

**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 the UNAC and UAFT Collective Bargaining Agreements, the University of Alaska Board of Regents' policies, College of Health policies for tenure and promotion, and the UAA Faculty Evaluation Guidelines.*

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 the 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 services 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 Services have responsibilities to their colleagues, students, the University, and the community. These responsibilities include the following:

1. The Human Services Department faculty adheres to and functions within the parameters established by the Council for Standards in Human Services Education.

When evaluating faculty, it is recognized that the Human Services Department is small and subsequently faculty members typically carry significant workload responsibilities which include but are not limited to:

1. Multiple responsibilities for conducting two degree programs, (AAS and BHS) one occupational endorsement, and one graduate certificate program and one minor program.
2. Human services education requires intensive skill in academic preparation. Faculty are involved in complex academic advising (including financial aid appeals when appropriate), supervisory and teaching responsibilities.
3. Both the Associate of Applied Science degree in Human Services and the Bachelor degree in Human Services are regulated by CSHSE.

4. Human Services educators provide educational guidance, research/creative activities and service in their professional community.

### **Teaching Activities**

The Department of Human Services faculty have a responsibility to provide quality Human Services education. In addition to regular classroom instruction faculty are required to schedule academic advising sessions, develop and/or revise curriculum, teach practica (field experience), develop new practica sites, and participate in new student recruitment efforts.

### **Service Activities**

Human services faculty perform elected, appointed, or voluntary service to the department, college, university, and community in a variety of ways at various levels. Human services faculty serve on community boards and/or participate in valuable community/state or national activities.

### **Research/Creative Activities**

The Human Services Department at the University of Alaska Anchorage offers two undergraduate degree programs, one graduate certificate program, one occupational endorsement, and one minor. As the only nationally accredited human services program in the state of Alaska, the Department of Human Services faculty also oversee and consult with the faculty of community campus partners in our MAU.

As a result the department's major focus is upon teaching and service. However, as a profession, Human Services culturally embraces the applied research model. Therefore faculty workload assignments can be bipartite or tripartite. A research component to the Workload Agreement may be made with an agreement of the faculty member and the Department Chair. Human Services research activities may take various forms such as supplied programmatic and classroom research.

## **FACULTY EVALUATION PROCESS**

All Department of Human Services faculty holding faculty appointments are subject to a process of evaluation defined in the respective Collective Bargaining Unit Agreements. The evaluation process is instituted for the purpose of self-improvement and determination of appropriateness to proceed toward tenure, and for tenure and promotion. The criteria established for evaluation shall be based upon teaching, service and research/creative activity (when appropriate).

The Office of Academic Affairs develops an annual calendar to establish deadlines for submission of materials for evaluative review. This calendar is published with sufficient time for the department to establish an internal calendar for the review process. Candidates for review are responsible for submitting a complete file to the Department Chair early in the academic year. Candidates who are submitting a file for tenure, promotion, or both must notify the College of Health Dean's office by email indicating the intent to submit a tenure and promotion file. The intent notification must be sent by the end of the previous spring semester.

## **WORKLOAD COMPONENTS**

### **Teaching Component**

#### **Teaching Defined**

Teaching is the act of imparting knowledge and/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**

Professional Service relates to leadership contributions and activities of the faculty member's discipline. Professional service includes membership, leadership, participation in professional

societies, associations, conferences, meetings, committees, and reviews. Professional service can also include service on an editorial board or a contributing reviewer

Service to the Community is the rendering of professional expertise to individuals and organizations outside the University but not including professional associations. Community service is not limited to Anchorage, but includes individuals and organizations within the state, national or international communities. State and nonprofit organizations will frequently receive services from the Human Services Department. In order for community 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 of the faculty member.

### **Evidence Submitted By Faculty Member**

Service activities should be described concisely. The faculty member will list activities under the applicable three 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.

Chairperson will usually be given more credit than serving as a committee 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 will 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.

## **Research/Creative Activity**

### **Research/Creative Activity Defined**

Research/creative activity is the production of new knowledge or skills through research or creative activity. Each tripartite faculty member is expected to be a scholar and engage in research/creative activities. Such activities may support teaching but may not include those activities that are normally considered part of the teaching workload. Tenure-track faculty may establish a scholarly agenda outlining a vision of scholarly work to be completed during a given 3 to 5 year period.

Faculty will be expected to demonstrate a balanced record of research and creative activity which should include applied research, nationally available and reviewed by peers. Research and creative activities may include, but are not limited to the following:

1. Published book
2. Refereed monograph
3. Published manuscript in refereed professional journal or publication
4. Funded research project
5. Article or chapter in edited book
6. Published report or monograph of basic or applied research
7. Unpublished basic or applied research advancing general knowledge in Human Services

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 document(s), title pages, table of contents, letters of verification, programs, etc. When the faculty member is engaged in activities in collaboration with others, the faculty member's contribution should be delineated.

