

**Draft Criteria and Guidelines for
Faculty Evaluation, Retention, Promotion, and Tenure**

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Introduction

Faculty members in the ICHS may have either tripartite (teaching, research, and service) or bipartite (research and service) workloads. The Institute for Circumpolar Health Studies was created by the Alaska State Legislature in 1988 (AS 14.40.088) to develop new solutions to health problems in Alaska and the north. The mission of the Institute is to improve the health of peoples of Alaska and other circumpolar areas through instruction, information services, and basic and applied research in health and medicine.

The Alaska Statutes (AS 14.40.088) specifically directs ICHS to: "...provide a mechanism for communication and cooperation between the University and the Commissioner of Health & Social Services in addressing the needs of Alaskans for health care services, opportunities for education in medical and health sciences, and other mutual concerns."

Teaching Activities

Faculty within ICHS may have experience and credentials in a wide variety of fields including but not limited to anthropology, biostatistics, epidemiology, health sciences, psychology, and public health. Faculty may teach academic courses or provide other types of educational activities related to research methods, program evaluation, public health, or special areas of expertise such as alcohol and addiction, social determinants of health, violence prevention, health and health care policy, and health needs assessment. Educational activities may include:

- In-person or distance delivery of regular academic courses with assigned contact hours
- Workforce development webinars and seminars
- Creation and delivery of professional workshops
- Creation and delivery of community education programs
- Program and curriculum development
- Course development and revision
- Development of materials, manuals and media development and presentation
- Other teaching experiences such as short courses or guest lectures
- General advising of students
- Supervision of student research projects
- Supervision of directed study through individualized courses
- Supervision of adjunct faculty, research and teaching assistants

Faculty members should include a complete list of teaching activities during the review period along with a description of the activities and the level of effort provided. Course syllabi or agendas from workshops, webinars, or other educational activities should be included, along with a summary of results from course evaluations. Faculty members are encouraged to provide additional evidence deemed relevant to the evaluation of teaching along with a concise statement describing what the material shows about teaching effectiveness.

Research Activities

ICHS focuses on applied health research with particular emphasis on upstream determinants of health, both physical and social, and topics of interest and importance in Alaska. While many definitions of research exist, the ICHS generally uses the US Department of Health and Human Services definition of research as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Examples of systematic investigations include:

- surveys and questionnaires
- interviews and focus groups
- analyses of existing data or biological specimens
- epidemiological studies
- evaluations of social or educational programs
- cognitive and perceptual experiments
- medical chart review studies

Research activities within the Institute include preparation and submission of pre-proposal white papers, grant proposal preparation and submission, project management of funded research projects, primary data collection, data analysis, dissemination of results including peer reviewed publications, presentation at professional conferences, reports to funders and other stakeholders, and reports to study communities and study participants.

ICHS expects faculty members to contribute to existing projects and to help initiate new projects. Faculty research activities include writing white papers and grant proposals, developing project plans and budgets, and leading scientific project activities. ICHS faculty members may be subject matter experts in a particular area such as addiction or health disparities or they may have specific areas of technical expertise such as biostatistics.

Research products that can be used to document research activity include:

- Published manuscripts
- Funded research proposals
- Peer reviewed presented abstracts at a professional meeting or conference
- Invited presentations
- Unpublished reports to funders and community members
- White papers
- Unfunded grant proposal (with plans for revision and resubmission, reworking for another funding opportunity, or documented lessons learned)

The faculty member should list the research activities engaged in during the review period including a brief description of each project, a description of the individual's activities and responsibilities on the project, and documentation of those activities. Examples of documentation include the research products listed above. In addition, documentation of meeting important project milestones may also be appropriate to include when working on larger, long term projects (typically 3 to 5 years in duration) for which project results may not be available for publication or presentation during the early years of the project.

In most cases, faculty will be working on projects with other faculty and research staff. Therefore, it is important to d

Service Activities

Faculty members provide service in many different areas including:

University, College, and Institute service:

- Administrative and governance committees
- Recruitment activities
- Consulting with researchers across the College and University

Professional Service to the Community

- Educational and consulting activities related to professional expertise
- Service on community boards and committees related to professional expertise

Professional Service

- Grant, journal, or conference reviewer in the area of professional expertise
- Officer in a professional society
- Organizing and or chairing conferences, symposia, or seminars
- Teaching short courses or seminars that are not regular academic courses
- Editing journals, books, and special volumes of papers

While the mix of service areas will change over time, faculty members are expected to provide service in all three areas during their University career. The level of service is also expected to increase over time. For example, serving as a committee chair is considered a higher level of service than service as a committee member. Serving on a standing committee that meets regularly is considered a higher level of service than serving on an ad hoc committee that meets infrequently. Similarly, service on a national committee is considered a higher level of service than service on a local committee.

Faculty members should include a complete list of service activities during the review period along with a description of the service activities and the level of effort provided. Appointment letters, commendations, and other documentation of service activity should be provided as appropriate.

- Serve as a consultant to University colleagues and/or community organizations
- Earn commendation for service contributions from recognized sources external to the University
- Serve as a reviewer for grants or peer review journals and conferences or participate on committees/boards within professional or community organizations
- Be recognized locally as an expert in the field

To show successful teaching, the faculty member should:

- Successfully develop and or deliver academic courses or other educational activities related to health research and public health
- Demonstrate consistent participation in academic, professional, and/or community educational activities
- Provide evidence of effort to provide effective educational activities by including an evaluation component in the educational activities and using the evaluation results to shape future educational activities

Promotion from Associate Professor to Professor

In order to be promoted from Associate Professor to Professor, a faculty member must show both exemplary research and service. Tripartite faculty must also show exemplary teaching. Therefore, in addition to being successful the faculty member must also serve as a positive role model for others.

To show exemplary research the faculty member should:

- Independently initiate externally funded research projects involving additional faculty and staff or serve as key personnel on multiple larger externally funded research projects
- Demonstrate continued productivity through peer-reviewed publications and presentations at regional and national professional conferences
- Serve on regional and national research review boards and committees
- Provide consultation on area of expertise within and outside of the University
- Mentor junior faculty in research

To show exemplary service, the faculty member should:

- Provide leadership at the College or University level
- Serve as an Institute representative to state/regional organizations, contribute to state or local health policy, or serve as consultant in areas related to health at the state or regional level
- Provide leadership in professional organizations

To show exemplary teaching, the faculty member should:

- Consistently earn positive evaluations for teaching activities

Be sought after to participate in health-related educational activities
Provide leadership in interdisciplinary educational activities