

Approved by Units and Dean's Office -- April 2024

Approved by Provost – May 2024

DocuSigned by:

Debbie Craig

397298143777472...

May 17, 2024

DocuSigned by:

Denise Fungo

AE7EE55F615543D...

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COLLEGE OF HEALTH, UNIVERSITY OF ALASKA ANCHORAGE

Faculty Evaluation Policies and Procedures

College of Health

Mission:

UAA College of Health advances the health and well-being of people and communities in Alaska and abroad through high impact education, research, and community service.

Vision:

UAA College of Health is the first choice for students, employers, and partners to meet the dynamic health and wellness needs of Alaskans. The College of Health will achieve this envisioned future by organizing high impact collaborations among the college's three core constituencies of students, community partners, and employees.

Purpose:

This document is to be used in conjunction with the collective bargaining agreement between the University of Alaska and United Academics – AAUP/AFT (UNAC), and with the policies and procedures of the University of Alaska Board of Regents and the University of Alaska Anchorage. In the event of a conflict, College of Health policies and procedures shall be subordinate.

Evaluation of Faculty Scholarship

Faculty activities and accomplishments in teaching, research, and service fall into three tiers:

Tier 1 – Extensive Activities and Accomplishments:

Activities and accomplishments are extensive when the faculty member's work evidences excellence in scholarly performance and impact either in a given area of emphasis or across teaching, research, or service as indicated by professional norms, internal peer review, and/or assessment by peers external to the university. Others may view the work of the faculty member as something to emulate and may adopt it as a starting point for their own work.

Tier 2 – Significant Activities and Accomplishments:

Activities and accomplishments are significant when the faculty member's work in either teaching, research or service exceeds base expectations, sustains quality, productivity, volume, and performance and demonstrates impact as assessed by norms, internal peer review, and/or assessment by peers external to the university.

Tier 3 – Standard Activities and Accomplishments:

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Activities and accomplishments are standard when the faculty member's work in teaching, research or service meets base expectations in terms of quality, productivity, volume, and/or performance as assessed by norms, internal peer review, and/or assessment by peers external to the university. The faculty member may adopt the work of other teachers, researchers, or those engaged in service as a starting point for their own work.

Each unit in the College of Health has provided examples of standard, significant, and extensive activities and accomplishments in teaching, research, and service. These lists are not intended to be exhaustive, and standards can vary between units. If candidates think other activities demonstrate accomplishment, they are encouraged to identify them. However, it is their responsibility to explain what tier the activity belongs to. Similarly, if candidates think some of their activities demonstrate accomplishment in a higher tier, it is their responsibility to explain why those items belong in a higher tier.

Although there is no specific formula for activities and accomplishments required for specific ranks, there is the expectation that faculty members at higher ranks or aspiring to higher ranks will have a greater presence in Tiers 1 and 2. For positive faculty evaluations of all types, faculty must demonstrate the minimal activities and accomplishments of Tier 3.

As a general guideline, candidates for tenure or promotion to Associate Professor shall provide evidence of significant activities and accomplishments. On balance, their files should demonstrate a level of contribution commensurate with the types of activities and accomplishments identified in Tier 2.

Candidates for promotion to Professor shall provide evidence of extensive activities and accomplishments. On balance, their files should fall solidly into Tier 2, with some aspects of their activities and accomplishments qualifying as Tier 1.

These guidelines should not be construed as rigid requirements. The candidate has the responsibility and opportunity to demonstrate how their combination of teaching, service, and/or research demonstrates effectiveness commensurate with rank sought and the distribution of workload components.

Unit-Specific Criteria

School of Preventive and Therapeutic Sciences

School of Justice and Human Services

Division of Population Health Sciences

School of Allied Health

School of Social Work

School of Nursing

WWAMI School of Medical Education

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School of Preventive and Therapeutic Sciences

Approved by faculty on January 24, 2024, and by the College of Health Dean on February 23, 2024.

Mission:

The mission of the School of Preventive and Therapeutic Sciences is to enhance the health and well-being of the people and communities we serve by educating and preparing competent professionals in therapeutic, preventive, and rehabilitation sciences.

Terminal Degrees:

- Dental Hygiene: Master's degree in Dental Hygiene, Education, Biological Science, or a related field
- Dietetics and Nutrition: Master's degree in a related field for no/low research faculty and Ph.D. in a related field, EdD, or DCN (Doctorate in Clinical Nutrition), for faculty with a research assignment
- Health, Physical Education & Recreation: Master's degree in kinesiology, exercise science, recreation/sport management, or an equivalent degree in a related field. The terminal degree for faculty with a research assignment is a Ph.D. or an equivalent degree in a related field.
- Occupational Therapy: PhD in a related field, EdD, or OTD (Clinical Doctorate in Occupational Therapy)
- Physical Therapist Assistant: Master's degree in Education or related field
- Speech-Language Pathology: Master's degree in Speech-Language Pathology, Communication Disorders, or an equivalent degree in a related field for faculty with low/no research. Doctorate in Speech-Language Pathology, Communication Disorders, Audiology or related field for faculty with a research assignment

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Teaching:

Standard

- Prepares courses that are new to that faculty member
- Revises/updates existing courses
- Advises program students on academics and career options
- Contributes to maintaining continuous program accreditation, if applicable
- Fosters opportunities for student community engagement
- Contributes to program development
- Contributes to program assessment
- Engages in reflective evaluation of teaching, including obtaining student and peer feedback

Significant

- Shows a pattern of contributing to student success at the college and/or university level
- Focuses course content and design on achievement and assessment of course and/or program student learning outcomes
- Contributes to the development and delivery of new or revised course/program offerings
- Facilitates new/revised courses through the university curriculum approval process
- Mentors students in discipline-specific projects
- Mentors adjunct faculty and/or new faculty

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- Designs, manages, and/or reports program assessments
- Serves as Peer Evaluator for another faculty's course
- Engages a Peer Evaluator for course(s)
- Attends Professional Development activities to improve own teaching

Extensive

- Develops innovations in course structure, delivery, and/or content
- Utilizes high-impact teaching practices in course delivery and/or course projects
- Contributes to program assessment of student learning outcomes
- Develops and/or delivers community-engaged teaching activities/projects
- Develops and/or delivers an interprofessional or interdisciplinary project and/or course
- Creates new or significantly revises existing programs
- Presents Professional Development activity related to the Practice of Teaching to an audience beyond their immediate unit
- Co-publishes or co-presents research with a student

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Research:

Standard

- Provides evidence of manuscript submission in refereed or non-refereed professional journal
- Presents at a local conference or poster session and/or publishes in conference proceedings (non-refereed)
- Submits research proposals for external funding
- Awarded and successfully executes a non-competitive or competitive internally-funded research project as co-PI or PI, regardless of award amount, complexity, or scope
- Provides evidence of academic research currently in development or in progress
- Provides evidence of professional development activities related to research
- Prepares reports for stakeholders

Significant

- Publishes non-refereed or refereed research articles, research briefs, and reports in professional outlets
- Presents at a state-refereed conference, meeting, or poster session and/or publishes in conference proceedings
- Awarded and successfully executes a non-competitive or competitive externally-funded research project, as co-PI or PI, regardless of award amount, complexity, or scope
- Mentors student research, projects, or activities outside the scope of routine instructional duties

Extensive

- Publishes refereed research articles, research briefs, and reports in professional outlets
- Presents at a national or international refereed conference or meeting
- Awarded and successfully executes a competitive externally-funded research project as PI, regardless of award amount, with increased complexity or scope
- Develops national reputation for content expertise

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Examples of Standard, Significant, and Extensive Activities and Accomplishments in Service:

Standard

University Service:

- Provides meaningful participation in department-level/unit committees
- Creates opportunities for service learning projects
- Participates in public outreach events and activities e.g., Campus Kickoff and/or other College of Health and/or UAA activities

Professional Service:

- Serves as a liaison between industry and students
- Actively participates in professional organizations, e.g., holding an elected office, committee membership and participation, participation in legislative activities, etc.

Public Service:

- Actively participates in boards, commissions, or committees where professional expertise is used to advance the mission of the community or Institution

Significant

University Service:

- Maintains external program accreditation standards
- Coordinates and/or manages student internships, externships, and/or practicums, if applicable
- Chairs unit or college committees
- Actively participates in university-level committees
- Maintains program documents, e.g., handbooks, policy manuals

Professional Service:

- Leads in professional organization activities at the state level
- Serves as peer-reviewer for academic journals or conferences
- Creates and delivers external presentations at the local/state level

Public Service:

- Leads or actively participates on local boards, commissions, or committees where professional expertise is used to advance the mission of the community or Institution
- Collaborates with community agencies to advance the profession

Extensive

University Service:

- Conducts formal peer reviews to benefit the faculty mentorship process
- Develops manuals that support learning (program, research, clinical, or externship manuals)
- Chairs university-level committee(s)
- Actively participates in or chairs state-level committee(s)
- Serves as a primary manager of an academic program, if applicable

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- Prepares program reviews, self-study, or other accreditation documents

Professional Service:

- Leads or actively participates on committee(s) in a professional organization at the national level
- Create and deliver external presentations/publications at the national and/or international level(s)
- Serves as a site visitor or peer reviewer for specialized external accrediting bodies

Public Service:

- Leads on local or state boards, and/or leads/actively participates on national or international boards, commissions, or committees where professional expertise is used to advance the mission of the community or institution.
- Designs and leads continuing education of practicing professionals in their profession

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Justice Center

Approved by faculty on February 21, 2020, and by College of Health Dean on March 4, 2020.

Mission:

The UAA Justice Center, established by the Alaska Legislature in 1975, has a mandate to provide statewide justice-related education, research, and service. The Justice Center is an interdisciplinary unit that provides undergraduate and professional education; conducts research in the areas of crime, law, and justice; and provides services to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

Terminal Degrees:

Ph.D., J.D., or an equivalent post-graduate degree in law.

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Teaching:

Standard

- Preparation of courses new to the faculty member
- Revision/updating of existing courses
- Contribution to program development, accreditation, and/or assessment activities
- Providing academic advising
- Adapting teaching strategies or course content delivery in response to student feedback/evaluation

Significant

- Coordination of undergraduate course scheduling and program offerings
- Significant contribution to development and delivery of new or revised program offerings
- Significant contribution to undergraduate program accreditation or assessment
- Coordination/supervision of student internships or independent study opportunities
- Mentoring student research, projects, or activities outside the scope of routine instructional duties
- Serving on undergraduate and/or graduate thesis committees
- Consistent practice of engaging in university-sponsored or externally-offered programs of professional development and self-assessment related to teaching
- Adapting teaching strategies or course content delivery in response to peer-review of classroom practice and course content
- Engagement in assessment of student learning outside the scope of routine assignment of grades
- Development of course packets, manuals, or other instructional materials beyond ordinary course handouts and assignments
- Creating a course new to the curriculum and managing the curriculum approval and cataloging process
- Mentoring new tenure-track and/or adjunct faculty
- Conducting classroom observation as part of a peer teaching evaluation process that involves a written report documenting the process and peer evaluator's recommendations for enhancing the faculty member's teaching effectiveness

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- Leading UAA faculty development efforts such as CAFE, Academic Innovations & eLearning, Making Learning Visible, Books of the Year

Extensive

- Formal recognition of and/or commendation for accomplishments in teaching from the university, professional organizations, or faculty peers
- Pedagogical innovation in course structure/content/delivery
- Development and delivery of new or revised program options (e.g., substantial restructuring of degree requirements or development of new degree or certificate)
- Development and delivery of community-engaged teaching activities/projects (e.g., service learning)
- Management and coordination of undergraduate/graduate program accreditation
- Designing, managing, and reporting program assessment and progress toward program outcomes
- Development and delivery of interdisciplinary courses that include collaboration between two or more academic units and/or disciplines
- Providing a comprehensive written peer review of course structure, content, and delivery to other faculty, including evaluation of congruity between course structure and content and the student learning outcomes

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Research:

Standard

- Non-refereed research articles, research briefs, and reports
- Award and successful execution of an internally-funded research proposal
- Publication of summaries/syntheses of extant academic research such as encyclopedia entries, resource guides, bibliographies, and book reviews
- Non-refereed presentation at a professional conference or meeting
- Unfunded research proposals submitted for external funding
- Collaborating with university colleagues on a research project
- Evidence of significant academic research currently in development or in progress such as research proposals or manuscripts under review or revision

Significant

- Original work published as a manuscript in a refereed journal
- Publishing an academic textbook (author)
- Serving as Editor of book/volume published by a scholarly press
- Award and successful execution of a non-competitive externally-funded research proposal, regardless of award amount, complexity, or scope
- Refereed presentation at a professional conference or meeting
- Original work published as an article/chapter in an edited scholarly book/volume (author)
- Publication of products such as white papers, monographs, and practitioner guides related to the development and dissemination of innovations in justice policy and/or practice that has a significant impact

Extensive

- Original work published as a book manuscript by a scholarly press
- Original work published as a manuscript in a refereed journal that has high quality or extensive impact