### **SUBMITTING A FILE FOR REVIEW**

Faculty members are encouraged to provide more than required course lists, syllabi and University of Alaska Anchorage administered student evaluations. The faculty member is encouraged to organize appropriate materials for review by attaching a short self-evaluation that catalogs the materials and comments on noteworthy features. The materials assembled by the faculty member should reflect instructional activities during the appropriate evaluation period. Contents of the file will depend on whether the faculty member is progressing towards tenure, is applying for tenure and/or promotion, or is undergoing a post-tenure review. Faculty must organize their file in accordance with the relevant collective bargaining agreements and the latest version of the University of Alaska Anchorage Faculty Evaluation Guidelines.

Faculty submitting an Abbreviated File must include the following:

1. Current Vita;
2. A self-evaluation not to exceed three pages;
3. Annual Workload Agreement(s) for the past year or since the last review. The Workload Agreement(s) must be signed by faculty member and appropriate designated administrators;
4. Optional documentation to support the self-evaluation may include the following:
  - a. all syllabi;
  - b. all IDEA surveys, student comments optional;
  - c. appropriate letters from students, committee chairs, or community agency personnel;

- d. any manuals or instructional materials the faculty member has authored, revised or prepared;
- e. any courses that have been written or revised; and
- 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 member's scholarly and teaching achievements and service to the department, college, University and community. A Full File is required for a comprehensive fourth-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 must include:
  - a. Initial appointment letter, if necessary for documenting years of service;
  - b. Current Vita;
  - c. Verification of degrees, licenses and certificates (not required for post-tenure review);
  - d. Annual Workloads (for each year being reviewed) and signed by the faculty and appropriate administrators;
  - e. Annual activity reports (for the period under review) and signed by the faculty and appropriate administrators;
  - f. Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review; and
  - g. Copies of findings and recommendations from the most recent annual progression towards tenure, comprehensive fourth year, tenure, promotion or post-tenure review(s) whichever are applicable (not required for post-tenure review).
  - g. Letters of recommendation from both internal (UAA) and external peers when seeking tenure or promotion.
3. Section II: Self-evaluation
  - a. The Full File shall include an Integrative Narrative, of no more than five pages, that synthesized and interconnects the candidate's scholarly achievements within the context of her or his professional goals and aspirations as outlined in the relevant scholarly agenda(s), and the actual designated responsibilities outlined in the relevant workloads and activity reports for the period under review. Furthermore, the Integrative Narrative should draw together the sections of the file and tie the faculty member's scholarship and scholarly achievements during this period to the Department, Unity, and University mission and goals. The candidate should discuss achievements outside of the period of review only for the explicit purpose of demonstrating consistency of performance. Such discussion should be brief. The narrative should emphasize collaborative, interdisciplinary, engaged or integrative activities when these have been a part of the faculty member's scholarship. It shall also provide an opportunity to reflect on one's professional growth, and accomplishments in accordance with unit and University criteria of high-quality and significant scholarly work for tenure and



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 if the faculty has been in rank less than six years)
    - ii. selected examples of syllabi of each course taught.
      1. If the faculty teaches the same courses each semester, only submit the most recent syllabus for each course taught.

## **CRITERIA FOR PROMOTION BY ACADEMIC RANK**

### **Tripartite and Bipartite Terminal Degree requirements for Promotion**

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

**Bipartite** workload faculty - requires a Master's degree in the discipline or appropriate field.

**Emeritus** - the appointment of Professor Emeritus is conferred to a retiree with a distinguished and sustained record of scholarly accomplishments. To be nominated for this honor, the candidate must have made significant contributions to the University. The candidate must have obtained the rank of Professor and have served for a minimum of 10 years prior to retiring from the University of Alaska. The application for Professor Emeritus will be reviewed by the faculty review process with the final decision made by the Chancellor.

**Professor** - faculty applying for the rank of Professor must hold a terminal degree in the field or discipline. The application must show clear and convincing evidence of scholarly accomplishments that are significant and of high quality. The candidate must also have gained recognition from their professional peers and community members external to the University. Candidates for this rank must have previously been awarded tenure, or must simultaneously stand for tenure.

**Associate Professor** - candidates for initial appointment or promotion to Associate Professor must hold a terminal degree in the discipline or field, show clear and convincing evidence of scholarly accomplishments of high-quality in the responsibilities of their assigned work and of the mission of their department. Candidates who are non-tenured faculty applying for promotion to Associate Professor will also be reviewed for tenure.

**Assistant Professor** - candidates must hold a terminal degree in the field and show evidence of achievement, increased responsibility, and continuous high-quality professional growth among the components of their workload.

## **TRIPARTITE AND BIPARTITE APPOINTMENTS**

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

**Bipartite** workload faculty - requires a Master's degree in the discipline or appropriate field.

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 in 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, or both have the right to appeal through the process defined in 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.