

University Of Alaska Anchorage  
College Of Health  
Department Of Human Services

Criteria and Guidelines  
For  
Faculty Evaluation

This document is to be used in conjunction with UAC and UAFT Collective Bargaining Agreements,  
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and the UAFacultyEvaluationGuidelines

Approved by the Dean, College of Health

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Date: \_\_\_\_\_

Approved by the Provost

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Date: \_\_\_\_\_

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## INTRODUCTION

This document defines the policies and procedures in the Department of Human Services in the College of Health, University of Alaska Anchorage.

Materials contained in this document conform to the University of Alaska Board of Regents University of Alaska Anchorage and faculty guidelines and policies related to faculty evaluation. Nothing in this document is intended to be in violation of Regent or University policy. If negotiated bargaining unit agreements or University policies are in conflict with these guidelines, the agreements and University policies shall take precedence. It is recommended that faculty review those policies.

There are two possible workload assignments for faculty of Department of Human Services: bipartite and tripartite. Workload type and components are defined in faculty appointments at the time of hire. Modifications may be established between the faculty member and the appropriate university administrative officer (Chair, Dean, Provost). Bipartite faculty workloads consist of teaching and service responsibilities. Tripartite faculty workloads combine teaching, creative/research activities and service responsibilities. All faculty activities must relate to departmental goals. The faculty evaluation process consists of a thorough review of performance of each of the components contained in the Workload Agreement.

Both bipartite and tripartite appointments in the Department of Human Services are human services professionals engaged in the delivery of human service education. All faculty, regardless of appointment, are committed to adhering to the standards published by the Council for Standards in Human Service Education (CSHSE).

All faculty members of the Department of Human S

4. Human Services educators provide educational guidance, research/creative activities and ser

## WORKLOAD COMPONENTS

### Teaching Component

#### Teaching Defined

Teaching is the act of imparting knowledge or skill through instruction; to cause another person to learn through example or experience. There are multiple ways in which Department of Human Services faculty teach, both in and out of the classroom, on and off campus.

Components of teaching may include, but are not limited to the following:

1. Formal classroom teaching, including campus, distance and off-campus courses where University credit is given and the number of student contact hours is defined.
2. Individualized instruction, including independent and directed study.
3. Student advising of currently or soon to be enrolled students.
4. Program and curricula development.
5. Course development and revision.
6. Development of distance education courses.
7. Instructional materials, manuals and media development and presentations.
8. Other teaching experiences such as short courses or guest lectures.
9. Supervision of student field practicum placement.
10. Supervision or mentoring of adjunct faculty.
11. Preparation of assessment, program review and/or accreditation materials.

#### Evidence Submitted By Faculty Member

1. List of courses taught during the review period. Comments on class features are encouraged: example semester taught, course level, number of students, credit hours produced.
2. Syllabi/course content guide.
3. List of manuals or other instructional materials authored or prepared by the faculty member.
4. Description of innovative techniques or teaching methods of special merit.
5. Curriculum development and program planning activities.
6. Description of new course preparations.
7. Description of major course revisions.
8. Awards or other teaching recognition.
9. Course evaluations including qualitative data reports and student outcomes. Evidence of teaching effectiveness collected from students must be included for all courses taught at the University of Alaska Anchorage within the evaluation period.

### Service Component

#### Service Defined

discipline. Professional service includes membership, leadership, participation in professional



8. Unpublished report of Needs Assessments, Program Evaluation or other applied research activities for the Human Services Department
9. Presented paper at a professional conference or meeting
10. Unpublished report
11. Funded project report
12. Annotated bibliography
13. Book, manuscript or materials review
14. Conference proceedings
15. Newspaper or media article
16. Electronic media/product
17. Speech or oral report
18. Report on ongoing project

#### Evidence Submitted By Faculty Member

The faculty member should list the research or creative activities engaged in during the review period. If the activity resulted in a product, that should be indicated and included. Faculty members should include documentation of their research/creative activity and have supporting materials available. Examples of documentation include copies of published documents, title pages, table of contents, letters of verification, programs, etc. When the faculty member is

- d. any manuals or instructional materials the faculty member has authored or prepared
- e. any courses that have been written or revised
- f. any service outside of the Workload Agreement that the faculty believes should be recognized.

Faculty submitting a Full File must include the following: the faculty teaching achievements and service to the department, college, University and community. A Full File is required for a comprehensive four-year, tenure, promotion and comprehensive (6<sup>th</sup> year) post-tenure review and must include the following:

1. Each section of the file must include a table of contents, as well as supporting documentation.
2. Section I: Introductory materials as outlined by the revised UAA Faculty Evaluation Guidelines. The section is 1613 years



promotion, as well as the criteria of the appropriate faculty rank that is the focus of the review.

4. Section III: Documentation to support high quality and significant scholarly achievements in the areas of teaching, academic research or creative activity, and service (University, College, Department, Public or Professional)
  - a. The section will include the following:
    - i. all student evaluations for the previous six years (or for the years of service)

## TRIPARTITE AND BIPARTITE APPOINTMENTS

Tripartite workload faculty- requires a Ph.D. or equivalent in the discipline appropriate field

Bipartite workload faculty-

Both tripartite and bipartite require evidence of sustained professional growth and contributions of high-quality and significance to the professional, craft, or academic field or University teaching and service. Tripartite faculty must demonstrate potential for professional growth and contributions in research/creative activity.

## THE APPEALS PROCESS

Faculty members who have been denied promotion, tenure both have the right to appeal through the process defined by Board of Regents policy and the appropriate union contract. If the faculty does not appeal, a one-year terminal appointment will be offered by the University.