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- Award and successful execution of a competitive externally-funded research proposal, regardless of award amount, complexity or scope (faculty member must serve as the Principle Investigator or Co-Principle Investigator)
- Invited presentation at policy-making bodies such as legislative committees, University of Alaska Board of Regents, or municipal governments within the State of Alaska

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Service:

Standard

University Service:

- Service on short-term, ad-hoc committees for the College of Health or the University
- Routine faculty governance activities within the Justice Center
- Service on ad-hoc Justice Center committees (e.g., staff searches)
- Service on graduate and undergraduate thesis committees
- Participation in public outreach events and activities (e.g., Campus Kickoff, National Criminal Justice Month, Color of Justice)
- Primary organizer of public talk at UAA involving speakers from outside the University

Professional Service:

- Service as a panel or roundtable chair at a disciplinary/professional conference
- Reviewer for refereed publications
- Service on committees of state or regional disciplinary/professional bodies
- For faculty without a research component to their workload, publishing non-refereed research articles, research briefs, and reports

Public Service:

- Uncompensated professional consultation, assessment, and evaluation services provided to community groups/organizations
- Short term or limited pro bono legal services
- Uncompensated speaking engagements and written work on an area of expertise
- Uncompensated consultation with local, state, or national organizations in an area of expertise

Significant

University Service:

- Elected or appointed positions to: COH Peer-Review Committee, COH Curriculum Committee, COH Interdisciplinary Research or Interdisciplinary Curriculum Committees, UAA Undergraduate Research Committee, or other committees requiring similar commitments of time or expertise
- Coordination of public outreach events and activities (e.g., Campus Kickoff, National Criminal Justice Month, Color of Justice)
- Service as a Faculty Advisor to one or more Justice Center student clubs
- Primary organizer of conference at UAA involving speakers from outside the University
- Serving on faculty, director, or dean search committee
- Chairing staff search committee

Professional Service:

- Elected or appointed positions to the leadership of local (e.g., community, municipal, borough), state, or regional disciplinary/professional bodies, or a program chair for local, state, or regional professional conferences

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- Proposal reviewer for local, state, national, or international research organizations/ agencies (e.g., National Institute of Justice)
- Service on an ethics or disciplinary adjudication panel of a professional organization
- For faculty without a research component to their workload, publishing an article in a professional journal or law review
- Development and presentation of continuing education program

Public Service:

- Elected or appointed positions on local (e.g., community, municipal, borough) boards, commissions, or committees where professional expertise is used to advance the mission of the Justice Center, College or University
- Substantial written work or presentations directed toward broad public education on issues of importance to the mission of the Justice Center, College or University

Extensive

University Service:

- Elected or appointed positions to University-wide committees, such as: UAA Institutional Review Board, UAA Institutional Animal Care and Use Committee, UAA Graduate or Undergraduate Academic Boards, and the University-wide Faculty Evaluation Committee or other committees requiring similar commitments of time or expertise
- Service as JUST or LEGL Program Coordinator within the Justice Center
- Providing leadership (e.g. serving as chair, coordinator, or facilitator) to Tier 1 or Tier 2 bodies

Professional Service:

- Elected or appointed positions to: the leadership of national or international disciplinary/professional bodies, or a program chair for national or international conferences
- Service as an editor of a disciplinary/professional journal
- Extensive work on behalf of professional organizations that requires a substantial contribution of time and professional expertise and results in a substantial impact that advances the mission of the Justice Center, College or University

Public Service:

- Elected or appointed positions on state, national, or international boards, commissions, or committees where professional expertise is used to advance the mission of the Justice Center, College or University
- Extensive publications or presentations directed toward broad public education on issues of importance to the mission of the Justice Center, College or University
- Extensive work on behalf of non-profit organizations and/or governmental or community organizations that requires a substantial contribution of time and professional expertise and results in a substantial impact that advances the mission of the Justice Center, College or University

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Department of Human Services

Approved by faculty on March 4, 2020, and by College of Health Dean on March 4, 2020.

Mission:

The mission of the Department of Human Services is to prepare human service generalists through a competency-based, community-oriented program encompassing classroom and practical learning opportunities.

Terminal Degrees:

For faculty with significant, ongoing assignments in the Research category, a PhD is required; for faculty with little to no research assignment, a Master's degree is required.

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Teaching:

Standard

- Students consistently evaluate faculty member's teaching as satisfactory or good
- Teaching materials are relevant and reflect currency in human services education
- Assessment of teaching reflects good practice in course design, delivery, and management
- Teaching portfolio incorporates sound philosophy and effective instructional practices
- Teaching productivity meets departmental norms

Significant

- Students consistently evaluate faculty members teaching as good to outstanding
- Teaching materials are relevant, reflect currency and incorporate innovative practices
- Assessment of teaching reflects creative approach to course design, delivery, and management
- Teaching portfolio serves as model for other instructors within discipline
- Faculty member delivers papers on instructional innovation at peer reviewed conferences

Extensive

- Students consistently evaluate faculty members teaching as outstanding to exemplary.
- Teaching materials are creative and innovative
- Teaching portfolio supports the scholarship of teaching and instruction
- Assessment of teaching reflects the status of the instructor as master teacher
- Teaching portfolio is considered a model by other disciplines within the university
- The instructor engages in a systematic program of action research on teaching and instruction in human services education

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Research:

Standard

- The instructor uses evaluation approaches to evaluate their teaching
- The instructor uses existing research on instruction to advance their teaching
- The instructor improves teaching through a systematic review of the research literature
- Research utilization for the advancement of teaching is explicit within the instructor's portfolio

Significant

- The instructor formulates and tests teaching hypotheses as a means of improving their instruction
- The instructor offers an accumulation of evidence they derive from assessing their own teaching for the purposes of advancing or otherwise improving their instruction

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- The instructor presents findings about the advancement of their own teaching at peer reviewed conferences or symposia
- The instructor uses their teaching portfolio to compile theory, practice, and evidence on their own teaching
- The instructor has a track record of proposal preparation to advance instruction and professional development of students enrolled in human services education

Extensive

- The instructor presents strong theory, practice, and evidence base supporting their approach to instruction that is a product of their own scholarship on teaching
- The instructor has an on-going program of action research using their own teaching
- The instructor engages in mentoring other faculty in the use of research methods to advance teaching
- The instructor publishes in the peer reviewed literature on the theory, practice, and evidence they derive from action research using their own teaching
- The instructor has a record of externally funded research to advance instruction, professional development, and workforce development of students enrolled in human service education

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Service:

Standard

University Service:

- The faculty member serves on committees within the Department of Human Services
- The faculty member serves on committees within the College of Health
- There is some evidence of university service

Professional Service:

- The faculty member is involved in advancing human services education nationally
- The faculty member is involved in assisting the department in preparing or anticipating accreditation
- The faculty member is involved in recruiting students for the profession
- The faculty member supports student involvement in the profession

Public Service:

- The faculty member is involved in disseminating information about social issues and human service practice in community or public venues
- The faculty member works with community agencies to advance student involvement in human service practice
- The faculty member participates in local agencies to facilitate their effectiveness in the delivery of human services

Significant

University Service:

- The faculty member leads committees within the Department of Human Services
- The faculty invests considerable effort in advancing educational practice within the College of Health
- The faculty member provides leadership to at least one College of Health committee
- The faculty member participates in university committees, task forces, or additional assignments

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Professional Service:

- The faculty member offers leadership nationally in advancing human services education
- The faculty member is involved in the leadership structures of national associations relevant to human service education
- The faculty member engages in leadership to recruit students for the profession
- The faculty member leads activities to advance student involvement in the profession

Public Service:

- The faculty member has an active program of educating human service personnel about social issues and effective practices
- The faculty member has an active program of providing technical assistance to human service organizations
- The faculty member is involved in the leadership of human service organizations, especially in areas of their expertise

Extensive

University Service:

- The faculty member is a principal leader within the governance of the department
- The faculty member is a principal leader within the College of Health
- The faculty member chairs at least one committee within the College of Health
- The faculty member is involved in university level service

Professional Service:

- The faculty member is a member of the leadership structure of an organization advancing human service education nationally
- The faculty member is seen as a resource within the department for trends in human service education nationally
- The faculty member undertakes leadership within the department for accreditation
- The faculty member makes a significant impact in recruiting students for the human service profession

Public Service:

- The faculty member designs and leads continuing education of practicing professionals in the human services
- The faculty member demonstrates leadership in the design and implementation of conferences for addressing social issues in Alaska that have implications for the advancement of human service practice
- The faculty member collaborates with community agencies in projects that advance human service practice
- The faculty member is a recognized leader in advancing practice innovation in collaboration with human service providers and organizations

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Division of Population Health Sciences

Approved by faculty on April 9, 2024 , and by College of Health Dean on April 9, 2024.

Mission:

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.

Terminal Degrees:

For faculty with significant, ongoing assignments in the Research category, a Doctoral degree is required; for faculty with little to no research assignment, a Master's degree is required. Doctoral degrees may include but are not limited to PhD, MD, or DrPH in in the field of public health, epidemiology, health sciences, anthropology, biostatistics, psychology, addiction studies, environmental health, geography or a related field. Faculty without a research component in their workload should have a Master's degree in a related field (see above).

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Teaching:

Standard

- Preparing courses new to the faculty member
- Updating established course materials utilizing somebody else's materials
- Contributing to program development, accreditation, and/or assessment activities
- Fostering opportunities for student leadership, recognition, and/or research experiences
- Providing academic advising, field practicum e
- Experiences, and/or practical experiences (including writing student letters of reference)
- Serving on undergraduate and/or graduate project/thesis committees

Significant

- Mentoring student research, projects, or activities outside the scope of routine instructional duties
- Utilizing university identified high-impact teaching practices in course delivery such as community-engaged teaching and/or course projects
- Significantly contributing to the development and delivery of new or revised course materials
- Significantly contributing to undergraduate/graduate program accreditation or assessment
- Chairing a graduate project/thesis committee
- Exhibiting a consistent practice of engaging in university-sponsored or externally-offered programs of professional development and self-assessment related to teaching
- Adapting teaching strategies or course content delivery in response to formal peer-review or other evaluation techniques
- Engaging in assessment of student learning outside the scope of routine assignment of grades
- Developing course packets, manuals, or other open-educational materials beyond ordinary course handouts and assignments
- Creating a course new to the curriculum and managing the curriculum approval and cataloging process

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- Conducting classroom observation as part of a peer teaching evaluation process that involves a written report documenting the process and peer evaluator's recommendations for enhancing the faculty member's teaching effectiveness
- Developing and leading single session, non-credit educational seminars, think tanks, or workshops for student or faculty development

Extensive

- Providing honors thesis opportunities for students
- Conducting pedagogical innovation in course structure, content, and/or delivery, including service-learning
- Mentoring student research or projects through which the student wins public recognition (i.e. receives a grant, publishes results, etc.)
- Developing and delivering new or revised program options (e.g., substantial restructuring of degree requirements or development of new degrees, certificates, or minors)
- Extensively contributing to student project/thesis development and completion
- Chairing multiple graduate project/thesis committees.
- Managing and coordinating undergraduate/graduate program accreditation
- Designing, managing, and reporting program assessment and progress toward program outcomes
- Developing and delivering interprofessional educational courses that include collaboration between two or more academic units and/or disciplines
- Providing a comprehensive written peer review of course structure, content, and delivery to other faculty, including evaluation of congruity between course structure and content and the student learning outcomes
- Developing and leading multiple session, non-credit educational programs for student or faculty or professional/workforce development.

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Research:

Standard

- Non-refereed research articles, research briefs, and reports
- Award and successful execution of an internally-funded (within UAA) research proposals
- Publication of products such as white papers, monographs, and practitioner guides related to the development and dissemination of innovations in policy and/or practice
- Publication of summaries/syntheses of extant academic research such as encyclopedia entries, resource guides, bibliographies, and book reviews
- Non-refereed presentation at a professional conference or meeting
- Unfunded research proposals submitted for internal funding
- Initiating relationships with community organizations for future collaborative research opportunities
- Conceptualizing the development of health-related creative activity

Significant

- Original work published as a manuscript in a refereed journal
- Award and successful execution of a non-competitive externally-funded research proposal, regardless of award amount, complexity, or scope
- Unfunded research proposals submitted for external funding
- Refereed presentation at a professional conference or meeting
- Conducting and executing research/evaluation projects

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- Producing or organizing a health-related creative activity

Extensive

- Original work published as a book manuscript by a scholarly press as an author
- Publishing a book manuscript by a scholarly press as an editor
- Original work published as a manuscript in a refereed journal that has high quality or extensive impact
- Award and successful execution of a competitive externally-funded research proposal, regardless of award amount, complexity, or scope
- Original work published as an article/chapter in an edited (author) scholarly book/ journal volume
- Serving as guest editor of a special journal volume
- Extensive contribution to policy or practice decision-making through creative activity
- Establishing a reputation for outstanding scholarship in areas of expertise at local, regional, and national levels

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Service:

Standard

University Service:

- Routine faculty governance activities within the Division (e.g. assessment committee, curriculum committee, etc.)
- Service on undergraduate thesis/project committees within the Division
- Consistent participation in Division-wide meetings within the Division
- Provide consultation on area of expertise within the Division (e.g. reviewing manuscripts, proposal drafts)
- Service on short-term, ad-hoc committees for the College of Health or the University
- Participation in campus outreach events and activities (e.g., Campus Kickoff, high school outreach)

Professional Service:

- Membership on state or regional disciplinary/professional bodies (e.g. ALPHA, SOPHE, LEND, APTR)
- Conference abstract reviewer for disciplinary/professional bodies (e.g. ALPHA, SOPHE, LEND, APTR)
- Presentation at professional event on an area of expertise
- Providing ad-hoc service to professional organization (tabling, volunteering at conference, etc.)

