

FACULTY EVALUATION GUIDELINES

JUSTICE CENTER
COLLEGE OF HEALTH, UNIVERSITY OF ALASKA ANCHORAGE

Approved by Justice Center Faculty: March 2, 2018
Approved by the COH Associate Dean Andre Rosay: March 24, 2018
Approved by the UAA Interim Provost John Stalvey: July 31, 2018

A. **INTRODUCTION**

The mission of the Justice Center is to provide undergraduate and professional education; to conduct academic research in the areas of crime, law, and justice; and to provide service to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

In pursuit of these objectives, Justice Center faculty are committed to producing high- quality scholarly work and to creating a center of distinction recognized for excellence in teaching, academic research, and service. The following core values serve as our guideposts to achieving these aims.

Excellence

We strive to do work of the highest quality.

Integrity

Our work is guided by our unwavering allegiance to honesty and the highest standards of professional conduct.

Dedication

We are tenacious and conscientious in our work.

Inspiration

Center Director.

Bipartite faculty workloads typically comprise teaching and service responsibilities. Tripartite faculty workloads comprise teaching, academic research, and service responsibilities. The faculty evaluation process will involve a review of scholarly accomplishment within each workload component. Faculty members are encouraged to integrate the components of their workloads where doing so enhances their contribution to scholarship.

Justice Center faculty members have a responsibility to their students, their discipline, the University, and communities to strive for exemplary ethical conduct and scholarly achievement. Such achievements are the defining qualifications for appointment, tenure, and promotion in the academic ranks. All Justice Center faculty members are obligated to engage in scholarly work in teaching, academic research, and service activities according to their respective appointments, positions, and workload agreements.

2. SCHOLARSHIP: THE CORE RESPONSIBILITY OF THE FACULTY ROLE

Within the Justice Center, the faculty role is grounded in the University of Alaska

Scholarship, or scholarly work, is characterized by creative intellectual work reflective of a high level of professional expertise, is communicated so others may benefit from it, is subjected to reflective critique and evaluation by others, and supports the fulfillment of the mission of the University.

research, and service, and can take any of five forms: discovery, integration, application, engagement, and transformation/interpretation.

Justice Center faculty members are expected to engage in scholarly work in all aspects of their assigned workload. While all forms of scholarship are valued, the Justice Center places special emphasis on scholarly activity with community partners, as this form of scholarly

toward a safer, healthier, and more just society. Community-engaged scholarship by Justice

Curricular Engagement and Outreach & Partnerships.

C. ACADEMIC RANK, APPOINTMENT, AND TENURE

1. APPOINTMENT TO FACULTY RANKS

In the Justice Center, initial appointment and/or promotion to the rank of Assistant Professor, Associate Professor, or Professor requires that candidates hold a Ph.D., J.D., or an equivalent post-graduate degree in law.

2. Tenure

The decision to grant tenure to a faculty member is among the most important that will occur within the Justice Center because it determines, in large measure, the long-term teaching, academic research, and service trajectories of the unit. The excellence of the Justice Center derives from the quality of its faculty and their scholarly achievements in teaching, academic research, and service activities.

-term aspirations, tenure shall only be granted to faculty members who demonstrate a consistent pattern of high-quality and

practice. Ti

research proposals or manuscripts under review or revision

As with teaching, there is no precise formula for academic research activities and outcomes required for specific ranks, but 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 members must demonstrate the minimal activities and academic

research will fall uniformly into Tier 1. As a general guideline, candidates for tenure or promotion to Associate Professor shall provide evidence of significant accomplishment in academic research. Their files should demonstrate a level of contribution commensurate with the types of activities identified in Tier 2. Candidates for promotion to Professor shall provide evidence of extensive accomplishment in academic research. Their files should fall solidly into Tier 2, with some aspects of their academic research qualifying as Tier 1.

The faculty member should provide an orienting statement about her/his research agenda, area(s) of expertise, and reflect on the activities and products engaged in during the review period. This statement should complement the scholarly agenda and overall self-evaluation, guiding reviewers as they interpret the evidence items. The statement should address, for example: how academic research activities during the review period contributed to the ly agenda, as well as the strategic priorities of the Justice Center, the College of Health, and the University. Interdisciplinary and collaborative work should be highlighted, as should work that has had an impact on justice policy and/or practice development on the local, state, or national levels. When the faculty member is engaged in

contribution should be delineated.

Academic research products that have been disseminated or are currently under review for publication should be included.

5. SERVICE

Justice Center faculty members should strive to provide a balance of service in all three areas University, professional, and public service.

Active service, considering both the nature and quantity of services rendered, is considered

impact is less widespread, and these activities require relatively little time.

Tier 1: Examples of Extensive Service Activities and Accomplishments

University:

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 a graduate or undergraduate Program Coordinator within the Justice Center

Professional:

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

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 bipartite faculty without a research component to their workload, publishing an article in a professional journal or law review

Public:

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

Pro bono service as legal counsel in a case(s) requiring substantial time commitment but of ordinary legal significance

Substantial written work or presentations directed toward broad public education on issues of importance to the mission of the Justice Center, College or University

Tier 3: Examples of Standard Service Activities and Accomplishments

University:

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., faculty/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)

Chairing staff search committee

Professional:

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 bipartite faculty without a research component to their workload, publishing non-refereed research articles, research briefs, and reports

Uncompensated speaking engagements and written work on an area of expertise

Uncompensated consultation with local, state, or national organizations in an area of expertise

As with teaching and research, there is no precise formula for the service activities and outcomes required for specific ranks, but 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 members must demonstrate the minimal

service will fall uniformly into Tier 1. As a general guideline, candidates for tenure and/or promotion to Associate Professor shall provide evidence of significant accomplishment in at least two of the service categories and standard accomplishment in the third. Their files should demonstrate a level of contribution commensurate with the types of activities identified in Tier 2. Candidates for promotion to Professor shall provide evidence of significant accomplishment in two of the three service categories, and extensive accomplishment in the third. Their files should fall solidly into Tier 2, with some aspects of their service qualifying as Tier 1.

The faculty member should provide an orienting statement about her or his service. This statement should complement the overall self-evaluation and guide reviewers as they interpret the evidence items. For example, the statement could address: how activities during

College of Health priorities, thematic linkages to other workload areas, and how activities serve the University, the profession, or the public.

Service

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