approximately two to three hours. Developing an equivalent level of instruction online can take up to between 25 and 150 hours, depending on whether it involves synchronous, asynchronous, and/or multimedia instruction.

### **Reviewers' Tasks – Service**

In evaluating service, both quantity and quality are to be considered. All three levels, public, professional, and University service, are to be considered important. Serving as a committee chairperson will usually be given more credit than serving as a member of the same committee. Serving on a standing committee that meets frequently is given more credit than serving on ad hoc committees that meet infrequently. Serving as an officer of a national association should be given more credit than serving as an officer of a local association. More credit is given for service involving a unique professional contribution than for routine, repeated service.

### **Reviewers' Tasks – Research and/or Creative Activities**

In evaluating research and creative activities, reviewers need to consider quality, quantity, and impact. The quality of research and creative activities should be given careful consideration and may result in a particular product being given more or less recognition. Evaluators are to determine if there is a clear and consistent pattern of scholarly production in one or more areas of expertise.

### **Use of Faculty Member Activity Reports in the Review Process**

A required component of the review file is the Activity Report, which provides a detailed description of teaching, research/creative, and service activities. The reviewer should

use the submitted Activity Report to guide assessment not only of the quality and quantity of the faculty member's activities, but also how his/her activities individually and collectively contribute to the program goals and objectives, and compliment the activities of other DHS faculty members.

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### **The Appeal Process**

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A faculty member may appeal a decision involving promotion, tenure, or non-retention with the Chancellor. Information regarding an appeal is available from the Office of Academic Affairs (<http://www.uaa.alaska.edu/academicaffairs/>) and described in the relevant CBA.