Public Service:

- Ad-hoc professional consultation provided to community groups/organizations
- Ad-hoc service and/or presentation in the community based on area of expertise

Significant

University Service:

- Leadership or significant contribution on committees conducting regular faculty governance activities within the Division (e.g. assessment committee chair, curriculum committee co-chair, etc.)
- Consulting on graduate thesis committees (for BSHS and ICHS faculty)
- Creating and/or maintaining connections to the professional community that foster stronger working relationships between DPHS faculty and practicum/service learning sites

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- Elected or appointed positions to COH Interdisciplinary Research or Interdisciplinary Curriculum Committees, UAA Undergraduate Research Committee, IPE Committee, or other committees requiring similar longer-term, high intensity commitments of time or expertise
- Coordination or leadership role in campus outreach events and activities (e.g., Campus Kickoff, etc.)
- Service as a Faculty Advisor to one or more student clubs
- Participating in director, dean, or chancellor search committees
- Participation in UA statewide governance or committees

Professional Service:

- Ad-hoc reviewer for refereed publications
- Serving on committees of state or regional disciplinary/professional bodies (e.g. ALPHA, SOPHE, LEND etc.)
- Chairing a session or organizing a thread at a disciplinary/professional conference
- Elected or appointed positions to the leadership of local (e.g. community, municipal, borough), state, or regional disciplinary/professional bodies, or a program chair for local, state, or regional professional conferences
- Providing technical assistance for local, state, national, or international research organizations/agencies

Public Service:

- Elected or appointed positions on local (e.g. community, municipal, borough) boards, commissions, or committees where professional expertise is used to advance the mission of the Division, College, or University
- Providing significant technical assistance/consultation to local, state, national, or international health organizations/agencies
- Substantial written work or presentations directed toward broad public education on issues of importance to the mission of the Division, College, or University

Extensive

University Service:

- Service as a graduate or undergraduate Program Coordinator within the Division
- Producing reports required of ongoing faculty governance activities within the Division (e.g. program assessment report, program review report, etc.)
- Elected or appointed positions to University or COH Peer-Review Committee, or other committees requiring similar longer-term, high intensity commitments of time or expertise
- Elected or appointed positions to University-wide committees, such as: UAA Institutional Review Board, Faculty Senate, UAA Institutional Animal Care and Use Committee, UAA Graduate or Undergraduate Academic Boards, and the University-wide Faculty Evaluation Committee or other committees requiring similar commitments of time or expertise
- Leading UAA faculty development efforts such as CAFE, CCEL, Making Learning Visible, Book of the Year, etc.
- Leadership in University search committees (e.g. director, dean, or chancellor)
- Fulfilling health-related university commitments to the state of Alaska or municipalities as established through MOAs or MOUs
- Representing the university on state-wide committees related to your area of expertise

Professional Service:

- Elected or appointed positions to: the leadership of national or international disciplinary/professional bodies, or a program chair for national or international conferences

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- Service as an active editor of a disciplinary/professional journal
- Extensive work on behalf of professional organizations that requires a substantial contribution of time and professional expertise and results in a substantial impact that advances the mission of the Division, College, or University
- Serving on national or international research proposal review committee (e.g. NIH study section, etc.)
- Providing professional advice and consultation to a regional, national, or international organization
- Ongoing reviewer for refereed publications, or review board member

Public Service:

- Elected or appointed positions on state, national, or international boards, commissions, or committees where professional expertise is used to advance the mission of the Division, College, or University
- Extensive work on behalf of non-profit organizations that requires a substantial contribution of time and professional expertise related to the mission of the Division, College, or University

Approved by Units and Dean's Office -- April 2024

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School of Allied Health

Approved by faculty on December 8, 2022, and by College of Health Dean on February 20, 2023.

Mission:

The mission of the School of Allied Health is to educate and develop allied health professionals to serve all Alaskans.

Terminal Degrees:

Certified Nurse Assistant: Master's in Nursing, Education, or related field

Diagnostic Medical Imaging: Master's in Education, Medical Imaging Science or related field

Fire and Emergency Services: Master's in Education, Fire, Emergency Services or related field

Medical Assisting: Master's in Education or related field

Medical Laboratory Science: Master's in Medical Laboratory Science or related field, Master's in Public Health or Master's of Arts in a related field with minimum of 15 graduate credits in laboratory medicine

Medical Laboratory Technology: Master's in Medical Laboratory Science or related field, Master's in Public Health or Master's of Arts in a related field with minimum of 15 graduate credits in laboratory medicine

Medical Office Coding: Master's in Education or health-related field

Paramedicine: Associate's degree in paramedicine or related field

Pharmacy Technology: Master's in Education or related field

Phlebotomy: Master's in Medical Laboratory Science or related field, Master's in Public Health or Master's of Arts in a related field with minimum of 15 graduate credits in laboratory medicine

Radiologic Technology: Master's in Education, Medical Imaging Sciences or related field

Surgical Technology: Master's in Education or health-related field

Faculty should demonstrate activities and accomplishments through some of the criteria in the appropriate category for which they are applying.

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Teaching:

Standard

- Prepares courses that are new to that faculty member
- Revises/updates existing courses
- Effectively advises program students on academics
- Contributes to maintaining continuous program accreditation, if applicable
-
- Contributes to program assessment
- Engages in reflective evaluation of teaching, including obtaining student feedback in a variety of ways
- Attends Professional Development activity related to the practice of teaching.

