The University of Maine System and the Associated Faculties of the University of Maine have adopted a general framework for faculty evaluations of peers for promotion and tenure which appears in the 1996-97 Agreement between the Associated Faculties and the University System. Recognizing that individual departments, divisions, or programs have unique contributions to make to the University mission of teaching, research, and public service, the Agreement stipulates that units will develop specific evaluation criteria to guide review of their own faculty. All faculty promotion and tenure recommendations must be made in accordance with criteria established in Article 10, Evaluations, and consistent with the applicable sections of Article 8, Academic Ranks.

Within the framework set by the Agreement, the faculty of the Muskie School of Public Service have identified four broad areas for faculty evaluation: teaching; research and scholarship; public service; and university service. Within the framework set by the School faculty bylaws, the level of expectations with respect to these several activities for individual faculty will vary, but will generally be proportionate with teaching load (see Sec. 1.1).

The criteria for faculty evaluation are a direct outgrowth of the history and mission of the Muskie School and its faculty. Originally established as the graduate program in Public Policy & Management, which was subsequently merged with the research centers of the Human Services Development Institute, the School’s mission is “to promote a vibrant civic culture, and to enhance democratic governance and policymaking in all sectors of society through education which embraces teaching, research, and public service.”

Fulfilling the mission of the Muskie School requires a commitment to educating students both in the classroom and beyond the walls of the University, and to improving policymaking and management which affect the citizens of Maine, the region, and the nation. The synergy which evolves when teaching, research, and service are linked together is fundamental to the improvement of policymaking and to the education of leaders who will themselves become teachers of their peers.

The four areas of teaching, research and scholarship, public service, and university service must be viewed as part of a whole, rather than as distinct and freestanding evaluation categories. The proper role of Muskie School faculty requires a balanced contribution to each of the four areas; no single category may be pursued to the exclusion of another.

The requirement for balance does not necessarily imply equal contribution in each area; for, variation in the level of effort made in each category by individual faculty members is expected to reflect personal interests and strengths, professional responsibilities and development needs, and academic program needs. Nevertheless, the size of the School faculty and the interconnectedness of the four broad areas for evaluation demand of all faculty members a balanced set of commitments, with significant contributions to each.

**Teaching**

Muskie School faculty members are expected to strive to be excellent teachers. Excellence extends beyond classroom delivery of material, and the evaluation of teaching effectiveness must extend beyond in-class student evaluations of teaching quality. The mission of the School demands that in addition to theory, our teaching offer relevance and application. The curriculum, structure, pedagogical approaches, and teaching materials for educating students to management, policy, and leadership positions must be developed and honed within the School; and faculty must shape and refine the means for delivering quality education to students and the public-at-large. In addition to the required course evaluations, faculty being evaluated for promotion and/or tenure must submit to the peer review committee evidence of a commitment to excellence in teaching, to include innovation in and improvement of teaching, student advising, and involvement of students in research and public service activities.
Research and Scholarship

Muskie School faculty members are expected to engage actively in research and scholarship in fields related to the School’s several degree programs, and to the teaching of related disciplines. Given the interdisciplinary nature of the School’s degree programs, research topics will generally be wide-ranging among the faculty. Because of the interdisciplinary nature of the School’s degree programs, collaborative research and publications will be given weight and consideration along with individual research and publication. Research and publication may be applied or scholarly; and scholarship may extend to the improvement of teaching such as development of case studies or papers on teaching.

Faculty members are expected to disseminate their research findings and scholarly insights through writing and presentation at professional conferences and public gatherings. An active research agenda will normally lend itself to a variety of publication outlets serving diverse audiences. As part of an overall research and scholarship program, faculty will share their scholarship with peers in their field through publication in peer reviewed journals and books. While no minimum number of peer reviewed publications is established, a faculty member’s curriculum vita shall provide evidence of a sustained record of peer reviewed publications as well as professional presentations and publications, and the promise of continued research and publication in the future.

Public Service

This category is an important component of faculty performance. Muskie School faculty members are expected to engage in regular public service activities which will help improve the practice of policymaking and management in public and non-profit organizations; foster informed dialogue and debate on public policy issues; bring information and expertise to bear upon policy and management problems; and share new knowledge and insights with the citizens and public officials of Maine and the nation.

University Service

This category includes service both to the University and the University System at large, and to the Muskie School in particular. Muskie School faculty are expected to demonstrate a strong, effective, and continuing commitment to building both a high quality School of Public Service and a high quality University to house it. In addition to conscientious and competent service on standing and ad hoc committees of the School, faculty are expected to demonstrate this commitment through significant contributions to, for example, interdepartmental and University committees and task forces, the School Council and Faculty Senate, and collaborative teaching or service projects with faculty and staff from other departments and campuses; or, to other important efforts to build the institutional capacities and strengths of the School, the University, and the University System.

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In summary, while individual faculty may excel in one or more of the four areas, no faculty member in the Muskie School will be recommended for promotion and/or tenure unless a strong, balanced, and continuing contribution to each of the four criteria is demonstrated.

Approved by the faculty, January 10, 1997