Significant

- Shows a pattern of contributing to student success at the college and/or university level

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- Develops course content and design on measurable achievement and assessment along student learning outcomes
- Develops innovations in course structure, delivery and/or content
-
- Creates new courses as part of curriculum development
- Mentors students in discipline-specific projects outside of classroom instruction
- Mentors adjunct faculty and/or new faculty
- Assists in preparation of continuous program accreditation documents, if applicable
- Designs, manages, and/or reports program assessments
- Serves as Peer Evaluator for another faculty's course
- Presents Professional Development activity related to the Practice of Teaching to a wide audience beyond their immediate unit or at a regional conference

Extensive

- Consistently utilizes high-impact teaching practices in course delivery and/or course projects
- Mentors students in discipline-specific research outside of classroom instruction
- Mentors students in poster presentation of discipline-specific research or project at a professional conference
- Develops and/or delivers community-engaged teaching activities/projects
- Prepares and submits continuous program accreditation documents, if applicable
- Develops and/or delivers an interprofessional or interdisciplinary project and/or course
- Creates new or significantly revises existing programs
- Presents Professional Development activity related to the Practice of Teaching to a publication or as a presentation to a national audience.

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Research:

Standard

- Provides evidence of manuscript submission for publication to non-refereed research articles, research briefs, and reports.
- Presents at a local conference or poster session and/or publishes in conference proceedings (non-refereed)
- Submits research proposals for external funding
- Awarded and successfully executes an internally-funded research proposal
- Provides evidence of academic research currently in development or in progress
- Provides evidence of professional development activities related to research

Significant

- Publishes non-refereed research articles, research briefs, and reports
- Presents at a state refereed professional conference or meeting
- Awarded and successfully executed a non-competitive externally-funded research proposal
- Mentors student research

Extensive

- Co-publishes research with a student
- Serves as editor of book/volume published by a scholarly press
- Publishes original work published as the author or editor (journals, textbooks, etc.)
- Awarded and successfully executed a competitive externally-funded research proposal
- Presents at a national or international refereed professional conference or meeting

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- Develops national reputation for content expertise

Examples of Standard, Significant, and Extensive Activities and Accomplishments in University, Professional, and Public Service:

Standard

University Service:

- Provides meaningful participation in department-level/unit committees
- Participates in public outreach events and activities (e.g., Campus Kickoff, search committees, recruitment events, and/or other College of Health and/or UAA activities)
- Maintains external program accreditation standards

Professional Service:

- Serves as a liaison between local community partners and students
- Maintains professional membership
- Actively participates in professional organizations (e.g. holding an elected office, committee membership, participation in legislative activities, etc.)

Public Service:

- Actively participates in board(s), commission(s), or committee(s) where professional expertise is used to advance the mission of the community or Institution

Significant

University Service:

- Maintains documentation for program accreditation, if applicable
- Coordinates and/or manages student internships, externships, and/or practicums, if applicable
- Chairs unit or college committees
- Actively participates in university-wide committees
- Maintains program documents (e.g. handbooks, policy manuals)

Professional Service:

- Leads in professional organization activities at the state level
- Serve as peer-reviewer for academic journals or conferences
- Creates and delivers external presentations at the local/state level

Public Service:

- Leads on local board(s), commission(s), or committee(s) where professional expertise is used to advance the mission of the community or Institution
- Collaborates with community agencies to advance the profession

Extensive

University Service:

- Conducts formal peer reviews to benefit the faculty mentorship process
- Chairs university wide committees
- Actively participates in or chairs state-wide committees
- Conduct in-service training for faculty/staff
- Prepares program reviews, self-study, or other accreditation documents

Professional Service:

- Serves as a site visitor for an accrediting body
- Leads in professional organization at the national level

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- Create and deliver external presentations at the national and/or international level(s)
- Serves the peer review process for external accreditation

Public Service:

- Leads on state, national, or international board(s), commission(s), or committee(s) where professional expertise is used to advance the mission of the community or institution.

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Approved by Provost – May 2024

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School of Social Work

Approved by faculty on March 20, 2024, and by the College of Health Dean on March 24, 2024.

Mission: The mission of the UAA BSW program is to prepare generalist social workers who enhance human well-being, engage in decolonizing and anti-oppressive practice, and promote social, economic, and environmental justice for all Alaskans. The mission of the UAA MSW program is to develop a community of MSW professionals located across rural and urban Alaska who are dedicated to advancing human rights, engaging in antiracist and anti-oppressive social work practice, and pursuing justice, equity, and inclusion for all. Through a collaborative online learning environment and field practica, students develop advanced generalist social work values, knowledge, and skills in direct practice, leadership, critical scientific inquiry, and policy advocacy to address the complex health and social welfare needs in Alaska and the Circumpolar North.

Terminal Degrees:

For faculty with significant, ongoing assignments in the Research category, a PhD is required; for faculty with little to no research assignment, a Master's degree is required. Tenure-track Assistant Professors may make adequate progression towards tenure with only the MSW if their Letters of Appointment specify that they may work on the doctorate as Assistant Professor.

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Teaching:

Standard –

- In established courses: updating with relevant literature, providing clear expectations.
- In new courses: using someone else's materials, providing clear expectations.
- Fostering opportunities for student leadership and recognition.

Significant –

- In established courses: overall pattern of contribution to student learning (with some exceptions).
- In new courses: thoughtful design of new content and new assignments.
- With new pedagogies: thoughtful experimentation and professional development activities.
- Contribution to aspects of program-level curriculum development/revision or accreditation.
- Mentoring student research or projects that earn credit. This does not include projects that are part of courses already recognized on workload agreements.
- Providing academic advising in ways that helps students “stay on track” without sacrificing chances of success.

Extensive –

- In established courses: consistent contribution to student learning.
- Leadership with aspects of program-level curriculum development/revision or accreditation.
- Mentoring student research or projects through which the student wins public recognition (e.g., receives a grant or presents/publishes results).

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Examples of Standard, Significant, and Extensive Activities and Accomplishments in Research:

Standard –

- Presentation at a conference or meeting (not refereed).
- Conference proceedings (not refereed).
- Documents demonstrating research projects in progress (e.g., IRB proposal, data collection instrument).
- Evidence of relevant professional development activities.
- Newsletters or other items directed to popular audiences.
- Documents related to mentoring student research that leads to publication or presentation.
- Educational software or tools that are available to others.
- Organizing a research-related conference.
- Reviewing others' grant proposals or manuscripts.
- Documents demonstrating significant editorial responsibility, as for a professional journal.

Significant –

- Report (not peer-reviewed);
- Refereed presentation (paper or poster) at a professional conference or meeting.
- Internally-funded grant proposal.
- Unfunded external grant proposal.
- Products related to the development and dissemination of innovations in Social Work practice.

Extensive –

- Published book (authored).
- Published book (edited).
- Published manuscript in refereed professional journal.
- Externally-funded research proposal.
- Article or chapter in edited book.

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Service:

Standard -

University (University-wide, College, and School of Social Work):

- Low-intensity service such as membership on an *ad hoc* committee with minimal expectations.

Professional:

- One-shot activities, such as volunteering at a professional conference.

Community:

- Single-event service in the community.

Significant –

University (University-wide, College, and School of Social Work):

- Membership on high intensity committees that meet weekly or bi-weekly, such as: School of Social Work MSW or BSW Curriculum or Admissions Committees, Faculty Search Committees.
- Serving on committees or boards that meet less frequently or are short-term such as: College of Health Interdisciplinary Research or Curriculum Committees, UAA CAFE;

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- Leadership positions on Tier 3 bodies.

Professional:

- Alaska Chapter NASW Board membership.
- Serving as an organizer or chair of a national conference committee.
- Peer review of a single manuscript or conference proposals.

Community:

- Providing non-remunerated consulting or board membership to a community group.

Extensive –

University (University-wide, College, and School of Social Work):

- High-intensity and high-impact service requiring high levels of faculty effort such as elected or appointed positions to: College of Health Curriculum or Peer Review Committee, UAA Graduate or Undergraduate Academic Boards (GAB, UAB), University Assessment Committee, or University-wide Faculty Evaluation Committee.

- Providing leadership to high intensity committees that meet weekly or bi-weekly, such as: School of Social Work MSW or BSW Curriculum or Admissions Committees, Faculty Search Committees.

Professional:

- Council on Social Work Education (CSWE) Commissions, Councils, or Board; National Association of Social Workers (NASW).
- Ongoing peer review of manuscripts or grant proposals.

Community:

- National, state or local commissions or boards.
- Leadership positions on Tier 1 or 2 bodies.

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School of Nursing

Approved by faculty on March 21, 2024 and by College of Health Dean on March 22, 2024.

Mission:

The mission of UAA School of Nursing is to promote health and well-being of people and communities by fostering excellence and innovation in nursing education, research and health care.

Terminal Degrees:

For faculty with significant, ongoing assignments in the Research category, a doctoral degree is required; for faculty with little to no research assignment, a Master's degree is required. The Doctorate of Philosophy (PhD), Doctor of Nursing Practice (DNP), or Doctorate of Education (EdD) each satisfy this requirement. The doctorate may be in a related field if the master's degree is in nursing. Non-research active faculty must have at least the Master of Nursing (MN), or the Master of Nursing Science (MSN), or the Master of Science, Nursing Science (MS) and/or may have a doctorate that may be in nursing. In all cases, faculty must have at least one graduate degree in nursing, and all degrees must be from an accredited institution.

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Teaching:

Standard

- Facilitates the advising of undergraduate or graduate students
- Shows definite promise of developing high quality effective teaching methods appropriate to the nursing discipline
- Demonstrates continuous professional growth by applying nursing knowledge and clinical practice expertise in didactic/clinical teaching
- Maintains connections with clinical sites that foster working relationships between the program and those clinical sites
- Accomplishes continuous professional growth in teaching effectiveness by implementing evidence-based teaching methods

Significant

- Develops/updates content and assignments, or creates a new course
- Fosters or develops new connections for service and clinical activities of students
- Contributes to program-level curriculum development to ensure effectiveness
- Has a strong record of engaging in programs of professional development and self-assessment related to enhancing teaching expertise
- Provides evidence of contributing to preparation of undergraduate/graduate program accreditation or assessment
- Shows emerging recognition by professional peers as a resource for teaching excellence

Extensive

- Recognized as a leader by mentoring new and established faculty or mentoring student research or projects with the expectation for publication, grants, or professional presentations
- Creates innovative pedagogy and research in course structure, content, delivery, or evaluation strategies (e.g., simulation, interprofessional teaching activities or service learning, proving a sustained record of excellence)
- Managing and coordinating undergraduate/graduate program accreditation

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- Professional growth maintained by providing a comprehensive peer review of course structure, content, and delivery
- Serves as a visiting lecturer or consultant in curriculum/program development/clinical practice requested by agencies and individuals outside the college
- Contributes nationally or internationally to the body of knowledge related to the clinical specialty or nursing education
- Gained recognition by professional peers as a resource for teaching excellence

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Research:

Standard

- Non-peer reviewed article, abstract, poster or digital media
- Non-peer reviewed dissemination of scholarship of teaching and learning
- Contributor and/or non-peer reviewed dissemination of a quality improvement, evidence based, or translation to practice project

Significant

- Second author on peer reviewed published article, abstract, poster or digital media
- Second authored dissemination of scholarship of teaching and learning
- Contributing author to a book or book chapter (to include education materials), collection or digital media
- Second author on an invited or referred dissemination of a quality improvement, evidence based, or translation to practice project

Extensive

- First author on invited or referred peer published article, abstract, poster or digital media
- Editor, guest editor or co-editor of a journal, collection or book or book chapter (to include digital medium, online collections and educational materials)
- Book author
- First author on an invited or referred dissemination of a quality improvement, evidence based, or translation to practice project
- Contributor or author of advisory opinions, legislation, or evidence-based practice guidelines
- Work is cited by others and or included in a meta-analysis, meta-synthesis, practice guide, or advisory
- At least one internal or external grant or external grant application as a principal/co-principal investigator

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Service:

Standard

University Service:

- Serves as a member on committees that meet frequently or provides service on short-term committees for the SON, College, or the University

Professional Service:

- Serves as a member of a task force or standing committee for a professional conference or organization
- Serves as a consultant to colleagues at a local level in areas of expertise
- Provides documented service contribution to a recognized professional organization

Public Service:

- Participates in activities that foster collaboration between the University and community

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- Serves in local, state, or national organizations in an area of expertise
- Provides documented service contribution to a recognized community organization

Significant

University Service:

- Increasing involvement with high-quality contributions as a member in elected or appointed positions at the College level
- Provides leadership as chair to School of Nursing committees that meet frequently
- Serves on short-term committees or boards that have a positive impact or outcome such as: College's Interdisciplinary Research Committee, UAA CAFÉ, or Chairing or serving on director or dean search committees
- Serves on graduate project committees

Professional Service:

- Serves as chair or in an elected or appointed position in the leadership of local (e.g. community, municipal, borough), state, or regional professional organizations
- Serves as a peer reviewer of a single manuscript or a proposal reviewer for local, state, or regional research organizations/agencies or clinical practice standards or protocol development
- Serves as a School of Nursing representative or provides leadership in professional organizations at chapter/state/regional level

Public Service:

- Provides non-remunerated professional expertise in elected and/or appointed positions on local (e.g. community, municipal, borough) boards, commissions, committees, or community groups to advance the mission of the School of Nursing, College, or University
- Provides substantial written work or presentations directed toward broad public education on issues of importance to the mission of the School of Nursing, College, or University

Extensive

University Service:

- Provides service in a high-impact committee requiring significant faculty effort such as elected or appointed leadership positions.
- Collaborates in development of policy for the School of Nursing
- Leads in the position as chair of an undergraduate, graduate, or doctorate program
- Mentors faculty in leadership roles
- Leads College and University committees/activities

Professional Service:

- Leads within elected or appointed positions to national or international disciplinary/professional bodies, or as a program chair for national or international conferences
- Serves as an editor of a disciplinary/professional journal or reviews refereed publications, presentations, and project submissions
- Represents the School of Nursing at regional, national, and international meetings
- Serves as a consultant nationally/internationally as a recognized expert in a clinical specialty
- Provides leadership and increasing involvement as a member or chair on special review groups, task forces, and policy making bodies

Public Service:

- Provides leadership and increasing involvement by working on behalf of non-profit organizations with a substantial contribution of time

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- Volunteers on collaborative community-engaged service projects that apply concepts, processes, or techniques to community-identified issues, concerns, or problems resulting in community change and development

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WWAMI School of Medical Education

Approved by faculty on March 4, 2020, and by College of Health Dean on March 4, 2020.

Mission:

Alaska WWAMI, in collaboration with the University of Washington School of Medicine, is dedicated to improving the general health and well-being of the public by meeting the physician healthcare workforce needs of our region. In pursuit of its goals, the School is committed to providing excellence in biomedical education, research and healthcare.¹

Terminal Degrees:

M.D., Ph.D.

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Teaching:

Standard

- Coordinate with other WWAMI faculty to assist in delivery of a block, thread or theme
- Contribute to syllabus chapters or in-class materials for a WWAMI block or thread
- Teach an undergraduate or graduate BIOM course or a course for another program (e.g., BIOL), or lead a team-taught course
- Teach a portion of a team-taught undergrad or graduate BIOM course, or a course for another program (e.g., BIOL)

Significant

- Develop significant portion of the syllabus chapters or in-class materials for a WWAMI block/thread
- Mentor in research at undergraduate level
- Mentor medical student research (III projects)
- Mentor medical student learning activities, or interest groups
- Employ innovative techniques and pedagogies in the classroom
- Serve on an MS or PhD thesis committee
- Leadership of clinical programs, meaningful participation in quality improvement activities or other evidence of a local or regional reputation
- Serve as clinical preceptor for medical students or other health care learners

Extensive

- Block lead or co-lead across WWAMI region
- Thread lead or co-lead across WWAMI region
- Develop extensive portions of the syllabus chapters or in-class materials for a WWAMI block/thread
- Serve as primary mentor in research for trainees at the graduate or postdoctoral level
- Create innovative techniques and pedagogies in classroom
- Leadership of structured projects that have assessed and improved the quality, value and efficiency of clinical care

¹ The mission and values of the WWAMI School of Medical Education are available at <https://www.uwmedicine.org/school-of-medicine/md-program/mission>

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- Authorship of nationally recognized clinical practice guidelines or review articles in respected textbooks; and leadership of national committees or task forces

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Research:

Standard

- Non-refereed publication²
- Presentation of original research at a local or statewide scientific or medical society meeting
- Unfunded grant proposal (with plans for revision and resubmission, reworking for another funding opportunity, or documented lessons learned)
- Unpublished reports to funders and community members
- Serve a relatively minor role on an externally funded research project directed by another investigator
- Contributions to conferences, editorial boards, colloquia, and the like

Significant

- Refereed manuscript published (or accepted for publication) in a journal of average impact³, derived from work primarily conducted in, or associated with, the candidate's UAA laboratory
- Editor-reviewed publication in a journal of average impact³
- Presentation of original research at a national or international scientific or medical society meeting
- External recognition of teaching, especially at the regional or national level (e.g., invited Grand Rounds)
- Receipt of individual (principal investigator) research funding from a local or state agency or foundation
- Serve as key personnel on an externally funded research project directed by another investigator
- Dissemination of curricula, curricular models or various teaching tools (e.g., MedEd Portal)
- Author a book chapter, or co-author a multi-author book

Extensive

- Refereed manuscript published (or accepted for publication) in a journal of high impact³, derived from work primarily conducted in, or associated with, the candidate's UAA laboratory
- Editor-reviewed publication in a journal of high impact³
- Initiate an externally funded research project involving additional faculty and staff
- Receipt of individual (principal investigator) research funding from a national or international agency or foundation
- Sole author of a book
- State, national or international awards for research, clinical care, or teaching excellence

Examples of Standard, Significant, and Extensive Activities and Accomplishments in Service:

Standard

University Service:

² These publications are not subjected to rigorous scientific review. Examples of non-refereed publications may include (but are not limited to) research articles in non-refereed journals; technical reports; non-refereed invited papers, reviews, responses, and editorials; articles in popular magazines which serve to enhance public support for scientific research.

³ Impact factors are relative; it is up to the candidate to provide evidence of the impact of a given journal.

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- Committee membership at department, college or university level
- Attend and participate in WWAMI faculty meetings

Professional Service:

- Serve as ad hoc reviewer for a journal or book
- Serve as ad hoc reviewer for an internal (UAA or UA) grant competition
- Membership in professional societies
- Membership on hospital committees
- Serve on a medically related community board
- Volunteer at a medical camp as a physician

Public Service:

- One or two scientific, medical or professional presentations to community organizations or schools

Significant

University Service:

- Committee chair at department or college level

Professional Service:

- Hold office in or serve as a delegate to local and state professional societies
- Serve as an ad hoc reviewer for a national grant competition/study section
- Precept residents in any of the WWAMI Region Family Medicine Residency Network (FMRN) affiliated programs or Health Care Professional students

Public Service:

- Three or more scientific, medical or professional presentations to community organizations or schools
- Serve on external compliance or regulatory committee in area of expertise

Extensive

University Service:

- Chair of a major university-wide or system-wide committee, such as a federally mandated compliance committee, an Academic Board, an accreditation self-study, or a faculty governance committee
- Leadership and mentorship of junior faculty

Professional Service:

- Hold office in or serving as a delegate to national and international professional societies
- Serve as a regular member of a national grant competition/study section

Public Service:

- A large number of scientific, medical or professional presentations to community organizations or schools
- Chair of an external compliance or regulatory committee in area of expertise